

DRIVE Measurement & Evaluation

EVALUATING RACIAL EQUITY TRAININGS AND ACTIVITIES (RETA) SURVEY

Survey, Guide, and
Data Dictionary



CENTRAL
VALLEY
COMMUNITY
FOUNDATION



DRIVE
DEVELOPING THE REGION'S
INCLUSIVE & VIBRANT ECONOMY

DRIVE RETA Survey

Thank you for taking the time to complete this survey.
This survey will take approximately 20 minutes to complete.

Remember...

- there are no right or wrong answers
- thoughtful and honest responses will provide the most valuable information, and
- your responses to this survey are confidential and will only be shared anonymously

This survey asks questions about your organization's trainings, and activities to support shifting of racial beliefs, attitudes, or mental models. Please select the answer that best applies to your organization.



Part 1 Activities and Events

1. Please select any activities or events that your organization has **hosted** in the past 12 months to support learning about racial equity and/or shifting racial beliefs or attitudes. *[select all that apply]*

- Workshops (*if selected, please fill out questions 1a and 1b*)
- Trainings (*if selected, please fill out questions 1c and 1d*)
- Peer learning sessions (*if selected, please fill out questions 1e and 1f*)
- Book clubs (*if selected, please fill out questions 1g and 1h*)
- Community learning events (*if selected, please fill out questions 1i and 1j*)
- Academic presentations (*if selected, please fill out questions 1k, 1l and 1m*)
- Informal discussions
- Other (please specify below)

Workshops

If your organization hosted workshops, please answer the following questions:

1a. In the past 12 months, approximately how many *workshops* did your organization host? *[numeric]*

1b. During the *workshop(s)*, which of the following did you engage in? *[select all that apply]*

- Intergroup contact** (face-to-face or virtual interactions designed to build relationships between members of diverse racial/ethnic backgrounds)
- Reflection** (thought or consideration of racial equity issues, usually following an experience, activity, or dialogue)
- Dialogue** (conversation or discussion related to racial equity)
- Historical analysis** (learning about racial inequity and racism throughout history, and analyzing present impacts)
- Storytelling** (sharing tales of events or people)
- Narrative change** (disrupting dominant narratives that are in circulation within public discourse)
- Cognitive training** (strategies such as pairing photos of a stigmatized group with positive stimuli, taking another person's perspective, or reminding individuals of their values related to equity and justice to challenge inconsistent beliefs)
- Shared language** (shared definitions of concepts such as racial equity; implicit and explicit bias; and individual, institutional, and structural racism)
- Data** (analyzing disaggregated data to better understand racial disparities)
- Arts** (painting, sculpture, architecture, theater, music, film, television, etc.)
- Other** (please specify below)



Trainings

If your organization hosted trainings, please answer the following questions:

1c. In the past 12 months, approximately how many *trainings* did your organization host? *[numeric]*

1d. During the *training(s)*, which of the following did you engage in? *[select all that apply]*

- Intergroup contact** (face-to-face or virtual interactions designed to build relationships between members of diverse racial/ethnic backgrounds)
- Reflection** (thought or consideration of racial equity issues, usually following an experience, activity, or dialogue)
- Dialogue** (conversation or discussion related to racial equity)
- Historical analysis** (learning about racial inequity and racism throughout history, and analyzing present impacts)
- Storytelling** (sharing tales of events or people)
- Narrative change** (disrupting dominant narratives that are in circulation within public discourse)
- Cognitive training** (strategies such as pairing photos of a stigmatized group with positive stimuli, taking another person’s perspective, or reminding individuals of their values related to equity and justice to challenge inconsistent beliefs)
- Shared language** (shared definitions of concepts such as racial equity; implicit and explicit bias; and individual, institutional, and structural racism)
- Data** (analyzing disaggregated data to better understand racial disparities)
- Arts** (painting, sculpture, architecture, theater, music, film, television, etc.)
- Other** (please specify below)



Learning Sessions

If your organization hosted learning sessions, please answer the following questions:

1e. In the past 12 months, approximately how many *peer learning sessions* did your organization host? *[numeric]*

1f. During the *peer learning session(s)*, which of the following did you engage in? *[select all that apply]*

