

CREA 2017: Session and Presenter Information for Pre-Conference Workshop

Workshop Summary

1. **Title:** Utilization of a Racial Equity Lens to help Guide Strategic Engagement and Evaluation
2. **Presenters:** Paul Elam, Ph.D., and Willard Walker, Public Policy Associates, Inc.
Christopher Dunbar, Ph.D., Professor, University of Illinois
LaShaune Johnson, Ph.D., Assistant Professor, Creighton University
3. **Workshop Description:** The field of evaluation is being challenged to move from the traditional role of evaluation, and its perceived role of objectivity, to a process that considers who is being evaluated and who is conducting the evaluation. Over the past three years, Public Policy Associates, Inc. (PPA) has worked to develop useful frameworks, tools, and approaches that evaluators could consider to focus on the ways that race and culture might influence an evaluation process; this has resulted in the development of a framework for conducting evaluation using a racial equity lens.

This workshop focuses on the practical use of a racial equity lens when conducting evaluation. The framework argues that culture and race are important considerations when conducting an evaluation because we believe that there are both critical and substantive nuances that are often missed, ignored, and/or misinterpreted when an evaluator is not aware of the culture of those being evaluated.

Participants will be provided with a *Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens*, designed to focus deliberately on an evaluation process that takes race, culture, equity, and community context into consideration.

Presenters will also share a “How-to Process” focused on the cultural competencies of individuals conducting evaluations, how such competencies might be improved, and strategies for doing so. This “How-to Process” is the result of thinking around developing a self-assessment instrument for evaluators, is based primarily on the cultural-proficiencies literature, and relates specifically to components of the template.

Participants will have the opportunity to engage in small-group exercises to apply the concepts contained in the template to real world evaluation processes. Based on these experiences, participants will gain practical knowledge on the use of the lens.

4. **Learning Objectives:**

Participants will:

- a. Be introduced to a framework for conducting evaluation using a racial equity lens.
 - b. Be exposed to key elements of the framework that can improve the quality of evaluation in diverse settings.
 - c. Assess their own individual cultural background and explore how it may influence the design choices they make in their evaluation work.
5. **Instructional Method:** Audio-visual, discussion, group instruction, small-group activity, and lecture (with PowerPoint)

6. **Type of Evaluators:** Beginner-level through advanced-level evaluators
7. **Target Audience:** Evaluators who are interested in utilizing a racial equity lens to help guide the development of research and evaluation protocols, methods, and teams responsible for conducting evaluation.
8. **Presenter Bios:**



Paul Elam, Ph.D., President of PPA, is a skilled researcher with expertise in justice issues. He is a collaborative leader who brings an abiding commitment to diversity, inclusion, and equity to his public policy work. Dr. Elam has a wealth of knowledge and experience measuring racial and ethnic discrimination and believes that sound public policy analysis should include an examination of whether all people are being treated fairly and equitably. Dr. Elam directed a state-wide evaluation of the W.K. Kellogg Foundation Michigan Team's investments and used the *Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens* as part of the evaluation design.

Dr. Elam recently began assisting the Annie E. Casey Foundation with the Expanding the Bench Initiative. This initiative aims to improve evaluation science and social innovation by increasing diversity in the field of research and evaluation. Dr. Elam's work will focus on evaluators from historically underrepresented groups with evaluation expertise in the areas of child welfare and juvenile justice. Dr. Elam is also a certified facilitator for the California Brief Multicultural Competence Scale (CMBCS) Multicultural Training Program.



Willard Walker, Affiliated Consultant, has extensive experience working with workforce development, state policy, school-to-work, and race and diversity issues. Mr. Walker has provided training on issues of inclusion, equity, and diversity for the Lansing Board of Water & Light; coordinated an Employer Conference on Workplace Diversity in the Lansing area; and assisted in a crime analysis evaluation for the Michigan Department of Human Services, Bureau of Juvenile Justice. Mr. Walker led the work of developing the *Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens* in his work for the W.K. Kellogg Foundation Michigan Team Evaluation.

He has worked with clients to improve recruitment and retention of African-American teachers, including development of a coordinated recruitment planning process for urban districts. He conducted research to address the plight of young males of color in a project initiated through the Joint Center for Political and Economic Studies.



Christopher Dunbar, Ph.D., Professor, University of Illinois, currently works in the Department of Education Policy, Organization and Leadership (EPOL). Dr. Dunbar was a lead consultant in the development of the *Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens*. His research interests include alternative education for students who have been unable to matriculate through traditional public schools, and the intersection between school choice and disruptive students. Prior to joining the University of Illinois, he was also professor of K-12 educational administration and the coordinator of the urban education specialization in the College of Education at Michigan State University. He brings a strong background in education leadership that dovetails with our new undergraduate program in learning and education science, and enhances our increasing partnerships with local school communities.”



LaShaune Johnson, Ph.D., Assistant Professor, Creighton University, is an experienced researcher of online learning among pre-health professional students, breast cancer disparities, adult and adolescent obesity, and pediatric health literacy among immigrant/refugee populations. She is faculty in the Master of Public Health program, and in the Master of Medical Anthropology program. She is currently the co-chair of the Metro African American Breast Cancer Task Force in Omaha, Nebraska, and is the co-director of the “In Search of a Medical Home”, a culturally sensitive, Muslim community-based educator project in Central Missouri, funded by the American Academy of Pediatrics and the Society for Community Research and Action. She is one of the contributors of a recently published textbook, *Social Capital and Community Well-Being*, which is being used by the Serve Here Connecticut academic debt reduction program. She is also one of the contributors to an upcoming edited volume on Black LGBT health issues.

Dr. Johnson has employed novel community-based methods to support Omaha’s Adolescent Health Project developmental evaluation (participatory video) and another method (Photovoice) to investigate health services for obese patients in Connecticut and Nebraska. For the Breast Cancer Task Force, she co-designed a peer educator/advocate program; this program is in its second year and is expanding to add training for patient navigators. She is currently a member of the Building Healthy Futures Evaluation Advisory Board in Omaha. She was a member of the inaugural Annie E. Casey Foundation LEEAD (Leaders in Equitable Evaluation and Diversity) program.

Draft Workshop Agenda

Part I (1.5 Hours) – Introduction to the Racial Equity Lens Template

1. Introductions and Session Learning Objectives
2. Context for the Work

3. Overview of Racial Equity Lens
4. Small/Large Group Discussions

Break

Part II (2 Hours) – How to Conduct Evaluation Using a Racial Equity Lens

1. Review Each Section of the Lens and Engage in Discussion
2. Complete Racial Equity Lens Evaluation Assessment
3. Hands on Activity
4. Discuss Lessons Learned
5. Provide Additional Resources