



Building anti-racism into evaluations for governmental programs and policies

Dr. Tatiana Bustos, Em Carr,
Dr. Yui Hashimoto, & Anne McNair

Public Health
Seattle & King County



Salud Pública
Seattle y el condado de King



the CAPACITY
COLLECTIVE
strength in numbers

King County
Best Starts for
KIDS

Roadmap

- Introductions and positionality statements
- **Workforce:** Student internships
- **Community:** Partnering to create data collection tools
- **Data:** measuring racism through a population based survey
- Discussion

Introductions and Positionality Statements

- Dr. Yui Hashimoto
- Em Carr
- Anne McNair
- Dr. Tatiana E. Bustos



ASSESSMENT, POLICY DEVELOPMENT AND EVALUATION VALUES

**WE RESPECT OUR TEAM
AND OUR COMMUNITIES**



**WE ARE STEWARDS
OF RESOURCES**



**WE PARTNER TO LIFT UP
CONTEXT, SOLUTIONS,
AND RESULTS**



**WE WORK TOWARDS
RACIAL JUSTICE ON
THE JOURNEY TO
ACHIEVE EQUITY FOR ALL**



Diversifying the Public Health workforce through student internships

Dr. Yui Hashimoto & Dr. Tatiana Bustos

Context for student internships

- Practicum and thesis experience for degree programs:
 - Community-Oriented Public Health Practice program
 - Doctorate of Nursing Practice
- Funded internship programs on grants
- Volunteer internship experiences

Diversifying the public health workforce: student internships (1)

Goals & objectives

- Grant funded opportunities for paid student internships
- Goal to diversify public health workforce, particularly in evaluation
- Objective to provide mentorship and professional development
- Inclusion criteria:
 - students from communities experiencing health inequities
 - students from community colleges and non-flagship universities
 - students invested in community-based Public Health
 - lived experience as valued knowledge and skills
- Who does evaluation shapes questions asked, analysis, and outcomes

Diversifying the public health workforce: student internships (2)

The internships

- Focus on community-engaged evaluation on issues of health equity
 - COVID-19 Health Equity
 - COVID-19 Health Literacy
- Worked between 10-20 hours/week, paid positions, equipment provided
- Assisted in creating data collection tools, facilitating community meetings, designing infographics, and data collection
- Engaged in one-on-one mentoring and professional development on different career paths in public health, career reflections, and job search

Diversifying the public health workforce: student internships (3)

Outcomes

- Honed skills in quantitative and qualitative data collection and analysis, project management, community building, team work
- Built a professional network across Public Health, refined job search materials, discussed variety of career paths
- Crafted a portfolio with student-led internship deliverables
- Documented the recruitment, onboarding, and offboarding processes
- Solicited student feedback via exit interviews to improve internship experience

Daaniya



Daaniya now works at King County as a Sustainability Specialist

Through my internship, I learned novel methods to **build more sustainable partnerships between community and government**. I was introduced (at a high level) to the concept of **co-creation and non-extractive collaboration with community stakeholders**. However, I also learned the importance of **being mindful of equity** in the details, such nuances in wording or how to phrase questions for qualitative interviews. Overall, I found this internship gave me a closer and more realistic look at how relationships are built between government entities and local communities, and I learned the **value of trust and consistency when it comes to building lasting, non-extractive partnerships**.

Rachel



Rachel is currently an MPH Candidate at Columbia Mailman School of Public Health

*Coming into the role, evaluation was new to me, and I was interested in working deeply with qualitative analysis and research. **This internship was a great experience working on a real grant gaining real technical skills.** I was able to meet and network with lots of staff in Public Health, which gave me more insight into which careers in the field interested me.*

I felt most proud of a project where I co-facilitated a focus group for our community advisory group. This was one of a few projects that I worked on from beginning to end. **The team treated me like I was a co-worker and I had input into the work.** This was sometimes intimidating having that level of respect, like I was already an employee.

