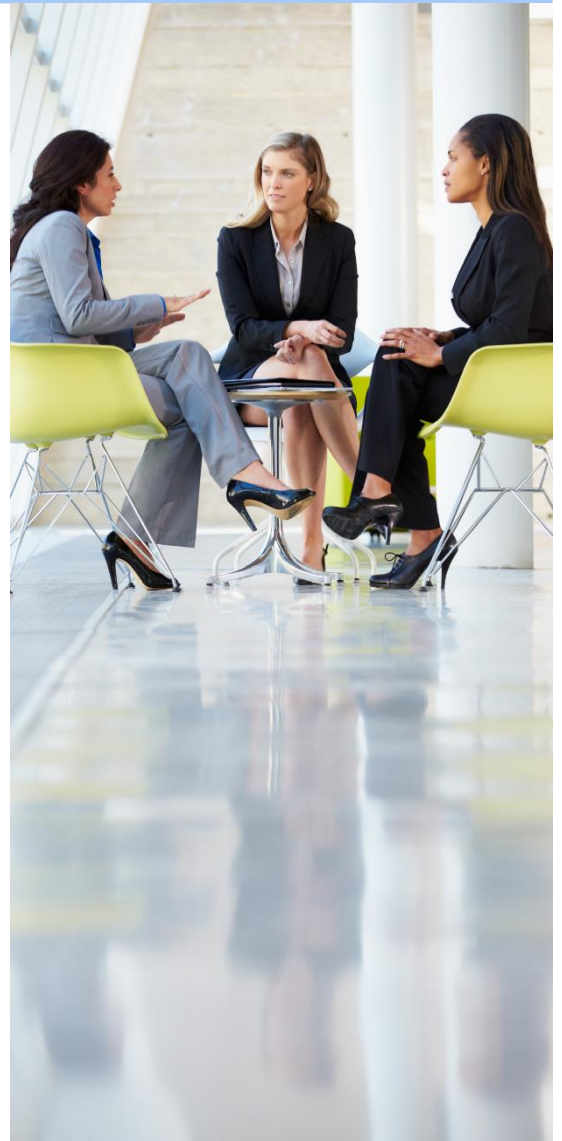


Is My Implementation Practice Culturally Responsive?



This document is a draft cultural responsive self-assessment checklist designed for implementation practitioners working in community to support to philanthropies, agencies, projects, and boards of directors that require such work to be conducted through a lens of diversity, inclusion, and equity.



THE Implementation GROUP

Self-Assessment for Implementation Science Practitioners

This instrument is designed to provide implementation science practitioners with a point-in-time assessment of the degree to which their current practice incorporates the principles and methods for conducting work using a cultural responsive and racial equity lens.

Because the utilization of this lens requires an ongoing process of learning, reflecting, and adjusting, the instrument is intended to provide the greatest insight when repeated at regular intervals to identify changes in areas of strength, as well as targets for growth.

The assessment consists of 38 statements describing tasks that support the core tenants related to conducting work using a cultural responsive and racial equity lens. For each task statement, indicate how often your implementation work over the past year incorporated the activity described.

Cultural Responsiveness of Implementation Practitioner

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
I use a variety of sources to learn about the cultural heritage of other people.	1	2	3	4	5
I seek information to better understand the cultural context of a program and its stakeholders at the start of a new implementation.	1	2	3	4	5
At all stages of implementation, I examine the potential impact of cultural stereotypes and my own personal biases around race, ethnicity, gender, socioeconomic status, and other individual differences.	1	2	3	4	5
I seek feedback from clients and other stakeholders about how I relate to others with different cultural identities.	1	2	3	4	5
I support implementation as part of a diverse team.	1	2	3	4	5
I pay attention to the similarities and differences of life experiences between the implementation team and members of the target population and consider how those dynamics might impact practice.	1	2	3	4	5
I deliberately include time in the implementation planning and support activities to discuss cultural and racial issues that might occur in the work.	1	2	3	4	5

