

# PLANNING TOWARDS EQUITY

Integrating Diversity, Equity,  
Inclusion & Antiracism into  
Washington Evaluators'  
Strategic Planning Process

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# Executive Summary

Washington Evaluators created multiple lines of communication for members and regional evaluators to identify strategic priorities for the organization's 2021-2024 strategic plan. A demographic survey with components for open-ended feedback was distributed and completed by 61 participants through an asynchronous forum. Two town hall sessions were held during January 2021 with over 75 members of the area's evaluation community involved in facilitated community conversations on diversity, inclusion, equity, and antiracism within the organization and field of practice. The findings across all lines of communication reveal a clear mandate for Washington Evaluators to center the advancement of equity and embodiment of antiracism throughout the organization.

***Finding 1- Advancing Equity.*** Respondents prioritized the advancement of equity in all sections of the feedback survey. Participants described equity as a component of their professional responsibilities and as a professional skill they wish to strengthen. Advancing equity was used as a motivation for proposing new leadership structures to increase access, for establishing recruitment and outreach practices to expand equity across the field of practice, and to center the study of equity evaluation in professional development programming.

***Finding 2- Leadership.*** Participants shared an interest in increasing access to leadership roles in Washington Evaluators, coupled with a priority of ensuring diverse leadership representation that reflects the representation of the organization's membership. Respondents also commented on internal and external leadership practices they want Washington Evaluators to demonstrate, including advancing equity across the organizational culture and assuming a leadership role in the field of evaluation to establish equity-oriented evaluation as a best practice.

***Finding 3- Membership & Community.*** Respondents described strategic priorities to build a community of members to "deepen relationships, establish new connections, and expand the WE ecosystem." Their feedback included increasing recruitment and strengthening a pipeline of evaluators through outreach and mentoring programs. There is also interest in Washington

Evaluators creating a community of practice across sectors to mobilize support for equity-centered work.

***Finding 4- Professional Development.*** Participants are seeking professional development opportunities to learn how to approach their evaluation practice with an equity-oriented mindset. There is a strong interest in skills-based professional development sessions led by other members to apply equity-oriented frameworks in evaluation.

***Recommendations-*** We propose recommendations to Washington Evaluators for their 2021-2024 strategic plan. One is to focus on recruiting diverse members and increasing access for leadership opportunities. The second is to conduct internal program evaluations for existing programs to ensure they are operationalized to advance equity within the organization and across the field of practice. Finally, center equity and antiracism across the organization, including in the leadership, community of members, and professional field of practice as an incubator of best practices.

# Introduction

**Washington Evaluators** initiated a process to invite evaluation professionals from across the region to identify strategic priorities and generate ideas to integrate antiracism and equity the organization's 2021-2024 strategic plan. This effort began with the articulation of key concepts to inform the clarity and direction of this work as follows:

***Diversity***- Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued ([Racial Equity Tools](#)).

***Equity***- the condition of fair and just opportunities for all people to participate and thrive in society regardless of individual or group identity or difference. Striving to achieve equity includes mitigating historical disadvantage and existing structural inequalities ([American Evaluation Association](#)).

***Inclusion***- Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power ([Racial Equity Tools](#)).

***Antiracism***- active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably ([Washington Evaluators](#))

Referred throughout this document as DEIA (Diversity, Equity, Inclusion, and Antiracism), these concepts are used to frame all components of this process from the contribution of strategic feedback through the meaningful delivery of strategic recommendations.

Washington Evaluators created multiple communication paths for its members and regional evaluators to comment on the organization's updated strategic plan. Two town hall meetings were held during January 2021 to define antiracism and describe how it can impact the field of evaluation. The town hall meetings allocated time for a facilitated conversation responding to strategic prompts about equity, racism, and aspirations for the organization. This was

followed by smaller, informal discussions among participants to create additional feedback to shape the organization's strategic plan. A survey was circulated to collect both demographic information and strategic feedback through open-ended questions. Respondents were able to comment confidentially through the survey or through an asynchronous online discussion board.

Across all communication paths, members and regional evaluators envisioned strategic priorities to advance equity and embody the commitments of antiracism. Washington Evaluators' 2020 statement on antiracism was referenced on multiple occasions by participants who recognized this statement as a professional obligation to address contemporary social issues. Many participants chose to provide feedback on new priorities that Washington Evaluators could adopt, and others commented on activities from the past that should be reinstated or continued. The respondents were mostly WE members in the early stages of their careers who expressed interests in deepening their involvement and leadership within the organization. This mindset was reflected throughout the town hall sessions and in the asynchronous comments, that regional evaluators want to support Washington Evaluators as it seeks to advance equity across the organization and through the field of practice.

Respondents prioritized the advancement of equity across all categories seeking strategic input. In the survey, evaluators described equity as a component of their professional responsibilities and as a professional skill they wish to strengthen. Advancing equity was used as a motivation for proposing new leadership structures to increase access, for establishing recruitment and outreach practices to expand equity across the field of practice, and to center the study of equity evaluation in professional development programming. This report presents the results from the compilation of communication paths available to respondents: town hall meeting facilitated discussion, breakout room comments, demographic survey, and the asynchronous open-ended questions. Washington Evaluators has the support from its members and regional evaluators to assume a leadership role in equity-oriented evaluation work, and this report communicates a strong set of recommendations to inform the next version of the organization's strategic plan.

Our work is presented using four constructs to organize the strategic feedback provided by regional evaluators. These constructs were introduced to participants in the asynchronous survey and they were included in directions to small groups tasked with developing collaborative feedback. We utilized these same constructs to represent our findings and articulate recommendations. They are, as follows:

***Leadership:*** Includes all strategic feedback related to the organization structure, leadership structure, leadership practices, leadership composition, and leadership capacity. Leadership also incorporates comments directed at the organization as an institutional leader in the field of evaluation across the DC Metropolitan region.

***Membership & Community:*** Combines all feedback connected to existing membership, potential membership, regional evaluators, nontraditional evaluators, students and aspiring evaluators. Washington Evaluators' role in the development and sustenance of a community of evaluators is also represented. This construct includes statements regarding institutional partners, regional colleges and universities, government agencies, and other professional organizations comprising the regional evaluation community.

***Professional Development:*** Includes all comments about knowledge, mindsets, training, skills development, collaboration, and other topics that increase the capacity of evaluators and the field of practice. It also references experts, expertise, trainers, and facilitators who contribute to the professional development of evaluators.

***Equity:*** Equity is conceptualized within this report as all comments and feedback that define, advance, operationalize, and determine the realization of fairness and justice within the organization and externally in larger society. Feedback that describes the disruption of inequities is also included within this construct. Consistent with the purposes of this consultative project, equity was not isolated as a stand-alone concept, rather it was constructed as the lens through which findings were examined and recommended as strategic priorities.

The findings across all constructs are represented through a DEIA lens to identify strategic feedback that would increase Washington Evaluator's capacity to advance equity and antiracism. Comments that addressed additional strategic priorities such as organizational development, innovation, or critical feedback were also deemed important as key findings in this report. Statements that were incomplete, offered no change, or posed rhetorical questions were not represented as they did not contribute meaningfully to the strategic planning process.

As the Consultant, we were tasked with soliciting and representing membership feedback to produce a report that contributes to the organization's work to prepare the strategic plan. The scope of this report is limited to the respondent's inputs on strategic planning and the integration of diversity, equity, inclusion, and antiracism priorities as documented from the survey and town hall

