

Evaluation Tools for Racial Equity
GUIDING QUESTIONS - DOING YOUR EVALUATION

Stage 1 Readiness to Evaluate Work on Race, Ethnicity, Power and Privilege

1A. Addressing Racism in the Community

1. Is the group developing a shared vocabulary about racism, power and privilege?
2. Is the group developing a common understanding about how racism, power and privilege work in the community related to issues of concern?
3. Has the group identified long-term goals for change in the community that it wants to work toward?

1B. Creating an Inclusive Process

1. Is the group developing a process to work together - which includes people who are affected by the issue, is reflective of different cultures, and seeks to include everyone in its decision-making and leadership?
2. How does the group deal with different perspectives of what it takes to create change, based on different life experiences and analysis?
3. Have the individuals in the group and the group as a whole "done their own work" regarding race?

1C. Learning From Others

1. Is the group considering other resources and opportunities in the community, including other groups or organizations working on this issue, and how to work with them?
2. Is the group working to engage the broader community in this effort and learning about their needs and expectations in regard to the issue, especially taking into account diverse views?
3. Is the group learning about how other communities working on issues of racial equity and justice? Is it considering what are believed to be promising practices in the field?
4. Is the group working toward a shared understanding about the types of change strategies it will undertake and the expected results of those strategies?

1D. Getting Ready for Evaluation

1. Is the group developing an understanding of the role of data in the process of change? Does the group understand the different uses of data on community outcomes and data from evaluations and how each might be helpful in moving toward the group's goals?
2. Has the group decided that an evaluation of its work is important? What aspects of this work are to be evaluated - functioning of the group itself, implementation of its strategies for change, short- or longer-term changes in the community?

3. Has the group considered how to make the evaluation process consistent with its goals and principles regarding inclusiveness and empowerment? Specifically, has the group considered the value of participatory evaluation, and how this approach can contribute to cultural competence in its design and implementation?

Stage 2 ***Thinking about the Work to be Evaluated***

2A. *The Outcomes You Want to Achieve*

1. What specific changes does the Group expect to make in the community through its chosen strategies?
2. Does the group have a clear understanding about how these changes are related to the community outcomes it cares about?
3. Has the group discussed and come to an understanding about reasonable expectations for the degree or type of change that might be observed at this time? Has it considered what different audiences might expect and how to manage those expectations?

2B. *The Theory Behind Your Work*

1. Has the group linked its analysis of the problem, community change goals, and strategies?
2. Has the group developed an understanding about how change is expected to happen - how its strategies are expected to influence the community?
3. Has the group assessed the appropriateness, feasibility, and likely effectiveness of its strategies? Are the strategies powerful and broad enough to influence the community's outcomes?
4. Has the group identified any external conditions or internal capacities that need to be in place so that these strategies will work? Likely barriers or areas of resistance to change?

2C. *The Evaluation Questions to be Answered*

1. Who are the most important audiences for evaluation findings and what does each want to know?
2. What questions does the group need to answer about how well or broadly its chosen strategies are being carried out?
3. What questions does the group need to answer about whether and how its strategies are making a difference in the specific things it is trying to change immediately in the community?

Stage 3 ***Evaluation Design and Plan***

3A. ***Evaluation Design***

1. What kinds of information are needed to answer the evaluation questions? What information about the community outcomes of interest does the group need to track?
2. What type of evidence is needed to:
 - a. demonstrate that the desired community changes are happening?
 - b. evaluate the success of the group's chosen strategies and activities?
 - c. assess whether or to what extent the group's strategies are contributing to community change?
3. Have issues of cultural competence been considered in developing the evaluation design?

3B. ***Evaluation Plan***

1. Is there a work plan and budget for the evaluation? Are the resources available consistent with the design requirements? If not, will the design be modified, or will the evaluation wait until more resources are found?
2. Have the responsibilities for the evaluation been assigned? Will outside assistance be needed at any point in the evaluation, and if so, have technical assistance providers (including external evaluators) been recruited?
3. Specifically how does the group want to involve community members in the evaluation - at what stages and in what capacities? Is the group willing and able to commit the time, attention, and resources that may be needed to do this?
4. Is there a schedule with benchmarks so that progress on the evaluation can be tracked? Is there a team responsible for monitoring the evaluation and keeping the whole group informed about its progress?

Stage 4 ***Finding and Collecting Data***

4A. ***Information Sources***

1. Where can information to measure current conditions and track changes in the community outcomes be found? What other sources might be used to collect this information?
2. Where can information be found to measure the changes that the Group's strategies are intended to make? What other sources might be used to collect this information?
3. Where can information come from about how the Group's strategies were carried out?

4B. ***Data Collection Methods***

1. What are ways in which new or additional information can be collected by the Group or others in the community?
2. What new or additional information is worth collecting?

4C. *Assessing and Ensuring Data Quality*

1. How can the Group assess the completeness, accuracy and meaningfulness of existing and new information?
2. What are some sources of bias or error in data and what can be done to eliminate or reduce their effect?

Stage 5 *Examining and Interpreting Evaluation Information*

5A. *Analysis*

1. How will the information on community outcomes be organized to look for patterns and trends? How will it be organized to highlight issues related to racial differences and the effects of structural racism?
2. How will the information on the Group's strategies and desired changes be organized to assess effectiveness?

5B. *Interpretation*

1. How will the group tell if the patterns or trends are meaningful?
2. Who will be involved in making sense of these patterns and trends?

Stage 6 *Sharing Outcome Information and Evaluation Findings*

6A. *Audiences and Content*

1. What kinds of information on community outcomes or evaluation of the Group's strategies is now available to share with different audiences in the community?
2. What else needs to go along with these kinds of information to help different audiences make sense of it?

6B. *Format and Distribution*

1. What ways of presenting information will be the most accessible, credible and useful for different audiences?
2. What ways of distributing information will be best for different audiences?

Stage 7 *Ways Evaluation Findings Can Improve the Work*

7A. *Evaluation Process*

1. Has the group reflected on what was learned from the evaluation process?
2. Has the group considered how evaluation findings might influence strategies and expected results?
3. Does this reflection incorporate the group's analysis of racism, power and privilege?

7B. *Group Process*

1. Has the group reflected on its composition to see if it incorporates those most affected by the issue?
2. Has the group reflected on its knowledge, skills and commitment to the vision of the project to review their fit to the work at this point?

3. Has the group reflected on its processes to see that they are inclusive in terms of decision-making and leadership?

7C. *Institutionalization of Evaluation and Data Tracking*

1. Has the group considered ways to share responsibility for data tracking over time that will ensure the work can continue?
2. Has the group considered ways to ensure public accountability for the continued progress of its work?

7D. *Sustainability*

1. Is the group reflecting on evaluation findings to determine what is working and not working about its current structure and processes?
2. Is the group reflecting on how to sustain the essential functions of its work - either through its current structure or by sharing those functions with other groups and entities?