Cultural Responsiveness of Implementation Practice

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
I engage community members, consumers, and stakeholders in...					
...needs assessment and implementation planning to support equitable outcomes.	1	2	3	4	5
...identifying appropriate practices that will address equity.	1	2	3	4	5
...creating and/or tailoring culturally responsive interventions and activities (i.e., programs, practices, and supports) focused on equity.	1	2	3	4	5
...identifying appropriate supports and resources to accomplish equity goals.	1	2	3	4	5
...conducting interviews, surveys, and other primary data collection activities that support ongoing improvement in service to positive outcomes for the community.	1	2	3	4	5
...defining criteria for "success."	1	2	3	4	5
...interpreting ongoing improvement data and informing analysis that supports equitable decision making.	1	2	3	4	5
...disseminating and applying findings to the community to ensure equitable practice for all.	1	2	3	4	5
Data-collection instruments (i.e., surveys, interview protocols, etc.) are selected and adapted to ensure appropriateness for the culture(s) of the people of whom the questions are being asked.	1	2	3	4	5
Needs assessment and implementation planning activities that require interaction with community members, consumers, and stakeholders are led by the team members who are best suited to understand the specific cultural context, based on factors such as shared experiences with the target population, knowledge of the target population, and awareness of biases.	1	2	3	4	5

Applying the Lens to Process Evaluation

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
In designing ongoing improvement plans for answering questions about how the program/project/initiative/service was implemented, I pay attention to...					
...demographics/diversity of background of the organization's governing board.	1	2	3	4	5
...the extent of shared experiences between members of the governing board and recipients of the program's services.	1	2	3	4	5
...diversity (including demographics and cultural background) of program staff.	1	2	3	4	5
...any hierarchical dynamics between and among the governing board and staff that have the potential to impact project success and evaluation outcomes and results. (Power/privilege relationship)	1	2	3	4	5
...the organization's historical stance and/or practice related to issues of equity.	1	2	3	4	5
...community context and dynamics, makeup of the community, and tension along cultural lines.	1	2	3	4	5
I assess whether local demographics, socioeconomic factors, cultural factors, and other attributes of the community played a role in the process to define program goals and objectives.	1	2	3	4	5
I collect information about efforts undertaken by the organization to build cultural competency among the program staff.	1	2	3	4	5
I assess the extent to which community stakeholders were actively involved in the planning and implementation of program activities.	1	2	3	4	5
I consider how the case was made for a specific demographic to receive targeted intervention and whether or not there was adherence to these criteria.	1	2	3	4	5
I assess whether there are differences in how services are delivered based on the group identities of recipients.	1	2	3	4	5
Where differences in service delivery are required, I seek to understand the nature of the differences, the policies and practices causing the differences, and the steps taken by the program to address the differences.	1	2	3	4	5
I collect input from program stakeholders about the extent to which the organization is perceived as a credible proponent of diversity, inclusion, and equity.	1	2	3	4	5

Applying the Lens to Outcome Evaluation

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
In analyzing and interpreting outcome data, I disaggregate data along demographic lines to identify and assess the extent of differential impacts of the program.	1	2	3	4	5
In assessing program outcomes, I look for...					
...disparities in access to program services among different groups represented in the target population.	1	2	3	4	5
...disparities in program effectiveness among different groups.	1	2	3	4	5
...differences in outcomes among groups.	1	2	3	4	5
...any unintended consequences of program activities due to cultural or racial/ethnic issues/context	1	2	3	4	5
...indications of potential impact (positive or negative) on issues of diversity, inclusion, and equity within the broader community in which the program operates.	1	2	3	4	5
...whether the most “in need” community group was served equitably.	1	2	3	4	5
...indicators of “change” in power relationship, institutional relationships.	1	2	3	4	5
...indicators of positive/negative impacts on priority population and the community being served.	1	2	3	4	5
...indicators of system-wide changes attributable to this program.	1	2	3	4	5