

Inclusive Practices When Developing, Implementing, and Reviewing Trainings and Events

Checklist – Part I



PHYSICAL SPACE PREPARATION

- ☐ Does the entrance follow accessibility standards?
- ☐ Is there an accessible bathroom?
- ☐ Is there accessible parking?
- ☐ Are locations throughout the building clearly marked for people who are blind or low vision? Is signage at the Americans with Disabilities Act (ADA) appropriate height?
- ☐ Do the building hallways, doorways, tables, floor surfaces, and chair spacing meet ADA requirements?
- ☐ Is there an area for service animals to relieve themselves?
- ☐ Have requests for language resources been met?
- ☐ Are all emergency exits and warnings accessible?



ONLINE PREPARATION

- ☐ Is there closed captioning available?
- ☐ Are all videos cued and captioned?
- ☐ Are all instructions to access the chat, rename, share files, adjust screen size, mute/unmute, share screens, etc. ready to be copied into the chat?
- ☐ Does the training provide options that reach a wide variety of learners? (E.g., subtitles, chat function, accessible video conferencing platforms, option to download files for later review)



QUALITY CHECK

- ☐ Does the material align with the City of Portland's core values?
- ☐ Is the language simple and easy to understand? Has plain English been used?
- ☐ Is the training/event utilizing ground rules or guidelines for participation?
- ☐ Are engagement strategies utilized during the learning training/event?
- ☐ Are visuals of people representative of diverse identities? (E.g., race, gender, disability, ethnicity, culture)
- ☐ Does your first PowerPoint slide include your name and title?

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Checklist – Part II



VISUALS (QUALITY CHECK)

- ☐ Are all handouts printed?
- ☐ Visuals do not rely on color to convey messaging.
- ☐ Is there text in place for photos, images, or graphs to make it accessible for people who are blind or low vision?
- ☐ Do charts/graphs meet accessibility standards?
- ☐ If possible, have training slides been shared before the presentation?
- ☐ Have all videos that are being used captioned?
- ☐ Is all font size accessible in all material? (at least 18-point font for PowerPoints, 12-14-point font for handouts)
- ☐ Are there warnings on all violent/traumatic videos or visuals?



SUBJECT MATTER REVIEW

- ☐ Is the information presented accurate, and have resources been cited when appropriate?
- ☐ Have you included peer-reviewed or reputable research/information from diverse identities?
- ☐ Have all the relevant points been discussed?
- ☐ Is any information missing?
- ☐ Are the most vital points given the most attention?
- ☐ Are complex and confusing topics given enough attention?
- ☐ Have appropriate scenarios or activities been included?
- ☐ Do they relate to what the learners do in their day-to-day work?
- ☐ Has all material been reviewed and approved by the appropriate managing staff?



DESIGN ANALYSIS

- ☐ Is the design of the training delivery method accessible according to Title II of the Civil Rights Act?
- ☐ Is the training consistent with the bureau's branding guidelines? This includes graphic standards, slide deck template, and necessary marketing materials.
- ☐ Are there at least two learning objectives listed?
- ☐ Are the training objectives written from the perspective of what the participant will be expected to do during the training?
- ☐ Are the training objectives SMART: specific, measurable, attainable, realistic, and time-bound?
- ☐ Will the training resources meet the learning objectives of the training?



ACCOUNTABILITY

- ☐ Does the training have a clear plan to measure training effectiveness? This includes “survey/questionnaire/feedback loop” after the training event.
- ☐ Does the training have a clear the plan to track training progress in the long run?



FACILITATION CONSIDERATIONS

- ☐ Is the training utilizing bureau's ground rules of facilitation & engagement?
For Diversity, Equity, and Inclusion trainings:
- ☐ Is there a plan to address conflict and disagreements in the discussion?
- ☐ Is there a plan to prevent tokenism of individuals in attendance?
- ☐ Is there a plan to minimize the re-traumatization of individuals attending the meeting?
- ☐ Is there a plan to address questions or follow-up with people who have questions that cannot be answered during the allotted time?