

Template for Analyzing Philanthropic Programs

Cultural Competence:

A skill set that comes from personal experiences within a given community and/or from structured learning experiences that ensures acceptance, appreciation, understanding, and responsiveness by evaluators regarding value, practices, preferences, attitudes, and behavior of this community; and that inform the entire evaluation process.

DIVERSITY

EVALUATORS

- Awareness of cultural differences among the priority population
- Diversity among evaluators
- Shared background/life experiences with the priority population
 - Including class/SES-based cultural competency
- Cultural competence training of evaluators prior to or during this evaluation
- Personal awareness of cultural frameworks, assumptions, and biases

EVALUATION PROCESS

- Priority population input in evaluation design and the decision-making process
- Interview and survey instrument development appropriate to participants’ culture
- Identification of those who conduct interviews, focus groups, etc.
- Training in use of instruments
- Interviewer(s) knowledgeable about verbal and nonverbal nuances of priority population
- Evaluation questions posed and recommendations issued around racial equity

GRANTEE ATTRIBUTES

WKKF Responsibility
(via intake process)

- Diversity and racial consciousness of governing body
- Diversity of personnel
- Organizational structure (demographics of hierarchy)
- Cultural competence of board and staff
- Staff understanding of priority populations
- Extent of grantee’s previous work involving diversity, inclusion, and equity (if none, extent to which the organization strengthened those areas or learned more about them to conduct this grant work)
- Extent to which equity is embedded in the organization’s day-to-day practice, not just in print
- Integration of community context

1990–2012

Through a Culturally Responsive and Racial Equity Lens

Issues that must be part of the evaluation of each grantee in order for the process to be conducted through a diversity-inclusion-equity lens; to acknowledge the persistence of inequities in America due to historical institutional racism and discrimination; and to strategically account for these inequities in grant project design, implementation, and evaluation.

INCLUSION

COMMUNITY/CIVIC
ENGAGEMENT
RACIAL HEALING

- How did logistics and execution of activities take into consideration the community and cultural context of the priority population?
- What population was targeted by the grantee, and how was eligibility for services determined?
- How did the grantee work to avoid disparities in the services received by different racial or ethnic groups?
- How was cultural competency ensured among grantee staff working with the priority population?
- Did the project build upon or incorporate previous inclusion efforts in the community, and if so how?

2013–2015

EQUITY

ADVANCING TOWARD THE REALITY OF RACIAL
EQUITY IN AMERICA

- Who and what was changed or affected, and how?
- As evident at close of project, are outcomes and any differences in services intended or unintended?
- What can be seen using a culturally responsive and racial equity lens that might not seem relevant without its use?
- Did the provision of services have a different long-term impact on various cultural groups after the conclusion of service delivery? How was impact assessed?
- Were there unintended changes or consequences because of cultural or ethnic issues/context?
- Was the importance of access to services by various constituencies considered in developing delivery strategies, and were the most-in-need groups able to receive services?
- What are the systemwide changes that ultimately resulted from this program?
 - Are these results as expected?
 - Are there unintended consequences?
 - Is there evidence that more changes are likely?
- Did the grantee’s work affect race or intergroup relations, institutional changes, equity, socioeconomic status, or disparities in outcomes in the target community? Is there evidence that more changes are likely in the future?
- Were there disparities in the services received by different racial or ethnic groups?

2013–2020