



DATE _____

How are community members and other partners engaged in the work plan and other elements of the study planning process?

RATING				
INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER TO
WHAT DOES THIS LOOK LIKE?				
WHAT ARE THE IMPLICATIONS?				
WHAT ARE TWO TO THREE WAYS YOU CAN ADJUST? NEXT STEPS?				



Additional reflections





DATE _____

How are community members and other partners engaged in the development of research and evaluation questions for the project?

RATING

INFORM

CONSULT

INVOLVE

COLLABORATE

DEFER TO

WHAT DOES THIS LOOK LIKE?

WHAT ARE THE IMPLICATIONS?

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



Additional reflections





DATE _____

Does the project identify and pursue priorities from the community members and others with a stake in the project, if at all?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

DEFINITELY

WHAT DOES THIS LOOK LIKE?

Blank space for response.

WHAT ARE THE IMPLICATIONS?

Blank space for response.

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

Blank space for response.



Additional reflections





DATE _____

Do research and evaluation questions explicitly address issues related to racial and ethnic inequities?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

DEFINITELY

WHAT DOES THIS LOOK LIKE?

Empty response area for "WHAT DOES THIS LOOK LIKE?"

WHAT ARE THE IMPLICATIONS?

Empty response area for "WHAT ARE THE IMPLICATIONS?"

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

Empty response area for "WHAT ARE TWO TO THREE WAYS YOU CAN ADJUST? NEXT STEPS?"



Study Plan Guiding Questions

PLANNING FOR 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



Study Plan Guiding Questions

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THE ANNIE E. CASEY FOUNDATION



DATE _____

Does the study plan incorporate understanding of context and structural or systemic drivers of inequity to ensure the study prioritizes this examination?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

DEFINITELY

WHAT DOES THIS LOOK LIKE?

Empty text area for response.

WHAT ARE THE IMPLICATIONS?

Empty text area for response.

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

Empty text area for response.



Study Plan Guiding Questions

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DATE _____

Is the study designed to collect demographic data such as race, ethnicity, gender, sexual identity, age, socioeconomic status and educational status so it can speak to the representation and diversity of the population and look at differences by these characteristics?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

DEFINITELY

WHAT DOES THIS LOOK LIKE?

Empty text area for response.

WHAT ARE THE IMPLICATIONS?

Empty text area for response.

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

Empty text area for response.



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DATE _____

Does the study provide adequate time to track changes in equitable outputs or outcomes at the systems level?

RATING

NOT AT ALL

A LITTLE

SOMEWHAT

DEFINITELY

WHAT DOES THIS LOOK LIKE?

Empty text area for describing what the rating looks like.

WHAT ARE THE IMPLICATIONS?

Empty text area for describing the implications of the rating.

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

Empty text area for describing two to three ways to adjust or next steps.



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