Incorporating EID into our evaluation plans: Facilitation guide

Center for Community Health and Evaluation, 2021

Meeting planning

EID principles can and should be brought into planning evaluation of projects and initiatives from the beginning, including thinking about what questions you are trying to answer and who needs to be engaged. In addition to that, after you have a draft of the logic model and evaluation plan, we recommend an EID review meeting. Here are some considerations for how to prepare for that meeting:

- Schedule a separate 1-hour meeting to discuss how EID principles are being addressed in the evaluation
- Invite 1-2 reviewers who are not part of the project evaluation team to bring an external perspective and ask questions about how/where EID fits in the plan.
- Provide background information to the peer reviewers at least 2 days in advance to allow them time to review. This should include the logic model, evaluation plan, as well as any overview/summary documents that would help them understand the initiative/intervention. Peer reviewers should expect to spend 1-2 hours reviewing and reflecting on the materials in preparation for the meeting. They should focus reflection on questions in Part 2 below.

Guiding questions for the meeting

These questions are provided as examples of how to review the evaluation plan with an EID lens. Not all questions need to be answered.

Part 1: Ensuring consistent understanding

Facilitation note: 10-15 min; discussion led by the project team to ensure consistent understanding for the discussion, peer reviewers may ask clarifying questions

1. What does EID mean for this initiative/intervention?
   - To what extent is promoting/advancing EID an explicit goal of the initiative? What language do initiative stakeholders use?
   - What are the EID-related outcomes that they are trying to address?
   - What individuals, organizations, and target populations are addressed in the initiative? Are there health or health care disparities within the targeted groups or between the targeted groups and the larger population?

2. How have we already tried to address EID in our evaluation plan? Where/how is it reflected in the:
   - Design (logic model, evaluation questions, measures/indicators)?
   - Data collection and analysis plans?
   - Communications/dissemination strategy (if included in the evaluation plan)?

Part 2: EID review

Facilitation note: 30-45 min; peer reviewers should focus reflection and input on these questions. Not all of these questions may be relevant for all evaluations.

Domain & key questions	Sub-domain	Probing questions to prompt reflection.
3. Capacity/ knowledge: How might the capacity, knowledge, biases, characteristics of our team influence the evaluation? • How can we leverage our strengths and address limitations? • What privileges and power do we have in this situation? • How should we familiarize ourselves with the community? What do we need to understand about the community to do our work effectively?	Evaluator knowledge, awareness, experience with equity in evaluation	• How are we currently assessing the effect(s) of our efforts to address health equity? • What cultural frameworks, assumptions, biases do we have that might impact this work? • How are we modeling our commitment to advancing progress towards equity?
	Evaluator privilege, power, diversity, social identities related to the community	• What privileges and power do we have in this situation? • What are the self-serving purposes of the evaluation to the sponsor and the evaluator? • Does the diversity of our team reflect the needs of the project? • How can we recognize and eliminate bias in our language?
	Understanding local context and forces impacting the community	• How should we familiarize ourselves with the community? What do we need to understand about the community to do our work effectively? • What policies, procedures, practices might affect program impact? • How have historical and structural decisions contributed to the condition being addressed? • How is cultural context showing up in structural conditions and the initiative design?
4. Engagement: Who needs to be engaged in the evaluation? • What process can we establish to routinely engage all stakeholders, including those experiencing health inequities, in all aspects of our evaluation? • How are we building relationships with the community/organizations with which we are working?	Building relationships	• How are we building relationships with the community/organizations with which we are working? • Who should introduce us? How? • What constraints do we have in terms of resources and time that may impact relationship building? How can those be mitigated?
	Engaging with communities	• How will we routinely engage community stakeholders in our evaluation? • Whose voice needs to be considered in the evaluation? • What influence can community stakeholders have? How do we ensure authentic engagement/avoid tokenism?
	Learning about culture	• What support might we need for translation and interpretation? • What support might we need to ensure multicultural validity?