- Intergroup contact** (face-to-face or virtual interactions designed to build relationships between members of diverse racial/ethnic backgrounds)
- Reflection** (thought or consideration of racial equity issues, usually following an experience, activity, or dialogue)
- Dialogue** (conversation or discussion related to racial equity)
- Historical analysis** (learning about racial inequity and racism throughout history, and analyzing present impacts)
- Storytelling** (sharing tales of events or people)
- Narrative change** (disrupting dominant narratives that are in circulation within public discourse)
- Cognitive training** (strategies such as pairing photos of a stigmatized group with positive stimuli, taking another person's perspective, or reminding individuals of their values related to equity and justice to challenge inconsistent beliefs)
- Shared language** (shared definitions of concepts such as racial equity; implicit and explicit bias; and individual, institutional, and structural racism)
- Data** (analyzing disaggregated data to better understand racial disparities)
- Arts** (painting, sculpture, architecture, theater, music, film, television, etc.)
- Other** (please specify below)



Book Clubs

If your organization hosted book clubs, please answer the following questions:

1g. In the past 12 months, approximately how many *book clubs* did your organization host?
[numeric]

1h. During the *book club(s)*, which of the following did you engage in? [select all that apply]

- Intergroup contact** (face-to-face or virtual interactions designed to build relationships between members of diverse racial/ethnic backgrounds)
- Reflection** (thought or consideration of racial equity issues, usually following an experience, activity, or dialogue)
- Dialogue** (conversation or discussion related to racial equity)
- Historical analysis** (learning about racial inequity and racism throughout history, and analyzing present impacts)
- Storytelling** (sharing tales of events or people)
- Narrative change** (disrupting dominant narratives that are in circulation within public discourse)
- Cognitive training** (strategies such as pairing photos of a stigmatized group with positive stimuli, taking another person's perspective, or reminding individuals of their values related to equity and justice to challenge inconsistent beliefs)
- Shared language** (shared definitions of concepts such as racial equity; implicit and explicit bias; and individual, institutional, and structural racism)
- Data** (analyzing disaggregated data to better understand racial disparities)
- Arts** (painting, sculpture, architecture, theater, music, film, television, etc.)
- Other** (please specify below)



Community Learning Events

If your organization hosted community learning events, please answer the following questions:

- 1i. In the past 12 months, approximately how many *community learning events* did your organization host? *[numeric]*

- 1j. During the *community learning event(s)*, which of the following did you engage in? *[select all that apply]*
 - Intergroup contact** (face-to-face or virtual interactions designed to build relationships between members of diverse racial/ethnic backgrounds)
 - Reflection** (thought or consideration of racial equity issues, usually following an experience, activity, or dialogue)
 - Dialogue** (conversation or discussion related to racial equity)
 - Historical analysis** (learning about racial inequity and racism throughout history, and analyzing present impacts)
 - Storytelling** (sharing tales of events or people)
 - Narrative change** (disrupting dominant narratives that are in circulation within public discourse)
 - Cognitive training** (strategies such as pairing photos of a stigmatized group with positive stimuli, taking another person's perspective, or reminding individuals of their values related to equity and justice to challenge inconsistent beliefs)
 - Shared language** (shared definitions of concepts such as racial equity; implicit and explicit bias; and individual, institutional, and structural racism)
 - Data** (analyzing disaggregated data to better understand racial disparities)
 - Arts** (painting, sculpture, architecture, theater, music, film, television, etc.)
 - Other** (please specify below)



Academic Presentations

If your organization hosted academic presentations, please answer the following questions:

1k. In the past 12 months, approximately how many *academic presentations* did your organization host? *[numeric]*

1l. During the *academic presentation(s)*, which of the following did you engage in? *[select all that apply]*

- Intergroup contact** (face-to-face or virtual interactions designed to build relationships between members of diverse racial/ethnic backgrounds)
- Reflection** (thought or consideration of racial equity issues, usually following an experience, activity, or dialogue)
- Dialogue** (conversation or discussion related to racial equity)
- Historical analysis** (learning about racial inequity and racism throughout history, and analyzing present impacts)
- Storytelling** (sharing tales of events or people)
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- Shared language** (shared definitions of concepts such as racial equity; implicit and explicit bias; and individual, institutional, and structural racism)
- Data** (analyzing disaggregated data to better understand racial disparities)
- Arts** (painting, sculpture, architecture, theater, music, film, television, etc.)
- Other** (please specify below)

1m. Please reflect on the activities and events (e.g., workshops, trainings, peer learning sessions, etc.) that your organization has engaged in over the past year to support learning about racial equity. Describe any activities and events that stood out to you, and include any details you think would be useful to share with others (e.g., what went well, what did not go well, lessons learned, etc.).