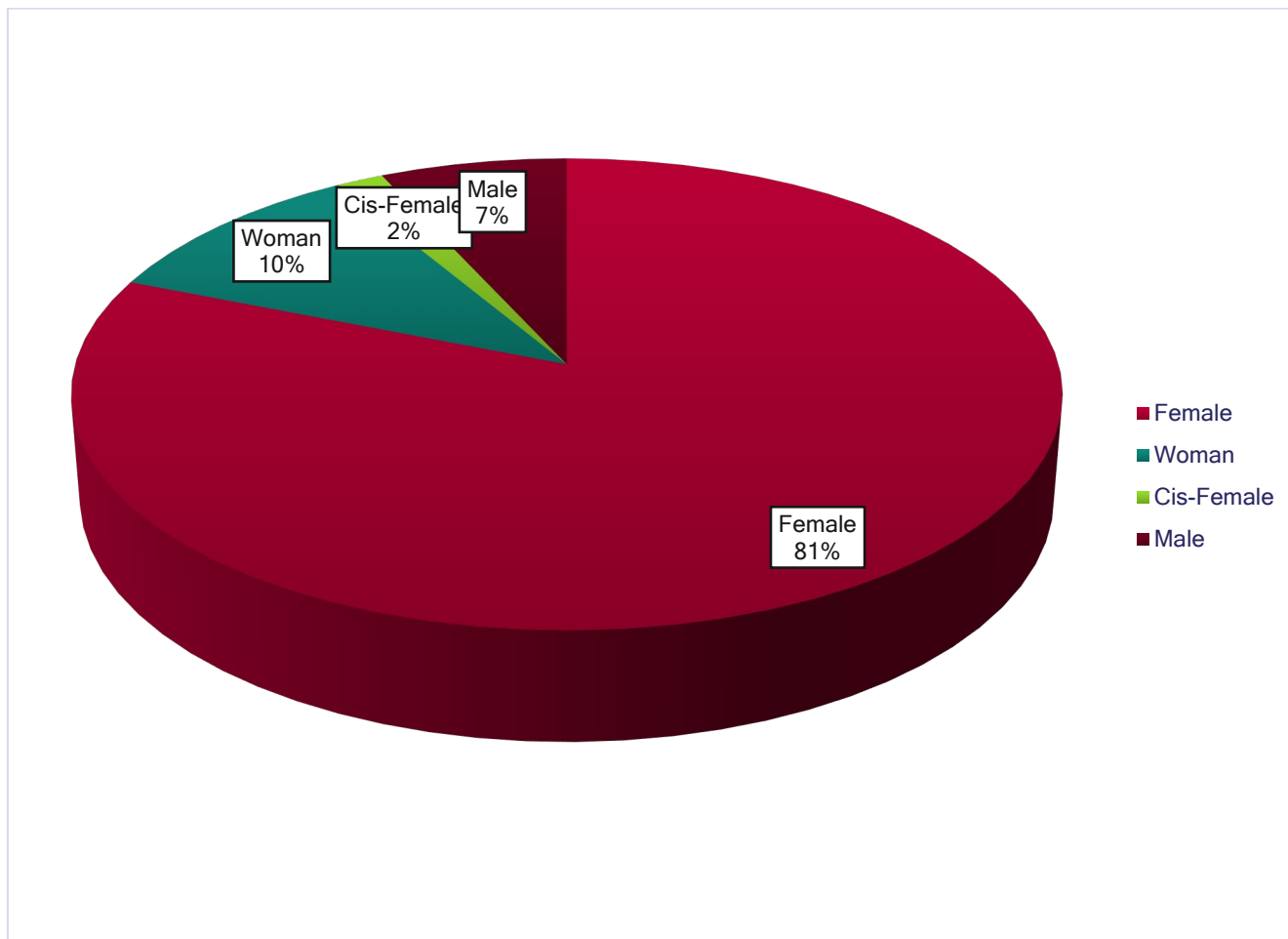
comments. Respondents had varying experiences and prior knowledge about Washington Evaluators as well as different understandings of DEIA work, yet they were asked to provide their feedback without any qualifiers. It is possible that this report includes comments that may be unsubstantiated, contradicts, or duplicates work currently enacted by WE. Our role as Consultant was limited to facilitating member input on strategic priorities and utilizing a DEIA lens to present findings and strategic recommendations to Washington Evaluators.

## Participants

**Regional evaluators**, both members and nonmembers of Washington Evaluators, contributed strategic input through both the asynchronous survey and the town hall meetings. We administered a demographic survey to all participants to collect quantitative data on their identities, professional backgrounds, occupations, and DEIA knowledge. This presentation of demographic data will support WE in identifying the participants that were included in this representation of strategic input and can serve as a guide to consider participants whose perspectives were not included. Based on a review of WE's existing membership demographics, the participants in this asynchronous survey reflect the diversity of current WE members. Sixty-one participants contributed to the asynchronous survey, self-describing their gender, age, sexual orientation, and race/ethnicity. In addition, they provided descriptions of their education attainment, primary occupation, professional experiences, and their professional knowledge of diversity, inclusion, equity, and antiracist content. The final sections of this survey described the participants' existing and preferred level of involvement with Washington Evaluators. Our findings are posted below.

**Identification:** We asked questions about the participants' gender, but in the true spirit of inclusion, we presented this question as an [open-ended question](#). This means that we asked the respondents to write in their gender identification in lieu of providing pre-determined options. Figure 1 shows the diverse gender identification of the participants.

Figure 1. Gender of Respondents



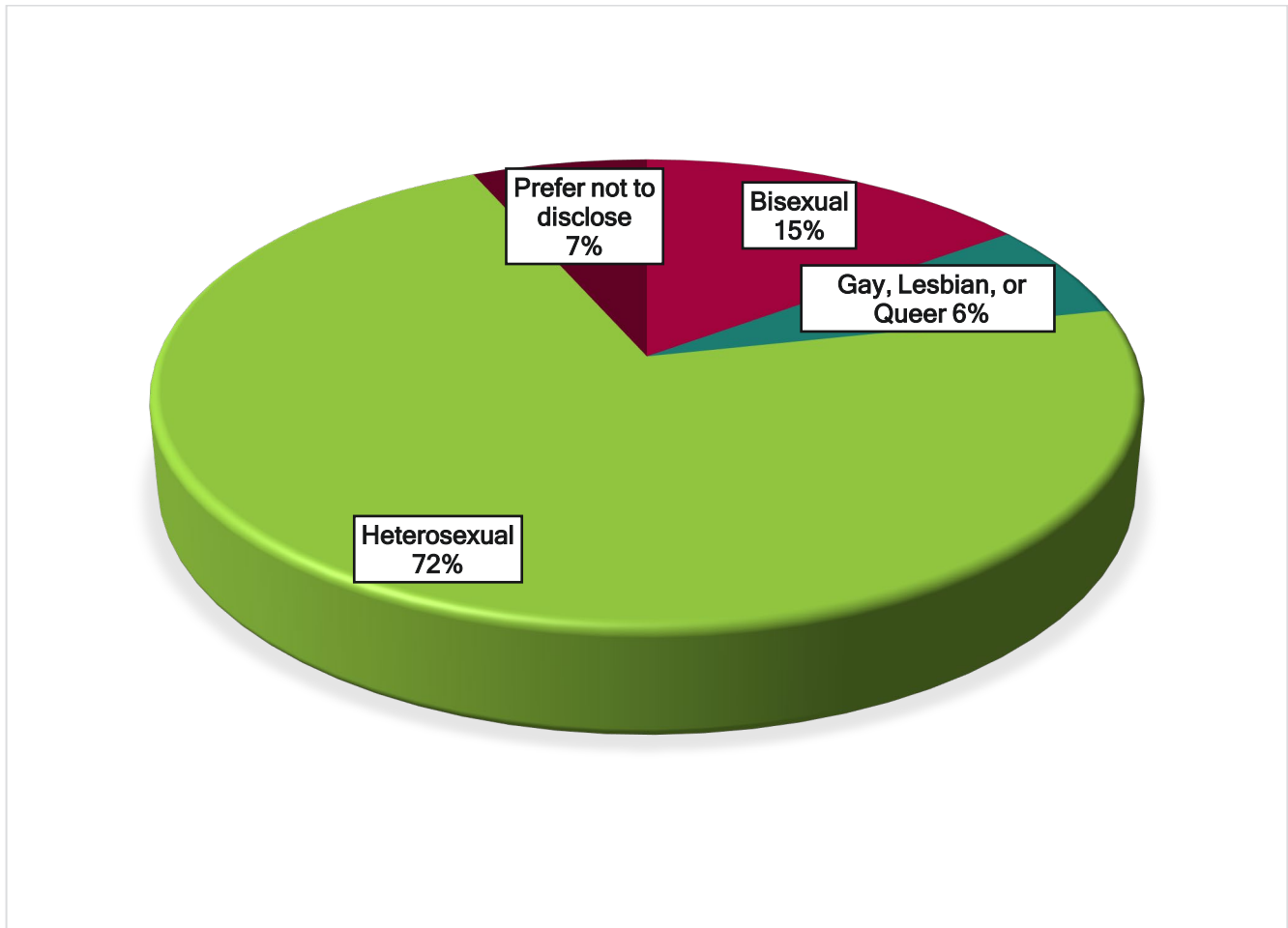
N=58

Figure 1 shows that the majority of the participants who responded identified as female (81%), and a few who identified as either a “woman” or a “Cis Female,” and only 7% identifying as male.

We also asked respondents to describe their sexual orientation, Figure 2 shows the responses.



