

Needs Assessment Questions on Current Equity Strategies at Your Site

Consider groups of students missing from those you serve (e.g., students who are truant, have less flexibility to be involved with extracurriculars, are new to the school, have cultural or language barriers, etc.).

1. What populations of students do you currently reach (if any) with your sexual health services, and what populations are missed?
 - a. What populations of students are you missing? Why do you think they are missing?
 - b. How can your program ensure that students you are missing are aware of the available sexual health services?
 - c. What opportunities exist or can you develop to reach missing populations?
 - d. How can you reach the students you are missing and serve them more equitably?
 - e. How can you partner with youth to ensure you are fully answering this question?

Consider your organization's goals for sexual health services and what is working well to ensure that all students are served equitably.

2. What do equitable services look like in your school or clinic?
 - a. How do you define [equity](#)?
 - b. Is there a common definition among your staff?
 - c. What is currently being done in your clinic to ensure that all students have equitable access to services?
 - d. What is being done to ensure that structures and systems do not disadvantage certain students?
 - e. What kind of data do you collect directly from youth on their experiences in your clinic and on whether services are equitable?

Think about how those providing sexual health services are prepared to meet students' needs and provide equitable care.

3. Who in your SBHC or organization is providing sexual health services and/or health education?
 - a. Have they received equity training (e.g., implicit bias, history of racism, racism and discrimination, equitable communication, respectful care, or others)? See examples of trainings [here](#), [here](#), and [here](#) though this is not a comprehensive list.
 - b. What ongoing support do they receive to help them define equitable service delivery and then to assess how equitable their services are?

- c. What voices inform changes to your clinic's operations and policies? Whose voices are not included that you could benefit from? How can you integrate/further integrate, students' voices to make the environment more equitable or inclusive?

Consider what barriers may stand in the way of implementing an equity strategy in your clinic or school (e.g., opposition to equitable practices, institutional processes that are cumbersome, needed resources for training or system development, etc.).

4. What are the barriers to ensuring that all students in your school-based health setting and/or affiliated schools are equitably served or able to access services?
 - a. Are there certain groups who might experience more resistance to strategies to connect students with sexual health services?
 - b. What resources (e.g., funding, people, space, time) are available to reach all groups of students equitably?