**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**
- 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

**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?

**INCLUSION**
- Priority population input in evaluation design and the decision-making process
- 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

**EQUITY**
- 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

**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

**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 in the future?
- Were there disparities in the services received by different racial or ethnic groups?

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