

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 “Template for Analyzing Philanthropic Programs through 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; and (4) equitable outcomes for the participants.

DRAFT

# Self-Assessment for Evaluators

## EVALUATORS

1. Have you taken a cultural competency assessment within the past five (5) years? Yes No

2. Have you attended a course or workshop on cultural competency in the past five (5) years? Yes No

If so how long did it last? (Please circle the length of the course or workshop below.)

- Half a day or less
- Full day
- 2 – 3 days
- Week
- Longer than one week

*In what ways, if at all, did this workshop offer value to you as an evaluator?*

3. How often have you previously been expected to use race/ethnicity as a guiding principle in any evaluation? Please circle one of the options below.

- Always
- Frequently
- Fairly often
- Not often
- Never

*Has the use of race/ethnicity as a guiding principle been useful in conducting an evaluation? Briefly explain.*

4. Have you ever conducted an evaluation intentionally considering race/ethnicity as key to all components of the evaluation process? Yes No

5. How much are you consciously aware of your personal biases and stereotypes around racial/ethnic, gender, and other individual differences? Please circle one response option below.

- Completely aware
- Very aware
- Somewhat aware
- Not very aware
- Not at all aware

*How, if at all, do you think your level of awareness influences your evaluation results?*

6. Is there a defining or watershed experience you have had that you believe influenced your perspectives around social equity? Please explain.

Yes      No

7. Which of the following social struggles are you familiar with through personal life experiences? Please circle all that apply.

- Blatant discrimination (i.e., racial/ethnic, gender, religious, disability, etc.)
- Poverty
- Little to no resources to deal with health challenges
- Criminal activity
- Chronic unemployment
- Hopelessness and despair
- Others (please identify) \_\_\_\_\_

8. Is there a particular racial/ethnic group that you are least comfortable working with? Please identify and explain.

Least comfortable: \_\_\_\_\_

9. Is there a particular racial/ethnic group that you are most comfortable working with? Please identify and explain.

Most comfortable: \_\_\_\_\_

10. For which tasks have you EVER invited participants from the community to participate in your evaluations? Who do you select and why? Please circle your responses below and provide a brief explanation.

- Formulate evaluation questions
- Develop interview/survey instrument
- Determine sources of information/data
- Conduct interviews or surveys to collect information/data
- Propose criteria for “success”
- Interpret data and give meaning to it from cultural perspective
- Disseminate outcomes and propose use of findings

11. What are the barriers to inviting participants from the community to participate in your evaluations in the following ways?

- Formulate evaluation questions
- Develop interview/survey instrument
- Determine sources of information/data
- Conduct interviews or surveys to collect information/data
- Propose criteria for “success”
- Interpret data and give meaning to it from a cultural perspective
- Disseminate outcomes and propose use of findings
- Data collection

12. At the beginning of your evaluation processes, which of the following factors do you routinely review and consider its impact on evaluation results and outcomes? Please circle each factor that you consider.

- Demographics/diversity of background of the grantee governing board
- Shared experiences between the governing board and the majority of recipients of grant services
- Demographics/diversity of background of grantee staff
- Any hierarchical dynamics between and among the governing board and staff that have the potential to impact project success and evaluation outcomes and results
- Grantee organization’s historical stance and/or service delivery around equity
- Community context and dynamics

## ACTIVITIES

13. Do you routinely research the socioeconomic status of the grantee community as an early step in the evaluation process? Yes No
14. Do you familiarize yourself with the cultural behaviors and accommodations for language prior to beginning an evaluation process? Yes No
15. On a routine basis, do you disaggregate data along demographic lines in order to adapt your evaluation process to the race and culture of grant recipients? Yes No
16. Before you begin your evaluation process, on which of the following do you seek clarity? Please circle all that apply.
- Demographics and other characteristics of the priority population
  - Logistics and execution of activities taking into consideration the community and cultural context of the priority population
  - How eligibility of the priority population was determined

## RESULTS

17. In assessing program data, which of the following do you specifically check to contribute to the interpretation of evaluation results? Please circle all that apply.
- Disparities in service delivery as well as effectiveness experienced by different racial/ethnic populations in the community
  - Differences in outcomes between groups
  - Historical experiences of the priority population considered and included in the design of the work
  - Contemporary experiences of the priority population considered and included in the design of the work
  - Any unintended consequences because of cultural or racial/ethnic issues/context
  - Any noted changes on race relations
18. If the evaluation is ongoing, how critical is it for clients to be made aware of interim findings? Do you provide guidance to enable clients to assess differentials by demographic group and make changes/corrections in the future?

19. In interpreting relevant data and other information, which of the following do you routinely integrate into your evaluation results and outcomes? Please circle all that apply.

- Accessibility of program services to the priority population
- Recommendations to facilitate long-term impact
- Recommendations to promote systematic changes
- Effects on race relations in the local community

20. In what ways do you expect the new racial equity lens to help future evaluations be more culturally sensitive and culturally relevant compared to the past?