Figure 2: Sexual Orientation of Respondents

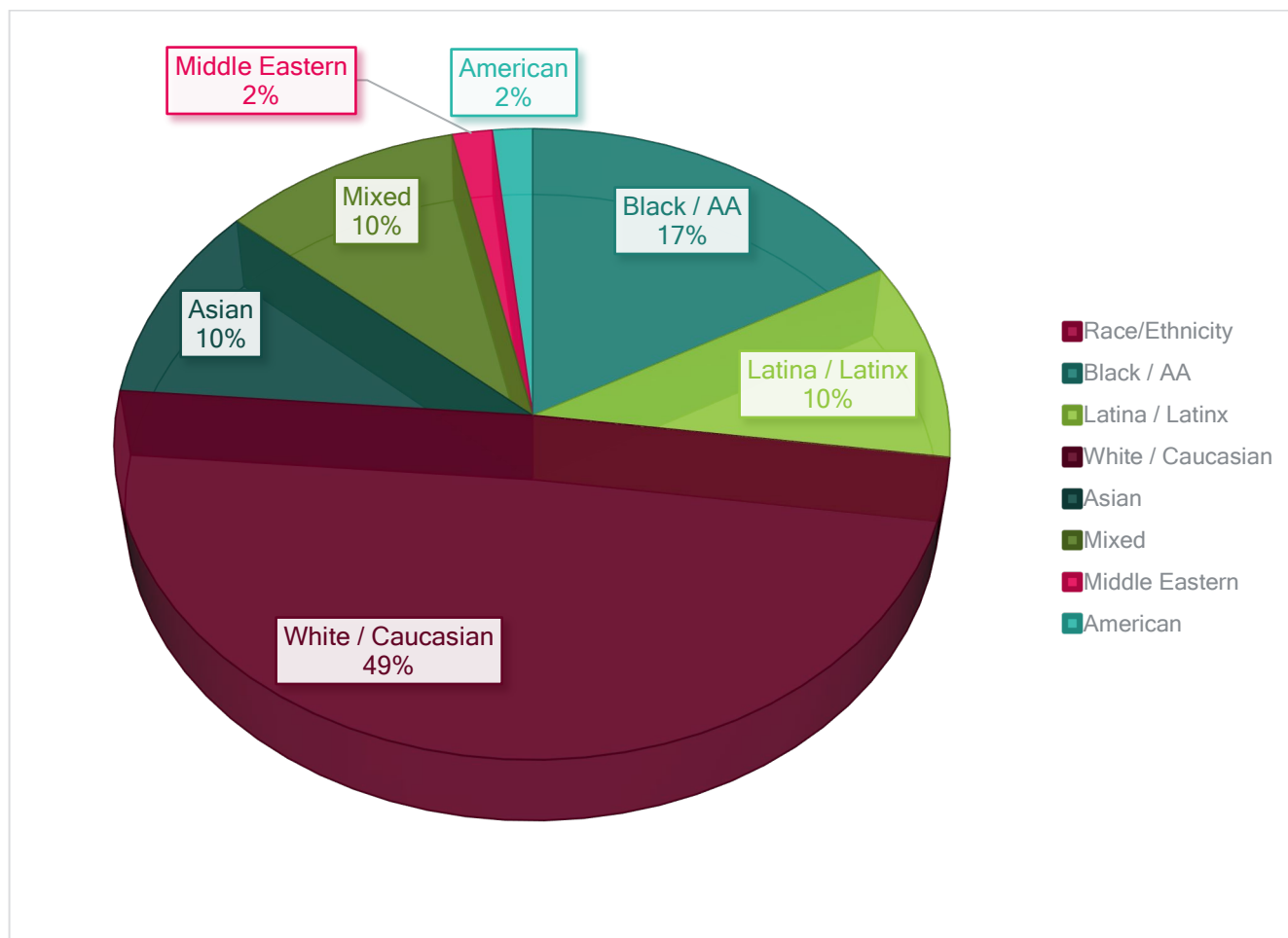


N=60

Figure 2 shows that the population distribution followed a similar pattern as the previous question, with 72% of the respondents identifying as heterosexual, 15% identifying as bisexual, 6% identifying as gay, lesbian or queer, and 7% stating that they preferred not to disclose.

We asked about the age ranges of the participants, and they were almost evenly distributed across the different age ranges.

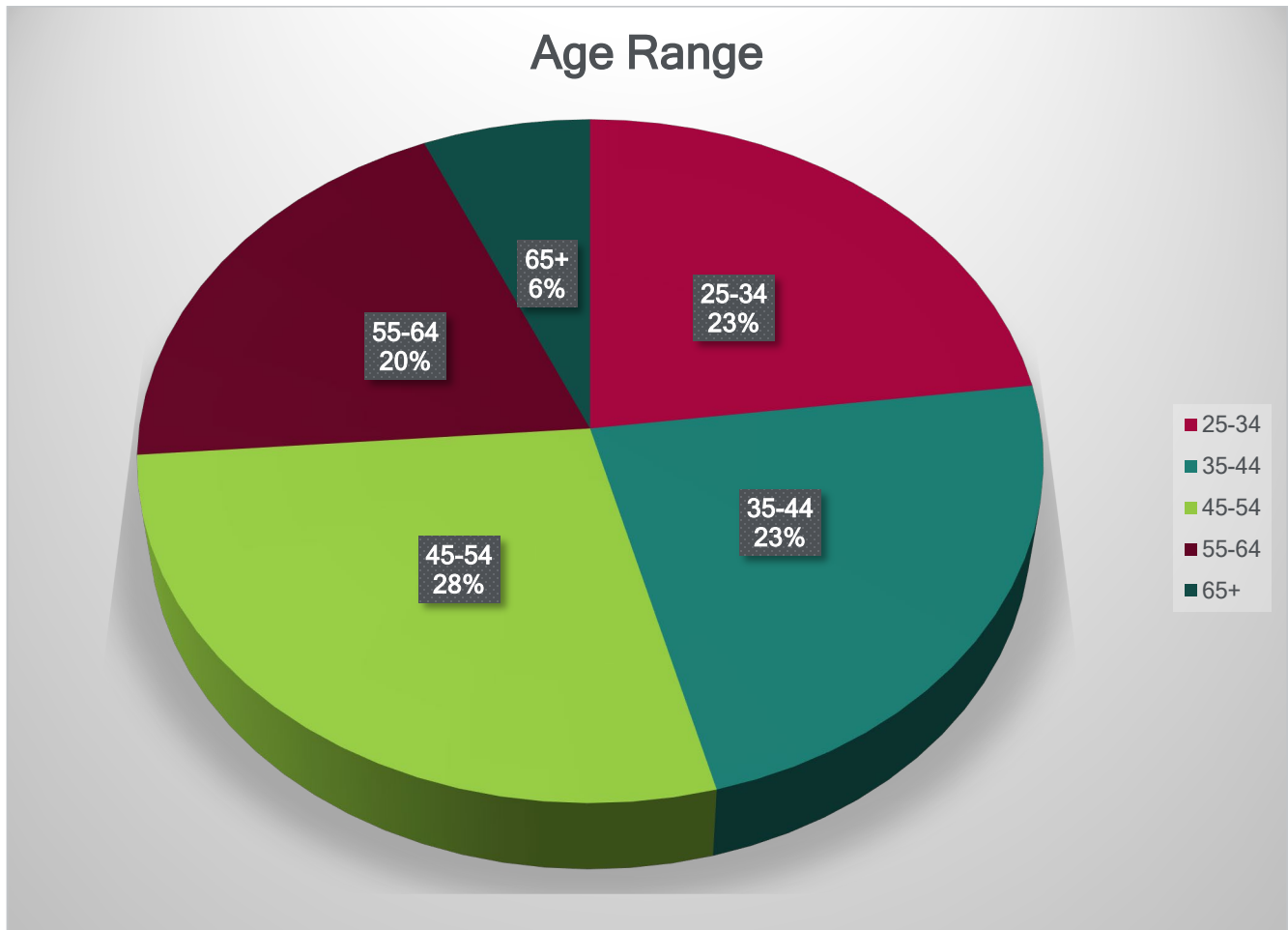
Figure 3 Race and Ethnicity of the Respondents



N=59

Figure 3 shows that the majority of the participants identified as Caucasian(49%), followed by Black/African American (17%). Figure 3 also shows that there was an equal representation of participants who identified as Asian (10%), Latina/Latinx (10%), and as Mixed race (10%).

Figure 4: Age Range of Respondents



N = 61

Figure 4 shows the participants' age ranges. Figure 4 shows that while the age ranges were mostly evenly distributed, the majority of the participants were over 34 (77%), with a small percentage of participants between the ages of 25 and 34 (23%).

**Educational levels and experiences:** We asked about educational levels, and we learned that 27% held doctorate degrees, a majority (70%) of the participants held Masters' degrees, and 3% of the participants had undergraduate degrees. A total of 60 participants responded to this question.

We asked about the respondents' occupation, and we learned that evaluators came from a large variety of professions where their primary responsibility

includes evaluation and assessment work. Figure 5 shows the range of occupations of the respondents.

