



DATE _____

Are data analyzed by race and ethnicity to identify disparities?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

DEFINITELY

WHAT DOES THIS LOOK LIKE?

WHAT ARE THE IMPLICATIONS?

WHAT ARE TWO TO THREE WAYS YOU CAN ADJUST? NEXT STEPS?



Analysis Guiding Questions

ANALYSIS OF RACIAL AND ETHNIC DISPARITIES; STRUCTURAL AND SYSTEMS-LEVEL
DRIVERS OF INEQUITY; AND INDIVIDUAL, FAMILY, COMMUNITY AND SYSTEMS-LEVEL ASSETS



THE ANNIE E. CASEY FOUNDATION

Additional reflections



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Are data analyzed to identify other disparities (such as gender, sexual orientation, age, socioeconomic status, education) relevant to equity issues?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

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Do analyses look at how characteristics of race, ethnicity, gender, sexual orientation, age, socioeconomic status, education and other factors intersect and influence the study context and outcomes?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

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Do analyses of culture, context, systems, structures and institutions; individual, family, community and systems-level assets; and underlying drivers of inequity contribute to how the study determines results and their meaning?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

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Does the study include a process for community members and others with a stake in the project to interpret and react to analyses and findings?

RATING

NOT AT ALL

A LITTLE

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Does the study include community-driven processes to explore and identify implications?

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Is there a process to analyze data — including observational data and focus group data — with community and participant groups?

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