

EQUITY REFLECTION QUESTIONS

Pre-questions

- What social identities and groups do I belong to?¹ How might they color the lens through which I view the world?
- Am I practicing research/evaluation that's equitable vs. equal?
 - Equity involves trying to understand and give people what they need to enjoy full, healthy lives. Equality aims to ensure that everyone gets the same things in order to enjoy full, healthy lives.²
 - Have I shifted thinking away from a focus on sameness and treating everyone identically to a focus on treating everyone appropriately and accommodating their differences³

Project design

(scope, evaluation plan and timeline development, theory of change & logic model development)

- What privileges and power do I have in this situation? How am I different from the project stakeholders?⁴
- What are the self-serving purposes of the research/evaluation to our client?⁵
- What prompted our client to initiate this evaluation project? What are the client's goals for this evaluation and what do they want to learn from it?⁶
- What is our client's capacity to engage in the proposed project and act on its findings?⁷
- How is our client and/or project funded? What interests (and potential conflicts of interest) could be suggested by their funding?⁸
- How can we identify opportunities to help increase our client's capacity and build upon existing community strengths and resources?⁹
- Are stakeholders with a stake in this work involved in project design?
- Are there enough resources and time for me to build relationships and trust? If not, can I still conduct this research/evaluation without compromising its cultural competency? By cultural competence, we mean possessing the knowledge and skills to work with people from different cultures by having an open mind, not making assumptions, and asking the right questions respectfully.¹⁰
- What past experiences has the community had with researchers and evaluators?¹¹
- What am I assuming about each group of stakeholders in the research/evaluation?¹²
- How can we build compensation/incentives into our budget to both 1) show stakeholders that we value their time and contribution and 2) reduce barriers to participation that some community members may experience?¹³

Instrument development & data collection

- Who is in my sample and what do I need to know about them?¹⁴
 - What is their relationship to our client?¹⁵
 - What is their vested interest in the results of this research/evaluation?¹⁶
 - What assumptions do we need to check?¹⁷

- Will the selected methods produce information that is respected and trusted by community members and additional stakeholders? (For example, if a community has been over-surveyed in the past, strongly consider other methods that will better tell the story of the community)¹⁸
- Have I vetted the instrument as appropriate to the participants' culture?¹⁹
 - Are the language and response options confusing, off-putting?²⁰
 - Do the language and response questions resonate?²¹
 - For surveys, are the response options and demographic questions most inclusive of, appropriate, and reflective of the study population?²²
- How can I minimize the burden of data collection?²³
 - What is the best way to gather data from them²⁴ re:
 - Modality (e.g., survey, focus group)
 - Length (e.g., number of survey questions, length of an interview)
- What is the best time for me to collect data from them?²⁵
- What language should I use?
 - Vocab/lexicon²⁶
 - Literacy level²⁷
 - Does my introductory language make respondents feel comfortable, informed, respected?²⁸
- Who should collect the data so that participants feel comfortable and safe?²⁹
 - Who has shared experience with priority population, knowledge about population, awareness of biases?³⁰
 - Who will be best able to fully understand the context and nuances of responses?³¹
 - In focus groups, how will we ensure the everyone is listened to, manage the dominant talkers, and respectfully encourage less vocal participants to share their thoughts?³²

Data interpretation and analysis

- What kinds of response bias might be present? What steps did we take to minimize/mitigate this bias?³³
- Is my analysis influenced by a focus on culture and system analysis?³⁴
- How should I disaggregate the data (e.g., by race/ethnicity, gender, economic class, geography, gender, etc.)?³⁵
- Who needs to see and provide feedback on preliminary findings? How should I present and gather feedback on these findings?

Reporting and presenting findings and recommendations

- Can the average person not steeped in evaluation/research terminology understand the findings/recommendations?³⁶
- Have we considered ways to incorporate first-person community perspectives into the narrative?³⁷
- Have we considered presenting findings from an “assets” point of view rather than a “deficits” point of view (e.g., graduation rate instead of dropout rate)?³⁸
- How will these findings/recommendations be used?
 - Who will use the findings/recommendations?³⁹
 - Will the findings/recommendations be public?⁴⁰

- Will the findings/recommendations be used to build capacity of a community and not just for monitoring/judging?⁴¹
- Will the recommendations promote systemic changes?⁴²
- Will community members face adverse effects?⁴³

¹ Kien Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators” (The Colorado Trust, 2012).

² The Annie E. Case Foundation and Terry Keleher, “Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization” (The Annie E. Case Foundation, 2014).

³ Public Policy Associates, Incorporated, “Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens,” 2015.

⁴ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

⁵ Lee, PhD.

⁶ Laura Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations,” *Learning for Action* (blog), December 18, 2017, http://learningforaction.com/lfa-blogpost/culturally-responsive-evaluation?utm_medium=email&utm_campaign=2017%20Year%20in%20Review&utm_content=2017%20Year%20in%20Review+CID_c4ee3afb7029c1e40a417bf674702f39&utm_source=newsletter&utm_term=Practical%20Tools%20for%20Designing%20and%20Implementing%20Culturally%20Responsive%20and%20Inclusive%20Evaluations.

⁷ Bekes et al.

⁸ Bekes et al.

⁹ Bekes et al.

¹⁰ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

¹¹ Lee, PhD.

¹² Lee, PhD.

¹³ Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

¹⁴ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

¹⁵ Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

¹⁶ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

¹⁷ Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

¹⁸ Bekes et al.

¹⁹ Public Policy Associates, Incorporated, “Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens.”

²⁰ Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

²¹ Bekes et al.

²² Bekes et al.

²³ Courtney Huff and Amy Ramos, “Making Evaluations of Evidence-Based Models Culturally Appropriate,” *Harder+Co* (blog), July 26, 2017, <https://harderco.com/making-evaluations-of-evidence-based-models-culturally-appropriate/>.

²⁴ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

²⁵ Lee, PhD.

²⁶ Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

²⁷ Bekes et al.

²⁸ Bekes et al.

²⁹ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

³⁰ Public Policy Associates, Incorporated, “Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens.”

³¹ Public Policy Associates, Incorporated.

³² Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

³³ Bekes et al.

³⁴ Tracy Endo Inouye, Hanh Cao Yu, and Jo-Ann Adefuini, “Commissioning Multicultural Evaluation: A Foundation Resource Guide” (The California Endowment, January 2005).

³⁵ The Annie E. Case Foundation and Keleher, “Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization.”

³⁶ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

³⁷ Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

³⁸ Bekes et al.

³⁹ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

⁴⁰ Lee, PhD.

⁴¹ Endo Inouye, Cao Yu, and Adefuin, “Commissioning Multicultural Evaluation: A Foundation Resource Guide.”

⁴² Public Policy Associates, Incorporated, “Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens.”

⁴³ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”