N = 60

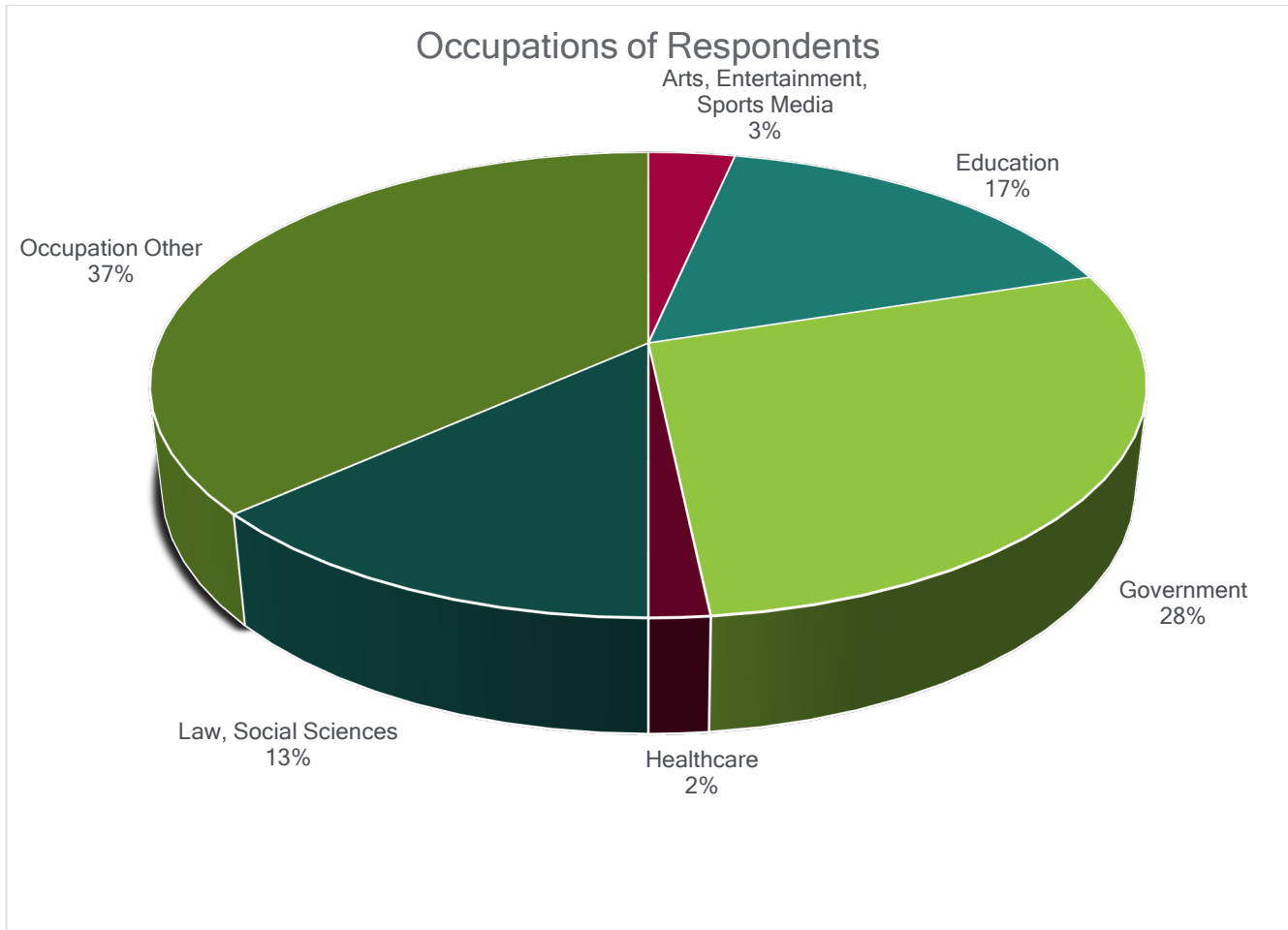


Figure 5 shows that most of the respondents do not identify their professional work in one of the predefined, broad categories, instead they consider their occupations as “other” (37%, N = 22), survey participants indicated the following occupations under the textbox “other”:

- Consulting, Independent consultant (5)
- International, International development (5)
- Nonprofit, Philanthropy (8)
- Other occupations (4)

The next largest group of evaluators were “government workers” (28%), another broad, interdisciplinary group of evaluators. This pie chart provides potential promise for the organization, as it shows the vast reach of evaluators across different professions and intersections of sectors.

We asked the members about their number of years of professional evaluation experience, and the results were mostly even across the years. Table 1 shows the distribution of experience for the members.

Table 1. Years of Experience of the Respondents overall

	Less than 1 year	1-5 years	6-10 years	11-20 years	20 plus years
Number of responses	2	17	14	17	10
Percentage	3.3%	28.3%	23.3%	28.3%	16.7%

Due to rounding, totals for any one category may not add to 100%.

Table 1 shows that approximately 32% of the respondents were in the very early stages of their careers, with evaluation experience ranging from less than a year to 1-5 years. Next, 23.3% of the participants reported working in the field for 6-10 years. An additional 28% of the respondents reported working in the field in the middle stages of their careers as evaluators with experience ranging from 11-20 years. The remaining group (17%) reported having more than 20 years of experience in the field. This shows that the respondents consisted of mostly evaluators who were in the middle to mature stages in their fields (45%).

Table 2. Disaggregated Responses to Number of Years in Evaluation by Race

	Less than 1 year	1-5 years	6-10 years	11-20 years	20 plus years	Number of Respondents
Black/African American	10%	20%	30%	30%	10%	10
Latina/Latinx	0%	33%	34%	17%	16%	6
White/Caucasian	0%	24%	21%	38%	17%	29
Asian	0%	50%	16%	16%	17%	6
Mixed Race	0%	50%	34%	0%	16%	6

N = 57; due to rounding, totals for any one race may not add to 100%

Table 2 shows the disaggregation of years of experience by race. These responses reveal that the majority of African American respondents were in the early stages of their career, with 60% of the respondents stating that they had been involved in evaluation 10 years or less. Responses showed that this group included the newest member, with 1 member (10%) stating that s/he had been involved for less than a year. The Latina/Latinx population tended to have slightly less experience, but it is important to remember that the number of Latina/Latinx members attending this town hall was very small (N=6). The White/Caucasian population had the most experienced evaluators in the group, and the highest number of respondents (N=29). This percentage of participants also had the highest percentage of respondents with 11 years+ of experience (53%). Respondents who identified as Asian represented a younger career group, with 50% of the participants stating that they had between one and five years of experience and was distributed evenly among the other columns. Finally, respondents who identified as Mixed Race also had less experience than the other populations, with 50% stating that they had 1-5 years of experiences (N=6).

**DEI Training.** In an attempt to explore the town hall participants' knowledge about and/or exposure to Diversity Equity and Inclusion (DEI) training in the workplace, we asked a few questions about their workplace experiences with DEI. We learned that 64% of the respondents held primary occupations that involved work that centers on advancing Diversity, Equity, Inclusion and / or Antiracism. Fifty seven percent (57%) of the respondents stated that their primary professional occupation required that they have foundational knowledge in Diversity, Equity, Inclusion and / or Antiracism. Finally, only 37% of the respondents worked in professions that required additional professional development opportunities in Diversity, Equity, Inclusion and / or Antiracism in order to advance in their current primary professions.

**Relationship to Washington Evaluators.** The two town hall meetings were an open invitation to Washington Area evaluators, including members and non-members. We asked about the participants' current relationship to WE (membership), and their roles. We learned that 73% of the respondents were members of WE. We disaggregated this information by race and gender, and these findings are presented in Table 3.

**Table 3. Disaggregated Responses to Washington Evaluators Membership by Race**

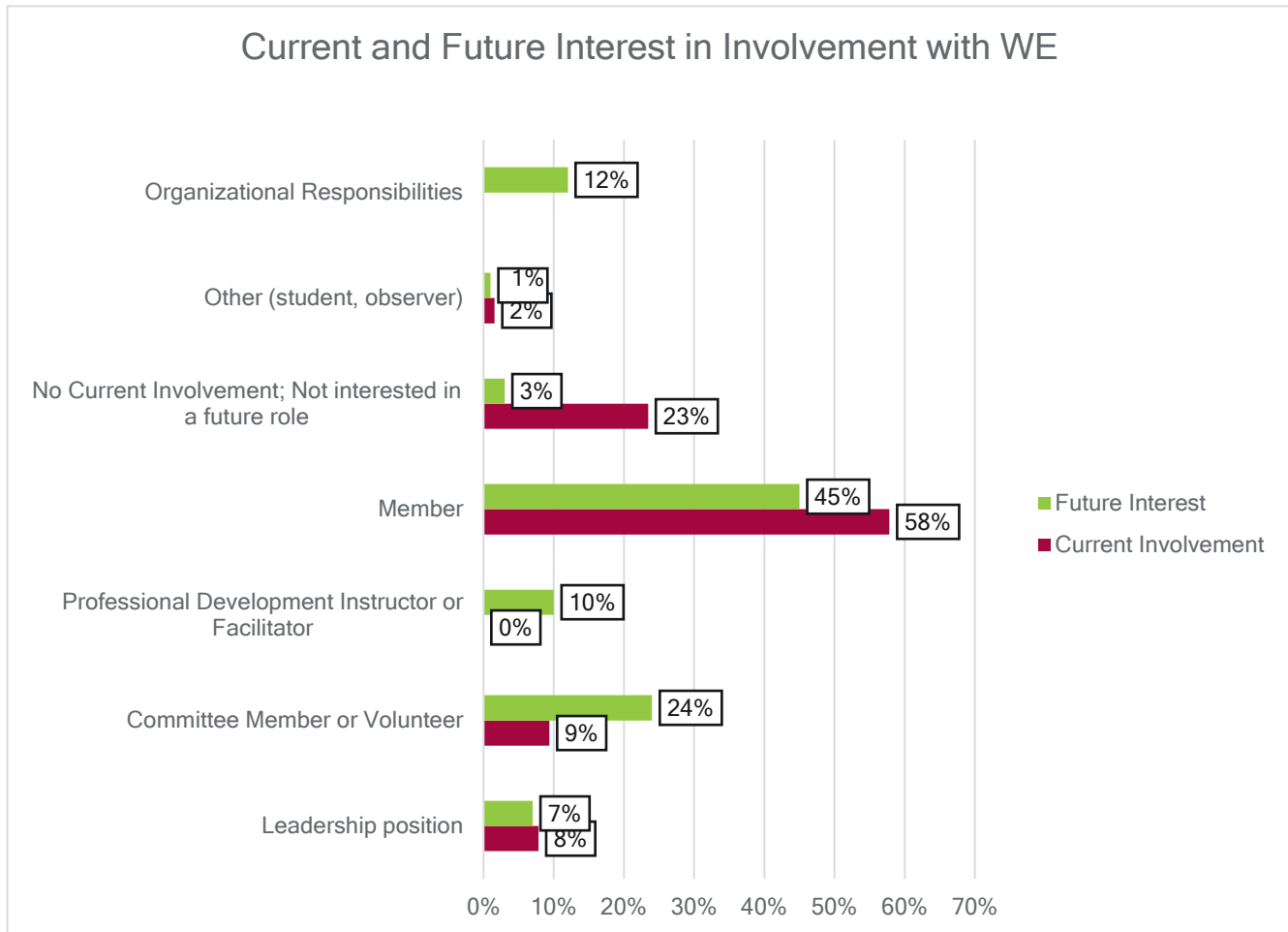
	Former Member	Member	Never Been a Member	Number of Respondents
Black/African American	0	60%	40%	10
Latina/Latinx	0	67%	33%	6
White/Caucasian	3%	86%	10%	29
Asian	0	50%	50%	6
Mixed Race	20%	80%	0	6