Domain & key questions	Probing questions to prompt reflection.
5. Evaluation design: Is our commitment to centering EID explicit in our logic model and evaluation questions? Are there ways that it could be strengthened/made more explicit?	• Does our logic model reflect health equity activities and goals? If not, how can it be modified? • Do our evaluation questions reflect our need to understand the effect on health inequities? If not, how can they be reframed? • How might the evaluation benefit the program and the community? Is there potential for harm? • Does the evaluation and the program operate in ways that reflect local/organizational culture? • How might a strategy have a differential impact on a specific population? On underlying systemic drivers of inequity?
6. Data collection: Are the data collection tools, instruments, procedures responsive to the cultural context? What modifications are needed? • Are there specific segments of populations we want to make sure the evaluation captures differences in impact or experience? If so, how can we be explicit in our plans to capture that (e.g., specific variables, sampling strategy)?	• Are data collection plans responsive to cultural context? Is there potential for harm? • What variables should we track to understand impact on populations experiencing health inequities? • How will we pilot data collection methods to ensure they meet the needs of our populations of interest? • How can we ensure that data is collected in a way that makes participants feel valued (e.g., who is doing the data collection? How/where is it being done? Will incentives be provided?) • What power dynamics do we need to be aware of? How might we address/mitigate the impact of these?
7. Analysis *(note in early stages of evaluation planning this may not be fully articulated):* Does our analysis plan allow us to answer the following: what worked? For whom? Under what conditions? Is there any differential impact? Have inequities decreased, increased, or remained the same?	• Does the analysis plan allow us to look at what worked, for whom, when, and whether there is differential impact? • How can we engage stakeholders in data interpretation to offer alternate explanations? • How will we monitor and capture unintended consequences?
8. Reporting: How can we disseminate information/learnings in a way that is accessible, clear, helpful across different populations, and reaches various stakeholder audiences?	• How will results be shared with different stakeholder groups? What is appropriate to share? How can we effectively share results (i.e., format, messenger)? • How and where do we typically disseminate our evaluation findings? • How will results/reports be vetted by relevant stakeholders? • How will we share our findings in plain/clear language that can be understood by all stakeholders? • How can our findings be used to support action in communities of greatest need?

9.   Challenges: What challenges or barriers might we face in trying to implement a more equitable evaluation? How might we overcome those barriers? Who else do we need to engage to address barriers?

10.   At the end of the evaluation, what do we want to be able to say about the impact the initiative had on health equity/EID? What do we need to do in how we structure the evaluation, data collection, and analysis to be able to tell that story?

Part 3: Next steps & commitments

Facilitation note: 5-10 minutes to summarize next steps; project teams may decide to follow-up on these questions at a subsequent meeting if running out of time

11.   What concrete changes will we make to the logic model and evaluation plan to reflect ideas from the discussion?

12.   What, if anything, was identified as an equity consideration that we are unable to address in this evaluation?

13.   What do we need to revisit or follow-up on?
     a. Are there questions we couldn't answer because of our current stage of development?
     b. Who else do we need to engage in getting additional feedback or vetting changes?

CCHE used several tools to develop this facilitation guide:

- Public Policy Associates, Considerations for Conducting Evaluation Using A Culturally Responsive and Racial Equity Lens. https://publicpolicy.com/wp-content/uploads/2017/04/PPA-Culturally-Responsive-Lens.pdf

- Public Policy Associates, Is My Evaluation Practice Culturally Responsive? https://publicpolicy.com/wp-content/uploads/2020/06/REL_Self_Assessment_rev_Sept_2015.pdf

- Diversity in Evaluation Project, Evaluation with a Diversity Lens: Exploring its Functions and Utility to Inform Philanthropic Effectiveness. https://www.d5coalition.org/tools-and-resources/evaluation-with-a-diversity-lens-exploring-its-functions-and-utility-to-inform-philanthropic-effectiveness-2/

- Centers for Disease Control and Prevention, Addressing Health Equity in Evaluation Efforts. https://www.cdc.gov/nccdphp/dnpao/state-local-programs/health-equity-guide/pdf/health-equity-guide/Health-Equity-Guide-sect-1-7.pdf

- "Culturally Responsive Evaluation: Theory, Practice, and Future Implications;" Chapter 12, Handbook of Practical Program Evaluation. 2015. https://www.worldcat.org/title/handbook-of-practical-program-evaluation/oclc/905600115

- Colorado Trust, The Importance of Culture in Evaluation: A Practical Guide for Evaluators. https://www.communityscience.com/pdfs/CrossCulturalGuide.r3.pdf