

INDICATIONS OF PROGRESS TOWARDS REDUCED WHITE PRIVILEGE OR STRUCTURAL RACISM, OR THEIR CONSEQUENCES¹

- **Racial equity has increased** on the outcome of interest – that is, the variable “race/ethnicity” is less of a predictor of how people fare, in a statistical sense, than prior to the effort, and people with the lowest starting indicators (as a group) are doing as well as all other groups (well-being has not decreased to achieve equity).
 - For example, the life expectancy in the United States is as high for African American men as it is for white men
- Policy changes have resulted in shifts or **redistribution of power** in ways that change access to opportunities or flatten inequities
- The **dominant cultural story about racism and privilege has changed** to reflect their historical and current existence and consequences, and there is widespread urgency for change. For example:
 - Everyday people, including white people, speak up when public officials or media figures deny the existence of racism or white privilege
 - Information about structural racism and white privilege are included in K-12 school curricula, materials handed out in faith-based study groups, popular media, museum exhibits and represented in the arts across a range of places and spaces
- The **earliest work is having its intended effects**. For example, insider strategies are stimulating their intended changes in leadership, resource allocation, regulations and other practices of targeted institutions or systems; and/or outsider strategies are garnering positive public attention, additional supporters and are being supported and adopted by allies, including unlikely allies
- **Strategies being implemented reflect what is known** about what it takes to make difficult, substantial, tangible and sustained changes in institutions and systems that maintain structural racism or privilege or fail to address its consequences. For example,
 - The collective work includes insider and outsider work
 - People of color are decision-makers
 - There are enough resources in place for the work to last long enough to make a difference
 - As a group, the strategies address system, institutional, organizational, group and individual change – and they are designed to reinforce and shore up each other
 - Strategies acknowledge and address turnover in leadership, resistance and retrenchment

¹ Modified from “Evaluating Reductions in Structural Racism, from a racialized lens” working draft for PRE Critical Issues Forum, Sally Leiderman, February 2010

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POSSIBLE INDICATIONS OF WHITE PRIVILEGE OR RACISM IN EVALUATION DESIGNS AND PROCESSES²

- **Looking at community change efforts as discrete interventions – rather than one element in the ongoing life and context of a place**
- **Labeling an effort as a success or failure**
- **Evaluating the results of an effort before it is fully operational**
- **Agreeing to evaluate an effort against expectations or timelines that are inconsistent with historical knowledge, research or best practice information about what it takes to accomplish the intended goals**
- **Using quantitative data at face value (for example, census data, crime statistics, reports of abuse or neglect, school readiness information using English only language development measures) without articulating their flaws and limitations**
- **Valuing numbers more than stories**
- **Assuming self-report is always less “rigorous” than observer report**
- **Considering resident or participant information as input to evaluation, but never definitive information when there are differences among various sources of information**
- **Looking at results for groups as a whole (aggregated) only and generalizing that findings apply to each racial/ethnic group within the whole (rather than looking at racially/ethnically disaggregated information)**
- **Providing results in ways that make it easy for people to draw conclusions that are inaccurate or blame the victim – rather than in ways that make it easy for people to understand how structural racism, institutional racism and white privilege may have (or have) contributed to findings**
 - **For example, providing information about high school graduation rates by race/ethnicity without also providing information about the distribution of school resources (“highly qualified” teachers; AP classes) among students by race/ethnicity**
- **Sharing information without a process by which those providing the information help make meaning of it**

² Modified from *Flipping the Script: White Privilege and Community Building*. Maggie Potapchuk and Sally Leiderman, with Donna Bivens and Barbara Major. 2005. (Figure A, page 101) www.capd.org

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QUESTIONS TO ASK EVALUATORS

- **What is your understanding of the role that structural racism and white privilege might be playing in the work we are undertaking?**
- **What is your understanding of the role that structural racism and white privilege might be playing in the way we are considering evaluating our work?**
- **What recommendations do you have for identifying and addressing these issues?**
- **What kinds of data could be useful for this evaluation? What do you see as the strengths and limitations of these data?**
- **What recommendations do you have for making meaning of the information that will be collected? For organizing findings? For drawing conclusions? For sharing information from the evaluation?**

QUESTIONS FOR EVALUATORS TO ASK OURSELVES

- **What assumptions am I making about how the world works, what constitutes success, whose voice has weight and what is “normal”? How can I make these assumptions explicit or change them to reflect a more nuanced and deeper understanding of structural racism and white privilege? Who can help me know what I don’t know about what I know?**
- **What are the different assumptions – stated and unstated – of the parties to evaluation about how the world works, what constitutes success, etc.? What is my role in helping all parties articulate these assumptions? Reconcile or address differences?**
- **What are the expectations of progress and results? Are they reasonable based on historical evidence, research or best practice? To what extent, if any, is there racism or privilege in the evidence being used to determine expectations? How will I address these issues and expectations?**
- **What are the power dynamics in this evaluation? What are the stated and potential consequences of evaluation for various parties? What is my role with regard to making these transparent to all parties?**
- **What’s my bottom line – what roles, evaluation methods and consequences would cause me to walk away?**

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ADDITIONAL RESOURCES

www.evaluationtoolsforracialequity.org

www.racialequitytools.org

Flipping the Script: White Privilege and Community Building