**N=57; due to rounding, totals for any one race may not add to 100%**

Table 3 shows that the White/Caucasian attendees made up the largest representation by proportion. Although the other percentages were above 50%, it is important to pay close attention to the numbers of respondents. For instance, although African American members represented 60% of the respondents, that figure represented only ten people, and these numbers were even smaller for Caucasian, Asian, and Mixed Race respondents.

We also explored the leadership of WE by race, to explore the diversity of people in the various leadership positions. Figure 6 shows the responses of two sets of questions. The first set of questions asks the participants about their current roles in WE, and the second set of questions asks about the participants' interest in future roles. This presentation of the results seeks to provide information about not only the members' current roles in WE, but to help to steer WE in the direction of racial inclusion. Figure 6 shows that even if some of the members are not currently participating in certain roles in the organization, they are definitely interested in doing so in the future. The legend shows the two different sets of responses to the questions. Of the five members who responded that they held leadership positions with WE, two identified as White/Caucasian (60%) and two identified as Asian (40%). No African American/Black or Latina/Latinx attendees stated that they had roles with Washington Evaluators.

**Figure 6: Current and Future Roles for Involvement in WE**



This chart articulates the strong interest in future involvement with Washington Evaluators by all survey respondents. Although no participant indicated any current organizational responsibilities, 12% indicated a future interest in such responsibilities. This was complemented by 23% who describe no current involvement with the organization and only 3% planning no future involvement with the organization. This chart shows the volunteer and leadership potential of survey respondents with strong interests in supporting the organization through their time and commitment to work. We also explored this theme of leadership further, by disaggregating the current racial composition, and the interest in future leadership by race.

The demographic findings present a socially diverse and professionally young body of respondents that express a commitment to future involvement with the organization, likely motivating their contributions to Washington Evaluators' strategic planning process.



**Summary:** Overall, the descriptive analysis shows that the Town Hall attendees and survey respondents were very diverse, but that the majority of the attendees were current WE members. WE members who participated in the survey are predominantly White and Female, but the Town Hall meetings addressed a diverse population beyond the existing membership. The analysis showed that the population is diverse in age, but that the group with the most experience tends to be White Females. The overwhelming majority of the attendees held advanced degrees, and the majority had Masters degrees (70%). In spite of the current makeup of WE, the survey questions showed that many of the respondents were open to serving in leadership positions in the future. We found that while many had occupations or professions that were either involved in DEIA training, or were required to have foundational DEIA knowledge, none of their workplaces requires DEIA training in order to advance. WE has an opportunity to “walk the talk,” by actively working to increase and diversify its membership while working to better understand DEIA, and to create DEIA ambassadors across the practice of evaluation.

## Strategic Input

The following sections of the report represent the qualitative findings from both the asynchronous survey and the Town Hall meetings. Participants were asked to provide strategic input on a survey that both collected demographic data and open-text responses. Participants were able to submit individual, confidential responses through the survey or make their responses public by posting to an online Padlet. In the context of the Town Hall meetings, individual participants were invited to provide feedback by sharing comments verbally in either the recorded main session, or in the smaller breakout rooms. Participants were asked to document breakout room group conversations by posting feedback to an online Padlet, summarizing group feedback in the main session chat, or presenting a summary of group input during the main session. Across all qualitative data sources, participant comments were recorded, transcribed, and coded using research software. It is noted that the asynchronous feedback was received anonymously and the Town Hall breakout room conversations were not recorded; therefore, the only comments able to be attributed to individuals were comments raised in the Town Hall main sessions. As such, no identifiers will be represented in the qualitative findings of this report for both consistency and accuracy of data representation.

In the following sections, the Consultant presents a summary of the strategic input generated from qualitative responses across individual and group participants, through both asynchronous and live session feedback. Several typeface conventions are used to indicate the commonality of responses, number of people contributing to a single response, and the preservation of exact wording, these are as follows:

**Comments in bold** represent small group feedback informed by 5 - 7 participants in one of the live Town Hall sessions.

Comments followed by an asterisk indicate similar feedback from 3 or more individual participants through the asynchronous survey.\*

Comments represented without quotation marks are paraphrased by the consultant to condense lengthy statements or reduce repetition.

“Comments within direct quotes” represent the exact phrasing from the respondent(s).

**Statements in red highlight key topics of information for ease of reference.**

At the beginning of each section, the Consultant describes the pattern of responses, emphasizing comments and participant input that reflected multiple individuals or groups of respondents. The end of each section includes a summary of the key findings in that construct.

## Leadership Findings

Participants shared an interest in widening access to leadership roles, diversifying the leadership team, and increasing the capacities of leaders to advance equity and antiracism. Internally, they want the organization to integrate antiracism and equity in its structures, operations, policies, and organizational culture. Externally, respondents want Washington Evaluators to assume a leadership role in the field to establish equity-oriented evaluation as an industry best practice. Participants are interested in engaging with WE leadership to advance antiracist goals and priorities in fulfillment of their professional goals and commitments.

### Leadership

Regional evaluators considered **revisions to the Washington Evaluators leadership structure to ensure the structure is designed to reproduce equity** and better position the organization to assume a leadership role in the field of evaluation. The comments addressed student representation on the board,

revisions to existing elections and selection procedures, and creating transparent systems to receive input and feedback from membership to shape the direction of key initiatives. As antiracism centers on increasing access and transparency, each of the suggestions provided by regional evaluators helps the organization improve its leadership structure to better reflect its antiracist priorities.

- Designate a student representative position on the Board. **“Potential for a student position rep on the Board.”**
- Increase the number of elected positions, decrease the number of appointed and self-volunteering positions because “when people run for positions, they have more ownership for their roles.”
- Permit write-in candidates during elections
- “The President has too much power to select the Board.”
- Develop succession planning for organization leadership
- Create “many avenues of participating and providing feedback into key initiatives”
- Build “accountability mechanisms from persons representing vulnerable / marginalized groups”
- “Equitable practices require review of all processes.”
- “Diverse structure committed to anti-racist principles.”
- [Diversity work] “should not be the work exclusively of people of color.”

### Leadership Composition

The **composition of the Washington Evaluators leadership team should reflect its commitments to diversity, inclusion, equity, and antiracism.** Regional evaluators consistently described this as the leadership composition reflecting the diversity of both its members and the population at large. A few respondents sought to define this diversity with multiple identity markers: race, ethnicity, age, sexual orientation, education, and years of professional and leadership experience in a variety of professional settings.

- “WE should diversify its leadership as much as possible.”\*
- “Building a board that reflects the diversity of WE’s membership”

- “People of color in leadership roles.”
- “Leadership that represents the country.”
- “Someone with extensive experience with DEAI on the leadership team.”

In addition, two respondents described the **training and experience that should be expected of WE’s leadership team to advance equity and antiracist priorities.** As the board considers the structure and composition of its leadership team, it should also address the training and work expectations for a WE organizational leader.

- “All board members need to be trained, policies, practices, and procedures reviewed, and revision to align with anti-racist statement.”
- “I expect leadership to create a platform to continue discussing frameworks for organizational and individual engagement in the work of equity.”
- “Leaders and aspiring leaders should be transparent about their goals and continuous quality improvement strategies for WE.”
- “Ensure that as part of onboarding, all WE leadership and committee members engage in anti-racism training.”
- Diversity, equity, and inclusion training and leadership practices\*
- “Anti-racist lens”

### Leadership practices

It is clear from the respondents that Washington Evaluators is recognized as a thought-leader and evaluation leader in the field, and regional professionals want **the organization to take more bold and transformative steps to shape the practice of evaluation by advancing equity and promoting antiracism in the field and society at large.** One respondent shared, “WE should be [pause], WE should hit hard, because this is a moment in time, this is an opportunity, this time is fleeting, and WE [should] make a statement, WE should go bold and WE should do it sooner rather than later.” Several respondents commented on the equity work that is needed within the organization, and the following sub-section will detail the expectations of equity work in the field, at large. Some respondents posed their comments as questions, seeking Washington Evaluator’s leadership in answering the question through actionable, equity-oriented practices.

