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# Evaluation with a Racial Equity Lens

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By definition, white privilege allows one to pick and choose issues. However, foundations rarely measure the answers to questions like: “Where is this community in its understanding of its oppression and its participation in that oppression?” What foundations don’t understand is that when you label a program a failure in a community, you have labeled the community a failure. Further, many different types of indicators can be useful, but foundations tend to value most what they can count. We as a community have to show what has been accomplished using the foundation’s way of knowing (numbers) and not necessarily our way of knowing (living it and seeing it every day).

Actually, it’s even deeper than that. We have to prove what we know in the foundation’s institutional language, a language that is foreign to us. There have to be models developed where foundations are put on a more equal footing with communities. If a community has to be evaluated by a foundation, then the foundation has to be evaluated by the community. This is scary for foundations, and difficult for communities.

From “Flipping the Script: White Privilege and Community Building”

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# Every evaluation is political and technical

What constitutes success, and who says so?

What resources are committed to ensuring that we will have sufficient and accurate data to disaggregate by race/ethnicity?

What early or mid-point changes are likely to predict longer-term success, given likely resistance and retrenchment?

What protections are in place for those with less power in the process?

# Every evaluation is political and technical

What types of qualitative and quantitative data are considered reliable and valid, and by whom?

Who “owns” data? Who sees data first and what are the processes for addressing different perspectives on findings and conclusions, if there are any?

How are findings presented and shared in ways that do not “blame the victim”?

What are the likely consequences of positive or negative findings? Whose responsibility, if it is anyone’s to address differential consequences based on power dynamics?

# Power Analysis in Evaluation

Funder

Community that  
is hosting the  
evaluation,  
funder and  
evaluator

People running  
an intervention

Evaluator

People being  
served by  
an intervention

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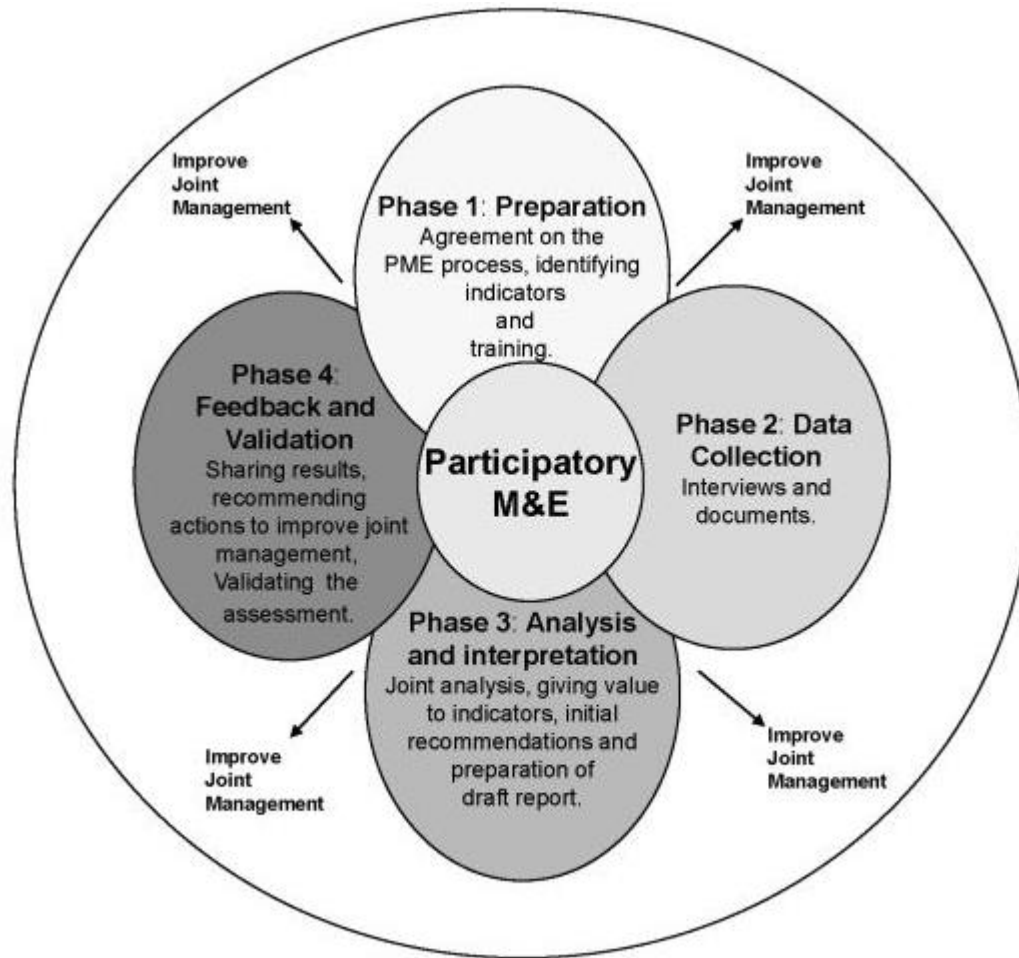
**HOW CAN WE AVOID “BLAMING THE VICTIM” WHEN WE PRESENT INFORMATION ON POOR OUTCOMES FOR DIFFERENT RACIAL, ETHNIC, LANGUAGE OR IMMIGRANT GROUPS IN OUR COMMUNITY?**

