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# Statement of Continued Commitment to Equity in Evaluation

*for* Organizations, Agencies, and Initiatives that are Service-based and  
focused on Equitable Outcomes

**The COVID-19 pandemic is the most recent of public health crises to lay bare and amplify structural inequities in our society and education systems, presenting critical challenges to the families, communities, and organizations we serve in our program evaluation work.**

While many of these challenges are unprecedented, the current pandemic has compounded historical patterns that have disproportionately affected Black, Indigenous, and other marginalized communities. These systemic patterns

have been further called out by recent protests and collective action against racial injustice and police violence in the United States. As such, an unwavering and ethical focus on equity, anti-racism, diversity, *inclusive excellence*, and social justice is more important than ever.

In that spirit, our organizations are taking this opportunity to double down in our work to support our partners through Culturally Responsive Equitable Evaluation (the [CREE framework](#)) that systematically addresses the root causes of disparities in opportunities and outcomes, including eliminating the policies, practices, and attitudes that perpetuate them. This includes constant reflection on the impact of cultural and crisis contexts—as well as our own cultural identities, biases, and privileges—on our evaluation practice. In tandem with our partners we will refine both the processes and outcomes of our evaluations to ensure they address the serious equity concerns magnified by the pandemic.





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This approach is consistent with the [values statement of the Wisconsin Center for Education Research](#), as well as the following professional and ethical guidelines from the American Evaluation Association:

- [Evaluator Competencies](#), especially in the:
  - Professional Practice Domain, which focuses on what makes evaluators distinct as practicing professionals.
  - Methodology Domain, which focuses on evidence-based, systematic inquiry for valued purposes.
  - Context Domain, which focuses on understanding the unique circumstances, multiple perspectives, and changing settings of evaluations and their users/stakeholders.
  - Interpersonal Domain, which focuses on human relations and social interactions that ground evaluator effectiveness for professional practice throughout the evaluation.
- [Guiding Principles](#), including especially:
  - Principle A: Systematic Inquiry: Evaluators conduct data-based inquiries that are thorough, methodical, and contextually relevant.
  - Principle D: Respect for People: Evaluators honor the dignity, well-being, and self-worth of individuals and acknowledge the influence of culture within and across groups.

- Principle E: Common Good and Equity: Evaluators strive to contribute to the common good and advancement of an equitable and just society.

Please refer to the following resources on centering equity and cultural responsiveness in program evaluation in the context of COVID-19:

- [Equitable Evaluation Initiative](#)
- [Expanding the Bench Initiative](#)
- [United Nations and the Rights of Indigenous People](#)
- [Evaluation Implications of the Coronavirus Global Health Pandemic Emergency \(Michael Quinn Patton\)](#)
- [WEC Guide to Centering Equity in Community Engaged Work](#)

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**This guide was developed by the Wisconsin Evaluation Collaborative (WEC), the LEAD Center, and the WCER Clinical Program, which are housed at the Wisconsin Center for Education Research at the University of Wisconsin-Madison.**