### *Internal equity work*

- “If we start with equity as the intention, we must proactively look for partners, board members, leadership, etc. with that goal in mind.”
- “Center equity at the heart of our work.”
- “Always looking at things with a DE&I lens, always think about disparate groups (not just DE&I), but disruption.”
- “Focus on executing more equitable policy, systems, and operations changes that will endure beyond the programming offered to membership.”
- “How do we operationalize the WE anti-racism commitment in every committee? How do we evaluate success toward them?”
- “Continue allocating funds for professional facilitators.”
- “Role models from marginalized communities as trainers, educators, facilitators, etc.”
- “Speaker and session diversity”
- “Normalize the discussion of difficult and complex topics within the organization.”
- “How do we build antiracism into the evaluation work that we conduct through our Evaluators without Borders work?”
- “Seeing if the work of antiracist activities in WE are being placed on BIPOC members- adding emotional labor and taking away time that can be used for making income.”
- Conduct an internal assessment of regional evaluators to identify how they might be experiencing professional marginalization in the field of evaluation, similar to research studies about housing discrimination which made visible racism discrimination in that social context.
- “WE can create some resources that could be available to members to raise consciousness.”
- “Help members bring equity and antiracist practices into their own orgs, beyond evaluation.”

### *External equity work*

- “The piece I think is less familiar and less common is that an equity lens in any evaluation increases the quality and application of that... And I think that’s the role that WE can contribute to make that connection that equity in evaluation equals excellence.”
- “WE can provide coverage making an [antiracist evaluation priority] statement under a bigger organization- give independent evaluators coverage.”
- “Evaluation is part of organizational culture...How do we address anti-racism in different work settings or organizational settings as evaluators. Pushing back, that looks different in different contexts, [among different] colleagues, [and within different] institutions.”
- “I feel like there still needs to be a lot of conversations with the partners, with folks that are directly impacted by the evaluation work, to determine how we can actually make this more antiracist...how to navigate and negotiate evaluation work with donors, because a lot of evaluation questions are dictated by the needs of the donor.”
- “[WE can] be explicit about the expectation of [antiracist] work at the onset of any project, as opposed to making race, equity, and antiracism kind of suggested. In other words, the practice of evaluation, by design, requires an emphasis on implementing an equity lens...And if WE were to offer its services to any number of organizations, saying, if you are struggling trying to identify the next steps in advancing equity in your organization, here’s something WE as an organization offers, in terms of tools, etc.”
- “How to get organizations on board with including this in evaluation, EFE (equity focused evaluation)?”
- “Create standards that institutions can adopt around engaging evaluators, from the RFP development to proposal review to design and implementation of project.”

In addition to advancing equity and antiracism, respondents shared other leadership practices that Washington Evaluators can adopt to strengthen its leadership role within the field. These comments reflect an **interest in the expansion of WE’s leadership presence among the community of evaluators to improve their professional experiences and social impact.**

- “Bigger presence of evaluation in the government.” **“Federal DE&I strategic plans”**
- “As a group, we can, I hope, obtain financing to comment on government agenda that contract evaluations and raised questions or provide suggestions to improve how racism is treated. For example, [what] is USAID, State Department, etc. doing or suggesting to tackle racism, even overseas? [Are] the RFP and the proposals sensitive enough to include this topic?”
- **“Influencing the policy landscape, transforming systems so that we can do the work.”**
- “Encourage funders of evaluations in DC area to include in RFPs to do evaluations to include the requirement that DE&I implications be considered. Encourage that evaluators consider including DE&I in their evaluation proposals.”
- “Define and measure key performance metrics on a quarterly basis.”

The membership of Washington Evaluators wants to engage with the organization’s leadership, and several respondents commented on **leadership practices that could strengthen membership engagement.**

- “Understanding more about the history of our discipline and profession, how we have reinforced inequities through our own norms, standards, and whose voices and perspectives we have privileged over others. Making that invisible history more visible.”
- “A variety of options for engagement; a culture that prioritizes openness, vulnerability and learning; and opportunities for members at all levels to provide feedback and share their perspectives.”
- “Annually assess the composition of WE membership. Ask volunteer members to evaluate that information. Report back to WE membership, summarizing and highlighting their findings. Report findings to full WE membership, including recommendations.”
- “In addition to membership composition tracking to understand who is participating in programs and initiatives of WE.” **“Membership composition tracking.”**

**Leadership Findings Summary:** Participants shared an interest in widening access to leadership roles in Washington Evaluators, by adding a student representative position to the board and increasing the number of elected positions. They emphasized the importance of ensuring diverse leadership representation that reflects the diverse representation of the organization’s membership, coupled with a commitment to training all organization leaders on the skills and capacities of antiracist organizational leadership. Respondents also commented on internal and external leadership practices they want Washington Evaluators to demonstrate. Internally, they want the organization to integrate antiracism and equity in its structures, operations, policies, and organizational culture. Feedback included training, budgeting, program development, and internal assessment work to reflect antiracist priorities within the organization. Externally, respondents want Washington Evaluators to assume a leadership role in the field to establish equity-oriented evaluation as an industry best practice. Respondents proposed this could be accomplished through leveraging existing relationships with government, nonprofit and agency partners to communicate the importance of equity orientation in proposals, evaluations, and program development. Participants in this process are interested in engaging with WE leadership to advance antiracist goals and priorities in fulfillment of their professional goals and commitments.

## Membership & Community Findings

Respondents described strategic priorities to build a community of members and partner institutions to “deepen relationships, establish new connections, and expand the WE ecosystem.” Their feedback included strategies to increase membership, particularly among marginalized communities, and strengthen the professional pipeline of aspiring evaluators. Mentoring programs were named as both a recruitment and retention strategy when it is effectively managed and meets the complex needs of an early career evaluator.

### Membership

Regional evaluators look to Washington Evaluators to **build a network of members for professional collaboration and as a community of practice**. Many people choose to describe ways in which Washington Evaluators’ membership can embody the attributes of an effective community as one said, “deepen relationships, establish new connections, and expand the WE ecosystem.” Although WE may be striving for some of these community attributes as described below, members likely had different experiences within WE and these



comments can be a call to action to further deepen the community experience for all regional evaluators.

- “Talked about that there might be a lot of interest in joining Washington Evaluators if people feel it was a safe space and a place, a trusted community and while maybe those of us who are already a part of it do feel that way, how do we welcome more people into our group and make people realize we are a group that we love for them to join and can be that safe space.”
- Membership tracking, although listed earlier as a leadership practice is also a tool to strengthen the community of members as it can help identify inequities impacting the community experience.
- “A variety of options for engagement.”
- [foster] “a culture that prioritizes openness, vulnerability and learning; and opportunities for members at all levels to provide feedback and share their perspectives.”
- “Embracing different perspectives, highlighting different experiences.”
- “Create remote opportunities to engage with WE.”
- “After every event, ask members what else they want to learn about.”
- “Just like there is an AEA 365 listserv everyday, they put out some ideas, some nuggets of wisdom, we could have a WE52 maybe, a weekly nugget of wisdom that we rotate around and would tell people what we’re doing. It would be a way for some regular engagement, asynchronously.”

In addition to building a community of members, several respondents shared specific **benefits and opportunities that Washington Evaluators can provide to increase membership satisfaction**. There are some contradicting suggestions, and WE is advised to consider each through a lens that increases access and promotes transparency in membership benefits.

- “Keep membership fees low for new members to the field.”
- “Lower dues, lower economic barriers.”
- “Increase membership dues and offer more free events. Barrier to entry is too low and we give more than we get. It's currently the "best value" opportunity, but really a steal for participants. WE should increase membership but also allow organizational sponsors to fund membership for some people and for individual members to donate to support

members who cannot afford membership. \$50 would be reasonable and then not charge for the holiday party. Offer more events that are free to members but not free for non-members. \$10-15 for non-members to attend member-only events. Maybe it's just the holiday party, maybe it's just one webinar.”

- “WE members should get discounts on TEI and ELC courses. Less pressure for WE to offer skills-building courses when we have great options in the region. We should build that partnership with those organizations!”

Other respondents shared **community practices that Washington Evaluators can initiate to deepen membership commitment to equity and antiracism.**

- Diversity and inclusion.\*
- “Building a membership base that is reflective of the diversity of the region's evaluators.”\*
- “More people that look like DC in WE.” **“More DC representative people in WE.”\***
- “I also wonder about an equity book club that would meet quarterly or semi-annually to discuss articles or books related to equity in evaluation. I acknowledge that there is a certain level of trust required for these conversations, so it might be important to build the equity-focused community first and then offer a book club.”
- One respondent suggested that WE can examine, “What are the lived experiences of WE members (not regional evaluators who are not members) who have not had equitable experiences with WE?”
- “Create space for BIPOC to connect on experiences of racism within evaluation field.”
- “Explore and address where possible the needs of BIPOC and new evaluators.”
- “Diversify - reach out to non-traditional evaluators to ensure inclusion.”
- “Diversity is important and should not only be advertised to practicing evaluators and those wanting to engage in evaluative thinking and practices.”
- “I think the new professional scholarships could be utilized strategically to help diversify the field.”

