

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
- 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.⁶
- What past experiences has the community had with researchers and evaluators?⁷
- What am I assuming about each group of stakeholders in the research/evaluation?⁸

Instrument development & data collection

- Who is in my sample and what do I need to know about them?⁹
 - What is their relationship to our client?¹⁰
 - What is their vested interest in the results of this research/evaluation?¹¹
 - What assumptions do we need to check?¹²
- Have I vetted the instrument as appropriate to the participants' culture?¹³
- How can I minimize the burden of data collection?¹⁴
 - What is the best way to gather data from them¹⁵ 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?¹⁶
- What language should I use?
 - Vocab/lexicon¹⁷
 - Literacy level¹⁸
 - Does my introductory language make respondents feel comfortable, informed, respected?¹⁹

- Who should collect the data so that participants feel comfortable and safe?²⁰
 - Who has shared experience with priority population, knowledge about population, awareness of biases?²¹
 - Who will be best able to fully understand the context and nuances of responses?²²

Data interpretation and analysis

- Is my analysis influenced by a focus on culture and system analysis?²³
- How should I disaggregate the data (e.g., by race/ethnicity, gender, economic class, geography, gender, etc.)?²⁴
- 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?²⁵
- How will these findings/recommendations be used?
 - Who will use the findings/recommendations?²⁶
 - Will the findings/recommendations be public?²⁷
 - Will the findings/recommendations be used to build capacity of a community and not just for monitoring/judging?²⁸
 - Will the recommendations promote systemic changes?²⁹
 - Will community members face adverse effects?³⁰

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, “Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization,” 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 Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid.

⁹ Ibid.

¹⁰ Laura Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations,” *Learning for Action*, June 27, 2017, <http://learningforaction.com/lfa-blogpost/culturally-responsive-evaluation>.

¹¹ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

¹² Bekes et al., “Practical Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations.”

¹³ Public Policy Associates, Incorporated, “Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens.”

¹⁴ Courtney Huff and Amy Ramos, “Making Evaluations of Evidence-Based Models Culturally Appropriate,” *Harder+Co*, July 26, 2017, <https://harderco.com/making-evaluations-of-evidence-based-models-culturally-appropriate/>.

¹⁵ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

¹⁶ Ibid.

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

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

²¹ Public Policy Associates, Incorporated, “Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens.”

²² Ibid.

²³ Tracy Endo Inouye, Hanh Cao Yu, and Jo-Ann Adefuin, “Commissioning Multicultural Evaluation: A Foundation Resource Guide” (The California Endowment, January 2005).

²⁴ The Annie E. Case Foundation, “Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization.”

²⁵ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”

²⁶ Ibid.

²⁷ Ibid.

²⁸ Endo Inouye, Cao Yu, and Adefuin, “Commissioning Multicultural Evaluation: A Foundation Resource Guide.”

²⁹ Public Policy Associates, Incorporated, “Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens.”

³⁰ Lee, PhD, “The Importance of Culture in Evaluation: A Practical Guide for Evaluators.”