Diversifying the public health workforce: student internships (4)

Reflections & lessons learned

- Success in being a supportive launch pad for Public Health careers
- Staff had collective sense of responsibility for students
- Challenges recruiting students from community colleges
- Challenges with navigating hiring and internship agreements
- Challenges building community in a virtual environment
- How to make student professional development and internships sustainable?
 - Funding
 - Scoping of work
 - Mentorship bandwidth

Developing a culturally relevant tool for measuring program outcomes

Em Carr, The Capacity Collective

the CAPACITY COLLECTIVE



Project Goals

Protective Factors

- Family Resilience
- Knowledge of Parenting & Child Development
- Social Supports
- Concrete Supports
- Social & Emotional Competence of Children

1. **Develop** a **culturally relevant multilingual tool** to measure protective factors for families with children under the age of five in King County, Washington
2. **Build** evidence for **community-designed** home-based services **impact**
3. **Demonstrate** the value of **culturally responsive evaluation** for other large system-change or publicly funded initiatives



Project Background

Culturally Responsive Evaluation

- Participatory
- Data is shared back
- Evaluation process benefits both funders and programs

Objectives

- Adapting the PFS-2 > PF-KCS survey
- Community Informed
 - Resilient Families Advisory Council (RFAC)
- Community Validated
 - Qualitative and quantitative feedback from families in key communities
 - Focus groups
 - Quantitative validation



Why culturally responsive?

- More accurately measure program impacts
- Investment from providers
- Combats survey and assessment fatigue



Lessons Learned

- When selecting evaluation tools
 - How was it created? *For whom was it created?*
 - How was it validated? *With whom was it validated?*



Lessons Learned

- Assessments and reporting are a **burden**
 - On organizations *Does this benefit the organization? How so?*
 - On families *Does this benefit people being served? How so?*
 - *Is there another way to capture this data?*



Lessons Learned

- Involve the communities being most affected
 - When selecting the tool *Does this make sense for your community? Is it helpful?*
 - When evaluating the tool *Does this tell an accurate story? Whose stories are we missing?*

Moving from Government-Led to Community-Led

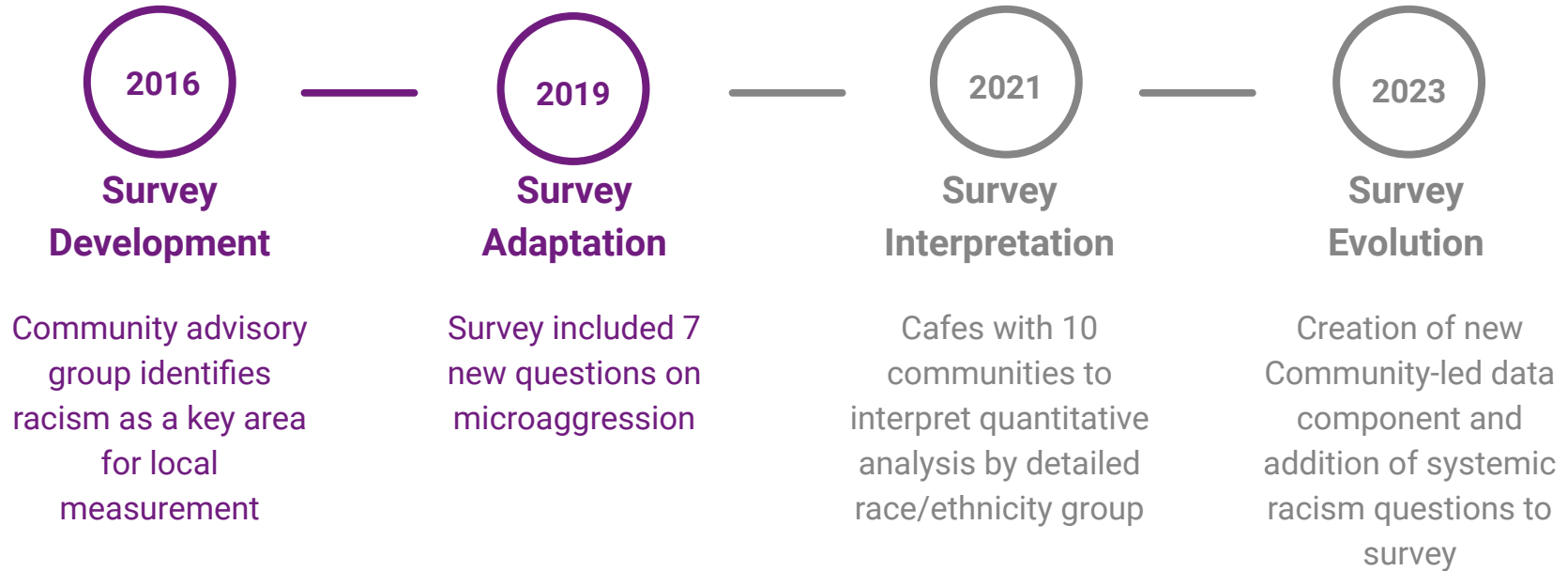
Anne McNair, Public Health Seattle and King County