## Membership Recruitment

Regional evaluators **prioritized recruitment among a larger base of professionals as both a professional pipeline for the sustainability of evaluation, and an effort to diversity the organization.** Many respondents considered new, innovative strategies to recruit members for Washington Evaluators, and some suggestions reignited earlier organization practices that may have lost attention over time. Recruitment on local college campuses and building strong networks for mentoring were among the most common suggestions to increase recruitment for WE. Several respondents suggested focusing recruitment on the specific attributes of the DC Metropolitan area.

- “Leverage being in DC.”
- “Build on Advocacy on the Hill program.”
- Actively recruit evaluators from the most impoverished neighborhoods of Washington, D.C

Many respondents offered suggestions for **engagement with local colleges to increase visibility and interest** in the field of evaluation.

- I would like to see support for a pipeline of diverse evaluators from their undergraduate or graduate programs into internships and then careers. Some of this is skill development (through webinars and mentorships / internships), some is networking (facilitating introductions, ensuring that events are open and welcoming), and some could be serving as a link between potential employers and students at HBCUs or students in marginalized communities at other area colleges and universities.”
- “One is the student evaluation conferences that we used to have locally housed by a variety of different universities over the years- Howard notably among them.”
- “Reaching out to HBCUs to see how we can engage students into evaluation.” “Reaching out to HBCUs.”
- “Reaching out to community colleges and state colleges -to either mentor or share what a career and evaluation can be.”
- “Connections for internships- other ways to involve students in projects - students are looking for data and research - Connection with Students to Alumni Board/ leveraging peer-to-peer connections. WE ambassadors at Universities (like they do at AEA)”

- “How to expand our reach for the scholarship program that we have? How do we get more people to apply, make more people aware of this offering? How can we help people who might not feel comfortable filling out an application for a scholarship be able to do so in a way that would make them competitive for it? Should we run a session on how do you apply for this scholarship? Ideas around this scholarship piece, to make it more inclusive and to get more people to take advantage of that offering that we have.”
- “Essentially more connections with students and young people in the area.”
- “Practicum opportunities through WE for students.”

Others offered suggestions on **support needed for new evaluators**.

- “Create opportunities for new evaluators to connect to paid internships in the area”
- “Investments in scholarship and mentoring for emerging evaluators of color are very important.”
- “It’s important to understand barriers to access that exist for emerging evaluators of color.”
- “So, I had privilege of receiving one of the first rounds of these [new professional] scholarships in 2017, and that enabled me to attend the American Evaluators Association Conference for the first time...And I think that conference really helped me start.”

Several respondents commented specifically on **mentoring**.

- “Expand mentoring beyond one-on-one.”\*
- “Professional mentoring above and beyond.”
- “Mentoring targeted at emerging evaluators from underrepresented groups; mentoring to develop the next generation of evaluation professionals.”
- “Connecting new evaluators to mentors, ongoing skills building, and job opportunities.”

## Membership Outreach

Regional evaluators prioritized **outreach efforts to grow and sustain the community of evaluators within WE**. Many suggestions included outreach to new institutional partners and organizations to expand the boundaries of evaluation work and increase the community of practice. Other suggestions emphasized outreach to engage in social impact through the work of evaluation, leveraging the expertise of WE membership. In most cases, the suggestions reflected the advancement of equity and antiracism in evaluation work and organizational priorities.

- “Partner with existing organizations in DC that focus on equity to use similar policies, approaches, and measures.”
- “WE partner with other associations, outreach to other groups.”

To **increase social impact through evaluation work**, the following comments were shared by respondents to describe the work of membership outreach.

- **“Build on Evaluators Without Borders for increased community involvement.”**
- “Facilitation of pro bono evaluation services to help regional nonprofits address social justice issues.”
- **“Do pro bono work with organizations doing evaluation of projects on antiracism, they usually don’t have resources to do evaluation, so can we do some evaluation pro bono work with them.”**
- “Meaningful engagement with local organizations in our community is also important.”
- “Outreach to persons representing vulnerable/marginalized groups.”\*
- “I wonder about outreach to groups that work around “evaluation” thinking about research, social work, policy folks, we may not be their primary professional organization but could add value.”
- “Organizations that need/use evaluators, help to build their capacity”
- **“Looking at other organizations and where WE fits in terms of both partners that we can have like APPAM and ASPE, other organizations that are doing research-type work. What are they doing? How can we join forces with them and work in different spaces that we might not already? And understand when we’re doing that, where we can incorporate**

antiracism work that maybe these other organization aren't. Maybe be a partner and carve out a niche for WE within that larger partnership.”

**Membership & Community Findings Summary:** Respondents described strategic priorities to build a community of members to “deepen relationships, establish new connections, and expand the WE ecosystem.” Some respondents shared specific ways the organization can increase member satisfaction, and others described an aspirational community culture that would foster deep engagement among members. Their feedback included increasing recruitment to both marginalized communities in the DC metropolitan region and recruiting students through university and community programming. Many participants shared feedback on the importance of strengthening a pipeline of evaluators through outreach to local organizations that benefit from evaluation work, as well as partner organizations that engage in different forms of evaluation work. Mentoring programs were named as both a recruitment and retention strategy when it is effectively managed and meets the complex needs of an early career evaluator. There is also interest in Washington Evaluators creating a community of practice across sectors to mobilize support for social impact evaluation leveraging membership engagement.

## Professional Development Findings

Participants are seeking professional development opportunities to learn how to approach their evaluation practice with an equity-oriented mindset. Many respondents expressed enthusiasm for building community with others and look to Washington Evaluators as the primary source for their professional knowledge and expertise development.

### Professional Development

Many regional evaluators rely upon Washington Evaluators to provide high-quality professional development on best practices in evaluation work. Respondents chose to detail **desired professional development practices and initiatives to expand their capacities as equity-oriented evaluators engaged in social impact**. The following respondents described the desired purposes and structures of professional development.

- “Professional development: An in-depth training program - not just one webinar - a curriculum.”
- “Offer PD targeted at evaluators at different career stages and sectors.”
- “Educational curriculum to decrease the learning curve for people

- interested in evaluation but do not have the history or expertise.”
- “Some sort of structured learning program leading to a certification in Evaluation.”
- “I think it's still important to provide sessions on methodology.”
- “Ongoing skills building webinars, workshops, etc.”
- “Professional development with concrete skills.”
- “Materials and resources that we can use as quick reference after PD sessions.”
- “WE to serve as a hub for indicators, tools, protocols, and other resources. For example, hosting a bank of survey items that members have found effective in this region when they ask social construct / sociodemographic questions.”
- “Variety offered with different time commitments and flexibility in learning approaches.”
- “I think the workshops are great to the extent that they there could be some case examples, you know maybe small workshops with case examples that people interrogate, to make it as real as possible.”

Professional development should seek to **shape the mindsets associated with advancing equity and antiracism in evaluation work.**

- “Ensure programming is informed by anti-racist principles.”
- “One area to prioritize is training/increasing awareness around equity or lack of equity within the evaluation field. Providing presentations that specifically addresses this issue as well as facilitating discussions around equity within our members’ work would be a good start.”\*
- “Training on the history of our discipline and how white supremacy and patriarchy have affected how AEA has promoted the scholarship of white evaluators over BIPOC evaluators (e.g., see the work of Vidhya Shankar on AEA's history). Professional development with the Equitable Evaluation Initiative.”
- “Understanding more about the history of our discipline and profession, how we have reinforced inequities through our own norms, standards, and whose voices and perspectives we have privileged over others. Making that invisible history more visible.”
- “So, we need training in our own biases, positions of priv/disadvantage. For some evaluators you need to live in two worlds - you can be a person of color, who is evaluating for those in the dominant culture, so can be hard to straddle the two.”
- “We talked about the importance of language and being really clear about the distinction between speaking about equity and speaking about antiracism and speaking about antiblackness and colonization. And the

importance about all of these terms and how we should be mindful and careful to not let these terms lose their power by becoming, devolving into things like diversity. The importance of language.”

- **“Allyship training.”**

Professional development should offer **skills and training on advancing equity and antiracism**, as well as “racial equity, and culturally responsive evaluation” work. There is a lot of interest in gaining advanced skills in this area.

- **Workshops on how to use the lenses of equity in evaluation.\***
- What does it mean to conduct culturally responsive and equitable evaluation? Sharing presentations and facilitating discussions within the membership would be beneficial. Perhaps start by surveying how many members are knowledgeable of these areas and to what extent they think these are important.”
- “However, I think for many of us our formal training did not incorporate antiracism. Many, including myself, have been tasked with trying to learn/do it on our own.”
- “How to be pro-equity in our work through training on inclusive methodologies.”
- **“WE providing training specific to independent consultants, government agencies, etc, in how to push back.”**
- “Technical skills and methods. How, as a survey designer, or statistician, do we push back against collapsing other groups of people into one, due to cell sizes? How do you push back? What are alternative methods?”
- “Could we map out the different evaluation activities, and how could anti-racism be incorporated. What does an anti-racist evaluation look like at every stage. Need actionable training and tools.”
- **“How do we develop toolkits that help people that we work with understand structural racism? Doing micro data analysis.”**
- “Workshops on using evaluation methodologies that are inclusive of marginalized communities, such as empowerment evaluation.”
- “Provide opportunities for people to see representation/modeling in various sessions.”
- “Continued training in social justice frameworks.”
- “Provide case examples of monitoring and evaluation (like best practices) with language and indicators, that shows how we can deal with situations where race are properly identified and analyzed, (the same for other self-identification demographics), I would really like to treat everybody with kind and justice in every second of my life.”
- “Discussing the tools to identify and address racism that may exist in the work that we do is important and can begin to normalize the identification and addressing of WE organizational issues.”