Groups working to eliminate or reduce differences (often called disparities) in how racial/ethnic groups fare compared to other racial/ethnic groups on important outcomes (education, wealth accumulation, health, etc.) need to report the differences to make their case for change and to track the progress of their work. For example, they may need to show the different rates of graduation from high school for white, African-American, Latino/a, Asian and Native American students (and they may also need to show differences in rates of graduation within these groups as well – by school, gender, language primarily spoken in the home, etc.) Groups use these kinds of data to raise awareness and concern, mobilize supporters, call officials and institutions to account and, to provide baseline (starting) and follow-up information for evaluation.

Source:

[http://www.racialequitytools.org/resourcefiles/How\\_Can\\_We\\_Avoid\\_“Blaming\\_The\\_Victim”\\_When\\_We\\_Present\\_Information\\_On\\_Poor\\_Outcomes\\_For\\_Different\\_Racial\\_Ethnic\\_Language\\_Or\\_Immigrant\\_Groups\\_In\\_Our\\_Community.pdf](http://www.racialequitytools.org/resourcefiles/How_Can_We_Avoid_“Blaming_The_Victim”_When_We_Present_Information_On_Poor_Outcomes_For_Different_Racial_Ethnic_Language_Or_Immigrant_Groups_In_Our_Community.pdf)

# What does a typical participatory evaluation look like in practice?



# Embedding a structural racism lens in evaluation - some ideas

- Collect sufficient data to disaggregate by each racial/ethnic group of interest to the issue (e.g. urban Native Americans and Native Americans on the reservation)
- Collect sufficient data to disaggregate by areas of intersectionality
- Acknowledge the limitations and controversies of Census definitions - where possible, ask people open-ended questions about identity. For example, “How do you define yourself in terms of...”
- Check the algorithms of any “summarized data” or administrative data that has consequences (e.g. reported incidences of interpersonal violence) and lay out clearly the limitations of the data
- Frame findings in terms of systemic issues; i.e., if you report differential rates of high school graduation by race/ethnicity or language spoken in the home, also show availability of AP classes in the school



### ③ SYNTHESIS of EFFECTIVE PRINCIPLES

"We have to make sure we DO NOT FORCE METHODS TO BE PRINCIPLES. THEY ARE DIFFERENT."

KEY:  
UNDERSTAND THE DIFFERENCE BETWEEN "RULES" AND PRINCIPLES

"PEOPLE LIKE RULES BECAUSE THEY ELIMINATE JUDGMENT— BUT WE NEED JUDGMENT NOW MORE THAN EVER."

