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Is my Evaluation Practice Culturally Responsive?

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A working tool.

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"Always place the people who are most impacted at the center of conversations which seek to find solutions to problems affecting them."

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This document is a cultural diversity and cultural competency self-assessment checklist designed for personnel providing research and evaluation services and support to agencies, projects, and boards of directors that require such services be viewed through a lens of diversity, inclusion, and equity.

This assessment will focus on the four components presented in the "Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens."

1. Cultural competency of the evaluators and the evaluation process
2. Diversity as related to various grantee attributes
3. Inclusion of members of the priority community in the evaluation process
4. Equitable outcomes for the participants

Self-Assessment for Evaluators

This instrument is designed to provide evaluators with a point-in-time assessment of the degree to which their current practice incorporates the principles and methods for conducting evaluation through a cultural competence and racial equity lens. Because cultural competence is an ongoing process of learning, reflecting, and adjusting, the instrument is intended to provide the greatest insight when repeated at regular intervals to identify changes in areas of strength, as well as targets for growth.

The assessment consists of 38 statements describing tasks that support the four primary components of conducting evaluation through a lens of cultural competence and racial equity. For each task statement, indicate how often your evaluation work over the past year incorporated the activity described.

Cultural Competency of the Evaluator	Never	Rarely	Sometimes	Often	Always
1. I use a variety of sources to learn about the cultural heritage of other people.					
2. I seek information to better understand the cultural context of a program and its stakeholders at the start of a new evaluation.					
3. At all stages of an evaluation, I examine the potential impact of cultural stereotypes and my own personal biases around race, ethnicity, gender, socioeconomic status, and other individual differences.					
4. I seek feedback from clients and other evaluation stakeholders about how I relate to others with different cultural identities.					
5. I conduct evaluations as part of a diverse team.					
6. I pay attention to the similarities and differences of life experiences between the evaluation team and members of the target population, and consider how those dynamics might impact the evaluation.					
7. I deliberately include time in the evaluation discussion and planning to discuss cultural and racial issues that might occur in the work.					

Cultural Competence of the Evaluation Practices	Never	Rarely	Sometimes	Often	Always
I engage community members, consumers, and stakeholders in…					
1. …formulating the evaluation questions to show equitable results.					
2. …identifying appropriate data sources that will measure equity.					
3. …creating and/or tailoring culturally responsive data-collection instruments (i.e., interview protocols, surveys, etc.) focused on equity.					
4. …identifying appropriate data sources to accomplish equity goals.					
5. …conducting interviews, surveys, and other primary data-collection activities.					
6. …defining criteria for "success."					
7. …interpreting data and informing analysis.					
8. …disseminating and applying findings to the community.					
9. Data-collection instruments (i.e., surveys, interview protocols, etc.) are selected and adapted to ensure appropriateness for the culture(s) of the people of whom the questions are being asked.					
10. Data-collection activities that require interaction with community members, consumers, and stakeholders are led by the team members who are best suited to understand the specific cultural context, based on factors such as shared experiences with the target population, knowledge of the target population, and awareness of biases.					

Applying the Lens to Process Evaluation	Never	Rarely	Sometimes	Often	Always
In designing data-collection and analysis plans for answering questions about how the program/project/initiative/service was implemented, I pay attention to…					
1. …demographics/diversity of background of the organization's governing board.					
2. …the extent of shared experiences between members of the governing board and recipients of the program's services.					
3. …diversity (including demographics and cultural background) of program staff.					
4. …any hierarchical dynamics between and among the governing board and staff that have the potential to impact project success and evaluation outcomes and results. (Power/privilege relationship)					
5. …the organization's historical stance and/or practice related to issues of equity.					
6. …community context and dynamics, makeup of the community, and tension along cultural lines.					
7. I assess whether local demographics, socioeconomic factors, cultural factors, and other attributes of the community played a role in the process to define program goals and objectives.					
8. I collect information about efforts undertaken by the organization to build cultural competency among the program staff.					
9. I assess the extent to which community stakeholders were actively involved in the planning and implementation of program activities.					
10. I consider how the case was made for a specific demographic to receive targeted intervention and whether or not there was adherence to these criteria.					
11. I assess whether there are differences in how services are delivered based on the group identities of recipients.					
12. Where differences in service delivery are required, I seek to understand the nature of the differences, the policies and practices causing the differences, and the steps taken by the program to address the differences.					
13. I collect input from program stakeholders about the extent to which the organization is perceived as a credible proponent of diversity, inclusion, and equity.					

Applying the Outcomes to Process Evaluation	Never	Rarely	Sometimes	Often	Always
In analyzing and interpreting outcome data, I disaggregate data along demographic lines to identify and assess the extent of differential impacts of the program.					
In assessing program outcomes, I look for…					
1. …disparities in access to program services among different groups represented in the target population.					
2. …disparities in program effectiveness among different groups.					
3. …differences in outcomes among groups.					
4. …any unintended consequences of program activities due to cultural or racial/ethnic issues/context					
5. …indications of potential impact (positive or negative) on issues of diversity, inclusion, and equity within the broader community in which the program operates.					
6. …whether the most "in need" community group was served equitably.					
7. …indicators of "change" in power relationship, institutional relationships.					
8. …indicators of positive/negative impacts on priority population and the community being served.					
9. …indicators of system-wide changes attributable to this program.					