Part 2 Shared Analysis and Understanding of Racism

This survey asks questions about your organization's practices to support a shared understanding and analysis of racism and its present-day impacts.

Please select the level to which you agree or disagree with the following statements.

2. The organization has institutional knowledge about which communities are most impacted by the issues it's working on. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

3. The organization has learned the history of local communities of color to know how to best leverage expertise to benefit those communities. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

4. Community advisors share insight on the local landscape, through dialogue, to advance shared understanding of historical contributors to inequities. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

5. The organization creates space for reflective thought and problem solving with community partners through consistent, equitable processes that establish and maintain trust. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

6. The organization acknowledges and takes ownership if relationships with community partners have been one-sided in the past, or if there is a history of mistrust. (For example, the organization held a genuine conversation with people of color led organizations to surface potential past tensions; and the organization apologized for missteps whether intentional or not). *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization



7. Board and/or staff members are provided with ongoing training to ensure a deep level of understanding about racial inequities in the communities served. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

8. The organization holds trainings to reflect and discuss equity-related content during normal business hours (not lunch, breaks, or after work). *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

9. Affinity groups or employee resource groups (e.g., LGBTQ working group) are funded to perform and develop activities and material. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

10. Board and/or staff are trained in interrupting racism within and outside the organization. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

11. Board and/or staff have a shared language around issues related to race, racism, and race equity. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

12. The organization expects members of the dominant culture (white) to acknowledge and reduce the emotional labor placed upon people of color within the organization regarding race-related discussions. *[select one]*

Strongly disagree Disagree Agree Strongly agree

N/A: not applicable to my organization

13. The organization collects data on effectiveness of anti-racism and/or DEI trainings. *[select one]*

Strongly disagree

Disagree

Agree

Strongly agree

N/A: not applicable to my organization

14. The organization shares and initiates anti-racism and/or DEI learning processes with the community and other agencies. *[select one]*

Strongly disagree

Disagree

Agree

Strongly agree

N/A: not applicable to my organization

Part 3 General Information

15. Are you... [select one]

- Female
- Male
- Non-binary/non-conforming (a person who does not identify with any gender)
- Other

15a. Do you identify as transgender?

- Yes
- No
- Prefer not to say

16. What is your race/ethnicity? [select all that apply]

- Native American or Alaska Native (*if selected, ask 16a*)
- Asian (*if selected, ask 16b*)
- Latino/a/x (*if selected, ask 16c*)
- Black (*if selected, ask 16d*)
- White (*if selected, ask 16e*)
- Other (*if selected, ask 16f*)

If you selected Native American or Alaska Native:

16a. Please select all of the following American Indian and/or Alaska Native race/ethnicity categories that make up part of your identity. [select all that apply]

- | | |
|--|---|
| <input type="checkbox"/> Aztec | <input type="checkbox"/> Nome Eskimo Community |
| <input type="checkbox"/> Big Sandy Band of Western Mono Indians | <input type="checkbox"/> Northern Band of Mono-Yokuts |
| <input type="checkbox"/> Blackfeet Tribe | <input type="checkbox"/> Picayune Rancheria of Chukchansi Indians |
| <input type="checkbox"/> Chuchansi Tribe | <input type="checkbox"/> Paiute-Shoshone Tribe |
| <input type="checkbox"/> Chumash Tribe | <input type="checkbox"/> Santa Rosa Indian Community of the Santa Rosa Rancheria (Tachi Yokuts) |
| <input type="checkbox"/> Dumma Tribal Government | <input type="checkbox"/> Sierra Foothill Wuksachi Yokuts Tribe |
| <input type="checkbox"/> Dumna Wo-Wah Tribal Government | <input type="checkbox"/> Table Mountain Rancheria |
| <input type="checkbox"/> Hupa Tribe | <input type="checkbox"/> Traditional Choinuymni Tribe |
| <input type="checkbox"/> Mayan | <input type="checkbox"/> Tule River Indian Tribe of the Tule River Reservation |
| <input type="checkbox"/> Me-Wuk Tribe | <input type="checkbox"/> Wukchumni Council |
| <input type="checkbox"/> Miwok Tribe | <input type="checkbox"/> Wukshumni Tribe |
| <input type="checkbox"/> North Fork Band of Mono Indians | <input type="checkbox"/> Other [text response] |
| <input type="checkbox"/> Dunlap Band of Mono Indians (aka Mono Tribal Council of Dunlap) | _____ |
| <input type="checkbox"/> Native Village of Barrow Inupiat Traditional Government | _____ |
| <input type="checkbox"/> Navajo Nation | |