↳ DIVERSE INTERVENTIONS ADHERING TO SHARED EVIDENCE-BASED PRINCIPLES

#### ADAPTIVE PRINCIPLES

SEASON TO TASTE & SITUATION

↳ LET'S ADD  $\frac{1}{4}$  of SALT (PRESCRIPTION)

↳ A PRINCIPLE IS ADAPTIVE and FLEXIBLE BASED ON CONTEXT.

EXAMPLES: \* HOW/WHEN TO CHECK YOUR EMAIL (THAT WORKS FOR YOU!)  
\* HOW/WHEN TO EXERCISE (THAT FITS YOUR SCHEDULE).



"A principle is ONLY valuable if it provides direction but not detailed prescription."

Source:

<https://www.slideshare.net/KatherineHaug/mqp-eval14-notes>

# Some things we are thinking about in our practice right now

- Redefining rigor
- Redefining risk
- Redistributing consequences





FUNDAMENTALS

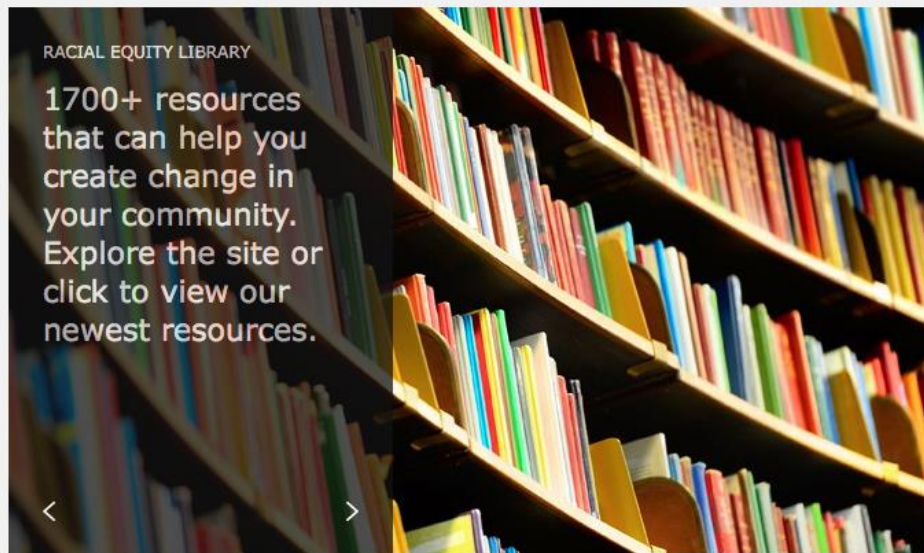
PLAN

ACT

EVALUATE

CONNECT

CURRICULA



Learn concepts. Find data, lists & tips.

[LEARN MORE »](#)



Examine issues and plan.

[LEARN MORE »](#)



Identify strategies and communicate.

[LEARN MORE »](#)



Evaluate progress and results.

[LEARN MORE »](#)

Racial Equity Tools is designed to support individuals and groups working to achieve racial equity. This site offers tools, research, tips, curricula and ideas for people who want to increase their own understanding and to help those working toward justice at every level – in systems, organizations, communities and the culture at large.



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# Additional Resources

- Center for Culturally Responsive Evaluation and Assessment  
<https://crea.education.illinois.edu>
- Racial Equity Tools [www.racialequitytools.org](http://www.racialequitytools.org)
- Transforming White Privilege Curriculum  
<https://www.racialequitytools.org/module/overview/transforming-white-privilege>
- Equitable Evaluation <https://www.equitableeval.org/>
- NCRP Philamplify indicators <http://www.philamplify.org/about-philamplify/philamplify-assessment-criteria/>

*“White privilege and time are elements that get in the way of relationships and progress. How foundations and how communities value time may be worlds apart. In the foundation, time is something you save; in the community, time is something you spend.”*

From “Flipping the Script: White Privilege and Community Building”

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