How Can Implementation Science Be Used to Promote Equity and Social Justice

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Implementation Science Summer Institute
Public Policy Associates, Inc.

- A national public policy research, development, and evaluation firm serving clients in the public, private, and nonprofit sectors at the national, state, and local levels by providing comprehensive consulting, research, evaluation, facilitation, and project management services.

- Provide clients with the research and strategic consultation they need to make smart public policy decisions that improve lives, enrich communities, and strengthen institutions.
How Do You See the World?
“Without the nuanced consideration of cultural context in evaluations conducted within diverse ethnic, linguistic, economic and racial communities of color, there can be no good evaluation.”

Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice, Stafford Hood, Rodney Hopson, Henry Frierson
Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity

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## Culturally Responsive/Racial Equity Lens

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Assessment</th>
<th>Inclusion</th>
<th>Community Engagement</th>
<th>Equity</th>
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<tbody>
<tr>
<td>Diversity among team</td>
<td>Awareness of cultural differences among priority population</td>
<td>Priority population input in design and decision-making process</td>
<td>Use of community navigators to understand priority population</td>
<td>Who and what was changed or affected, and how?</td>
</tr>
<tr>
<td>Personal awareness of cultural frameworks, assumptions and biases</td>
<td>Shared background/life experiences with the priority population</td>
<td>Process appropriate to participant’s culture</td>
<td>Use of team members with prior diversity, inclusion, and equity work</td>
<td>Were there unintended changes or consequences because of culture or context?</td>
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Tenets of a Culturally Responsive and Racial Equity Lens Evaluation Process

- These components are the strategies that guide a culturally responsive process and serve as a tool for professionals to use in determining skill sets, attitudinal challenges, power dynamics, and biases that may negatively impact the work of the team.
- The thinking of professionals with limited knowledge and experiences using a cultural responsive/racial equity approach (early learners) will be challenged through the use of this diagram.
Tenet 1: Community Engagement

- Who holds the power that influences policies, programs and outcomes?
- Who was engaged and empowered in the decision-making process?
- Who is missing?
Self Assessment

How do you know if you have a culturally responsive team?
Stages of Competence

Hierarchy of Competence

- Unconscious Competence
- Conscious Competence
- Conscious Incompetence
- Unconscious Incompetence

- Right Intuition
- Right Analysis
- Wrong Analysis
- Wrong Intuition
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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 engagement staff regarding value, practices preferences, attitudes, and behavior of this community; and that inform the engagement process.
The ability to learn from and relate respectfully with people from other cultures.
Stages of Competence

Hierarchy of Competence

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  - Wrong Intuition
How do you know if you have a culturally responsive team?

Self-Assessment for Evaluators

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 “Considerations for Conducting Evaluations Using a Culturally Responsive and Racial Equity Lens.”

1. Cultural competency of the evaluator and the evaluation process
2. Diversity as related to various grantees attributes
3. Inclusion of members of the priority community in the evaluation process
4. Equitable outcomes for the participants

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Version of April 2015
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Inclusion: Power Map

- Who holds the power that influences policies, programs and outcomes?
- Who was engaged and empowered in the decision-making process?
- Who is missing?
Tenet 4: Priority Population Input in Evaluation Design

Evaluators should seek community and priority population input relative to the purpose, goals, objectives, outcomes, and impact that they seek to achieve. This input can be gathered through:

- Data collection around these elements.
- Community discussions.
- Engagement.
Tenet 11: Integration of Community Context

- How were instances that required political input addressed by the entity (political) most involved?
- How could this involvement affect the outcomes of the evaluation process?
- Did this intervention build upon or incorporate previous diversity, inclusion, and equity efforts in the community?
Tenet 11: Integration of Community Context

- How did the evaluation process work to identify disparities in services received by different racial or ethnic groups?
- How was eligibility for services determined?
- How was cultural competency ensured and monitored among staff working with priority populations and in the broader community?
Culturally Responsive/Racial Equity Engagement Checklist

- Identify racial disparities.
- Understand racial historical legacy.
- Examine institutional and inter-institutional aspects of structural racism.
- Assess diversity of team, service provider, and funder.
- Reflect on cultural competence of team.
- Ensure community voices are heard and valued.
- Reach out to community leaders/agents.
“Always place the people who are most impacted at the center of conversations which seek to find solutions to problems affecting them.”