If you selected Asian:

16b. Please select all of the following Asian race/ethnicity categories that make up part of your identity.
[select all that apply]

- Chamorro
- Chinese
- Filipino
- Hmong
- Japanese
- Korean
- Native Hawaiian
- Punjabi
- Samoan
- Vietnamese
- Other *[text response]* _____

If you selected Latino/a/x:

16c. Please select all of the following Latino/a/x race/ethnicity categories that make up part of your identity.
[select all that apply]

- Argentinian
- Cuban
- El Salvadorian
- Guatemalan
- Indigenous of Mexico (e.g., Mixteco, Zapoteco)
- Mexican / Mexican American
- Nicaraguan
- Portuguese
- Puerto Rican
- Other *[text response]* _____

If you selected Black:

16d. Please select all of the following Black race/ethnicity categories that make up part of your identity.
[select all that apply]

- African American
- Ethiopian
- Haitian
- Jamaican
- Nigerian
- Somali
- Other *[text response]* _____

If you selected White:

16e. Please select all of the following White race/ethnicity categories that make up part of your identity. *[select all that apply]*

- Armenian
- Egyptian
- English
- German
- Irish
- Italian
- Lebanese
- Other *[text response]* _____

If you selected Other:

16f. Please enter any other race/ethnicity categories that weren't previously mentioned that make up part of your identity. *[text response]*

17. What is your current residential zip code? *[numeric]* _____

18. Are you a veteran? *[select one]*

- Yes
- No
- Prefer not to say

19. What is your date of birth? (mm/dd/yyyy) *[text response]* _____

20. How many years have you lived in the United States? *[numeric]* _____

21. What is your highest level of education completed? *[select one]*

- Elementary school to 8th grade
- Some high school, no diploma
- High school graduate, diploma or the equivalent (e.g., GED)
- Some college credit, no degree
- Trade/technical/vocational training
- Associate's degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree

22. What is your current job title? *[text]* _____

23. Is your organization partnering with any other DRIVE Initiatives? If so, please select all that apply.

- Civic Infrastructure *[if selected, please answer question 23a]*
- Opportunity Corridor
- Fresno's Impact Economy
- F3
- Next Generation Aviation
- Betting Big
- Downtown 2.0
- Wealth Creation
- Community Justice Network
- K-16 Collaborative
- Pre-Conception to FIVE
- UCSF Fresno School of Medicine
- Career Nexus
- Permanent Affordable Housing
- No, my organization is currently only partnering with one DRIVE Initiative

23a. Which Civic Infrastructure Hub(s) do you work with? *[select all that apply]*

- Familias En Accion
- A Hopeful Encounter
- Another Level Training Academy
- Generation Changers
- Lowell CDC
- Highway City CDC
- Jackson CDC
- Martin Park
- Live Again Fresno
- Friends of Calwa
- Hidalgo CDC
- Intermediary to Civic Infrastructure

24. What is your name (first and last)? *[text]* _____

25. What is your email address? *[text]* _____

26. Is there anything else that you'd like to share that we didn't ask about in this survey? *[text]*



DRIVE RETA Survey Guide



Racial equity trainings and activities apply various strategies – like reflection, dialogue, or historical analysis – with the aim of shifting how we think and behave as individuals, organizations, and within systems. Racial equity trainings/activities may include diversity, equity, and inclusion (DEI) trainings; workshops; book clubs; affinity groups; peer learning sessions; curricula exploring historical injustices; community learning events; or media campaigns to challenge dominant narratives.