Measuring and interpreting survey data about experiences of racism

- Measuring racism is key to addressing this public health crisis
- Evaluators need to prioritize this type of measurement by embedding antiracism in their approach
- Best Starts for Kids (BSK) used a “microaggression” scale to measure racism
 - ◆ Community interpretation results show this approach underestimates the prevalence
- Participants recommend measuring experiences of systemic racism and community-led data collection

(Re)shaping a population-based survey



(Re)shaping dissemination

Materials are

- Codesigned
- Translated
- Share communities' interpretation + survey results
- Include an invitation to new partners



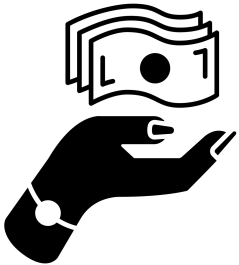
Next Step: Funding three-year community-led data projects

Purpose:

Partners collect data using community-chosen processes that will help BSK understand and evaluate what pregnant people and families with children elementary-age or younger are experiencing in King County.

Goals:

1. To gather culturally specific knowledge, experiences and expertise related to specific BSK indicator topics that are publicly reported.
2. To build community partners' skills and/or infrastructure to collect, analyze and share data.



Next Step: repeat survey in 2023 with Experiences of Discrimination (EOD) Scale

- Addresses experiences with systems
- Validated in English and Spanish
- Validation study included Black/African American, Latinx, and white populations

Question: Have you ever experienced discrimination, been prevented from doing something, or been hassled or made to feel inferior in any of the following situations because of your race, ethnicity, or color? How many times did this happen?

Options: *At school, Getting hired or getting a job, At work, Getting housing, Getting medical care, Getting service in a store or restaurant, Getting credit, bank loans, or a mortgage, On the street or in a public setting, From the police or in the courts*

Lessons Learned

Relationships and authentic community partnerships built through a Language Community Liaison program created a trusted environment that enabled this work.

We are just beginning!



Discussion

- What have been some of your experiences in leading equity centered work in government?
- What are next steps in advancing anti-racist evaluation practice?



Contact us

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Dr. Tatiana E. Bustos - tbust002@gmail.com

Resources

Or visit: <https://linktr.ee/thecapacitycollective>



Presenter Agenda (hide)

- 2:15-2:20: Intro/Positionality (link) - Tatiana will introduce and reference the positionality link
- 2:20-2:32: Internship program
- 2:32-2:44: CRMT
- 2:44-3:00: BSK health survey
- 3:00 – Start discussion
- Discussant: Tatiana (time keeper, 2 min warning)
- Final slides by 11/4**

Who we are

- Include positionality (each of us do one slide)
- Relevant identities that connect to the work in terms of power (e.g. education if it's about academic)
- Beliefs about the topic/biases
- Own understanding of systems of oppression
- Connection to participants (shared commonalities)

Proposal for reference

•<https://evaluation.secure-platform.com/a/solicitations/2/sessiongallery/schedule/items/437>

•**TIG:** Government Evaluation

•**Description:** In the fight to end the public health crisis of racism, our role as government evaluators has shifted to reshape evaluations to become actively anti-racist. This session features Public Health evaluators from King County, WA demonstrating projects that embed principles of anti-racism into evaluation by a) partnering with liaisons to engage communities with a population based survey, b) measuring and interpreting survey data about experiences of racism, c) developing a culturally relevant tool for measuring program outcomes and d) creating and implementing an internship model for underrepresented students to diversify the workforce in Public Health practice. Facilitators will lead a discussion about reshaping government programs with tools and models that can undo systemic and institutional racism. We hope to encourage ideas to build and scale up this work to improve evaluations for governmental programs and policies.

Session Chair: Anne McNair

Facilitator: Tatiana Elisa Bustos

Group Authors or Discussants: Yui Hashimoto, Em Carr

creating and implementing an internship model for underrepresented students to diversify the workforce in Public Health practice (Yui/Tatiana)

Prompts:

- Demonstrate how this embeds principles of anti-racism into evaluation
 - Discuss reshaping government programs with tools and models that can undo systemic and institutional racism.
- Encourage ideas to build and scale up this work to improve evaluations for governmental programs and policies.

Developing a culturally relevant tool for measuring program outcomes (Em Carr from Capacity Collective)

Prompts:

- Demonstrate how this embeds principles of anti-racism into evaluation
 - Discuss reshaping government programs with tools and models that can undo systemic and institutional racism.
- Encourage ideas to build and scale up this work to improve evaluations for governmental programs and policies.