- “What can WE do to operationalize antiracism at each of the different facets of the program...When CDC kind of did this cross walk between the evaluation standards and cultural competence...WE might do... a cross walk between the program evaluation standards and give examples across each of the standards of what antiracist evaluation might look like, in terms of trying to enhance accuracy, propriety, usefulness, etc.”
- **“Particularly those of us working in the international space, what does [equity evaluation] really look like for us.”**
- “Ensure those who teach D&I are compensated.”

Several respondents commented on the processes through which professional development is arranged within the organization, many are looking for **greater engagement with member programming**. For many, this also meant more collaborative professional development where members can learn from one another’s experiences and expertise.

- “Do evaluators have a chance for input into program planning? If a trained evaluator sees opportunities for anti-racist programming pieces, or places where there could be racist outcomes.”
- “Opportunities to learn from one another and empower evaluators from diverse backgrounds.”
- “This is a great network of evaluators that I would love to connect with and learn more from. In terms of how other organizations are tackling this work and how we can learn from each other, and so, I think that one potential role for Washington Evaluators would be to provide this kind of platform for sharing what others are doing, what are some of the feedback that we’re getting and hearing from partners, and how we can broaden that, broaden these practices based on what we’re learning from each other’s organizations.”
- “What does it mean to conduct culturally responsive and equitable evaluation? Sharing presentations and facilitating discussions with the membership would be beneficial. Perhaps start by surveying how many members are knowledgeable of these areas and to what extent they think these are important.”
- “I do think that we need to step back, and get input from our colleagues, and others, in terms of, as we identify important variables and questions in sort of this continuous reflective mode of thinking about are there better ways, or are their other ways that we can ask these questions? Are there other variables that could be included but we didn’t. Other people that we should engage, how we should engage...having forums such as this, and people talking about it, and having safe spaces to share ideas and

strategies and stories really helps us, can help us see things a little clearer and come up with some strategies that could help us improve our practice”

- “We need more, we need to be able to broaden our horizons a little bit and learn more from what others are struggling with and also working through because I think we are kind of in silos because we are each scratching our heads about how to apply antiracism in our work and in the meantime, I think that there are probably shared struggles and different organizations are taking different approaches to trying to do this work and there’s a lot of opportunities for us to share on that.”
- “I’d love to hear if others are dealing with something similar [initiating antiracist evaluation] and or what has worked for them if anything has.”
- **“Just some interest in having periodically, holding space periodically throughout the year in programming for people to be able to come together to talk about these issues. So many evaluators are grappling with this right now, how to do this, how to do this well, what questions to be asking, just making sure we are intentional making space for having programs and events throughout this year potentially beyond for people to come together to talk, workshop.”**
- “I think one of the things I would always be asking for is places to talk about our challenges in our work, to be able to reflect in groups, what is inequity to me, or inequity perhaps, or what is racist to me might lead to a very different lens, and I think how you talk about how do we go forward to sustain a community, sometimes we create community both when we come together in opposition, when we begin to understand different points of view, and so we can continue learning...we can improve our own thinking because it’s hard to be reflective by yourself.”
- “And then reflections around what is a current project, or rather what is a proposal that someone’s working on, and let’s critique it, let’s rip it apart...So I’d love to have a good environment to learn new things and then pull apart what we’re doing in an ethical [way]. Comfortable one, but one that makes us uncomfortable.”

**Professional Development Findings Summary:** Participants are seeking professional development opportunities to learn how to approach their evaluation practice with an equity-oriented mindset. There is a strong interest in skills based professional development sessions, led by other WE members, to learn how to apply equity-oriented frameworks in evaluation. Many respondents expressed enthusiasm for building community with others in professional learning spaces led by fellow members sharing practical examples of evaluation field work. Professional development is a core function of Washington Evaluators and the respondents to this process are committed to using the

organization as a primary source for their professional knowledge and expertise development.

## Recommendation

It is our recommendation that Washington Evaluators Board of Directors review this report as a preliminary process to initiate their strategic planning. The feedback from members and regional evaluators is clearly aligned to the advancement of equity and embodiment of antiracist priorities. The comments provided offer specific actions that the organization leadership can incorporate into the strategic plan to ensure it reflects the interests and needs of its membership. As a professional association, many comments center membership satisfaction and professional development offerings to strengthen this community of practitioners and shape the priorities of the evaluation field.

We constructed our recommendations by synthesizing feedback across all data sources, including demographic survey responses, asynchronous feedback, Town Hall comments, and small group contributions. Statements that advanced goals of equity and antiracism were prioritized, as well as comments that addressed organization development, innovation, and critical feedback. In addition to what was posed by respondents, our team developed customized recommendations based on our extensive knowledge of equity-oriented strategic planning as well as our practical expertise in evaluation work. Each of our recommendations is grounded in Washington Evaluators' expressed commitments to integrate equity and antiracism, and its interest in transforming feedback into strategic priorities.

***Organization culture.*** It is suggested to center Diversity, Inclusion, Equity, and Antiracism work throughout the organization and express that priority across multiple communication channels. It was clear that Washington Evaluators successfully crafted an Antiracist commitment statement in June 2020 that was widely disseminated to its membership and recognized as an adopted priority. Moving forward, the organization should continue to create opportunities to express a commitment to this work in a manner that transforms organization culture, leadership practices, membership and community, and professional development programming. It is through the normalization of this mindset that Washington Evaluators will be able to shape both professional discourse and social impact to lead the evaluation field of practice.

***Membership.*** We recommend that Washington Evaluators focus on the recruitment of a diverse body of members that reflects the demographic diversity of the region, includes students across the numerous colleges and universities in the area, and draws from professionals nontraditionally aligned with evaluation work. These members should have wide access to leadership roles within the organization, and open lines of communication with existing leaders. Members should be invited to facilitate co-learning spaces to foster shared knowledge in the skills and practices associated with conducting equity-oriented evaluations. The demographic survey shows a strong contingent of early career professionals that contributed feedback to the strategic plan, many of them identifying as organization members seeking greater responsibilities and involvement within the organization. As a professional association, leveraging the strengths of its membership will increase the long-term viability and capacity of Washington Evaluators. The demographic surveys also show a majority White Female membership and leadership representation, as is shown in earlier demographic section. The surveys reveal that many of the members are interested in having and participating in more active roles. While working on recruiting these leaders and members, time commitment should be considered, thereby opening up possibilities for hybrid meetings, even after the current COVID-19 pandemic has ended. Each of these initiatives will likely position WE to reach a wider range of professionals, doing work in various evaluation sectors, to advance equity and antiracism in their own programs.

***Program Evaluation.*** Several respondents shared examples of existing programs that are underutilized or programs no longer in existence that would generate positive impact if reenacted. Others commented on the need to align organizational programming with equity and antiracist priorities articulated by the organization's leadership, generally referencing a lack of substantive evaluation of internal programs. It is recommended that Washington Evaluators conduct internal program evaluations for existing programs to ensure they are operationalized to advance equity within the organization and across the field of practice. The leadership team should determine the continuation or sunseting of programs through an antiracist program evaluation conducted on a regular basis rather than the interests or capacities of current program volunteers. Members can be mobilized to support programs with the greatest value of impact, and membership effort can be diverted from programs that fail to meaningfully advance equity. This will ensure a greater utilization of volunteer talent across all Washington Evaluator programs, and a closer alignment between programming and strategic priorities.

*Industry Leader.* The demographic surveys reveal that 37% of the respondents listed their places of work as “other.” This is actually good news for WE, because it shows that WE’s commitment to DEIA is reaching a broader community of professionals. The respondents are clear that the body of evaluators in this region looks to Washington Evaluators to assume the role of an industry thought-leader. This includes leading the field of practice to utilize equity-centered evaluation and normalizing antiracist priorities in evaluation work. It is advised that Washington Evaluators consider strategic steps to embody this role in the DC metropolitan region. This may include reaching out to existing partners across government offices, nonprofits, and agencies to co-construct evaluation standards that reflect a shared commitment to social impact. It may also include publishing frameworks, templates, and professional standards to institutionalize equity-oriented evaluation work. It likely involves developing professional content to teach skills and shift mindsets for evaluators and partners engaged in this work. Washington Evaluators can become an incubator for equity-oriented evaluation work, drawing upon the professional knowledges and capacities of its members and leaders in this field of inquiry.

**Washington Evaluators Board of Directors** is well-positioned to initiate its new round of strategic planning for 2021-2024 through the deep commitment to substantive feedback from participants through the demographic survey, asynchronous feedback, and facilitated discussions in two town hall sessions. With the number of regional evaluators and existing members who are actively seeking to support the organization in its commitment to equity and antiracism, Washington Evaluators has the talent, resources, and motivation it needs to be successful.