Why measure the use and effectiveness of racial equity trainings?

Research suggests that racial equity trainings can have a small but meaningful impact on shifting racial beliefs, attitudes, and mental models; and may ultimately change our behaviors – influencing the way that we speak, act, and engage in our daily lives.¹ The strategies with the most evidence include intergroup contact, dialogue, and reflection. Storytelling and entertainment have less evidence, but initial studies are promising.² See Appendix A for a summary of the literature.

What is the DRIVE Racial Equity Trainings Survey measuring?

Part 1 asks about **the strategies organizations are employing to shift racial beliefs, attitudes, and mental models**. Respondents indicate whether they have hosted any workshops, trainings, etc., and whether those activities integrated evidence-based strategies such as intergroup contact, reflection, dialogue, historical analysis, storytelling, narrative, cognitive training, shared language, data analysis, and/or arts.

Part 2 assesses to what extent **organizations have achieved a shared understanding/analysis of racism**, its root causes, and the present-day manifestations in our community. The DRIVE theory of change includes “shared analysis/ understanding of racism” as a determinant of inclusive economic growth.

In Appendix B, examples are provided of previously validated scales that can be used to evaluate the **implementation and outcomes of a specific training** aimed at shifting racial beliefs, attitudes, or mental models.

“I’m conducting a racial equity (or advocacy) training. How can I assess whether it was effective?”

Appendix B includes validated surveys to assess the implementation and outcomes of trainings or other racial equity-focused activities. Since the outcomes of interest will depend on the intervention, we provide examples of previously validated scales that can be used and adapted based on the intervention.

Why focus on shifting racial beliefs, attitudes, and mental models?

Changes in attitudes, beliefs, and mindsets can lead to changes in personal and political behavior. According to the Theory of Reasoned Action, beliefs influence attitudes, and attitudes lead to behavioral intentions and actions.³ For example, if an individual believes that racial inequities are perpetuated through institutions and systems, they may be more likely to engage in civic matters or advocate for policy change.⁴

1 Paluck, Porat, Clark, & Green (2021). Prejudice reduction: Progress and challenges. *Annual Review of Psychology*, 72, 533-560. Hsieh, Faulkner, & Wickes (2022). What reduces prejudice in the real world? A meta-analysis of prejudice reduction field experiments. *British Journal of Social Psychology*, 61(3), 689-710.

2 *Ibid.*

3 LaCaille (2013). Theory of Reasoned Action. In: Gellman, M.D., Turner, J.R. (eds) *Encyclopedia of Behavioral Medicine*. Springer, New York, NY.

4 Frameworks Institute, 2020; see also Barr, Boulay, Selman, McCormick, Lowenstein, Gamse, ... & Leonard (2015). A randomized controlled trial of professional development for interdisciplinary civic education: Impacts on humanities teachers and their students. *Teachers College Record*, 117(2), 1-52.

Moreover, shifting mental models is a key condition for systems change.⁵ Most systems theorists agree that mental models are foundational drivers of activity in any system. Absent shifts in mental models, changes in policies, practices, and power dynamics will be temporary or incomplete.⁶

How often should we use this tool to measure racial equity trainings and progress on shared understanding of racism?

The Racial Equity Trainings and Activities (RETA) Survey can be administered on an annual basis.

How was this survey developed?

A team of evaluation experts from the Central Valley Community Foundation conducted an extensive, non-systematic review of scientific and gray literature to catalogue and understand the effectiveness of strategies used in racial equity trainings; operationalize racial beliefs, attitudes, and mental models; and identify existing surveys. The team used backward citation searching and compared multiple researchers' results to support a comprehensive review of relevant theories and research studies. The literature review resulted in the development of the **DRIVE Framework for Evaluating Racial Equity Trainings and Activities (RETA Framework)**, described below, which then served as the foundation for selecting and developing survey items.

New items were drafted only when existing items were not available. The survey items were reviewed by a team of three PhDs and one Master's level expert who assessed construct validity and revised items for clarity. Changes from original, validated items were recorded in a Data Dictionary. The surveys were pilot tested with the DRIVE Racial Equity Committee, comprised of racial equity experts, and eight Central Valley Community Foundation staff. The final survey was translated into Spanish.

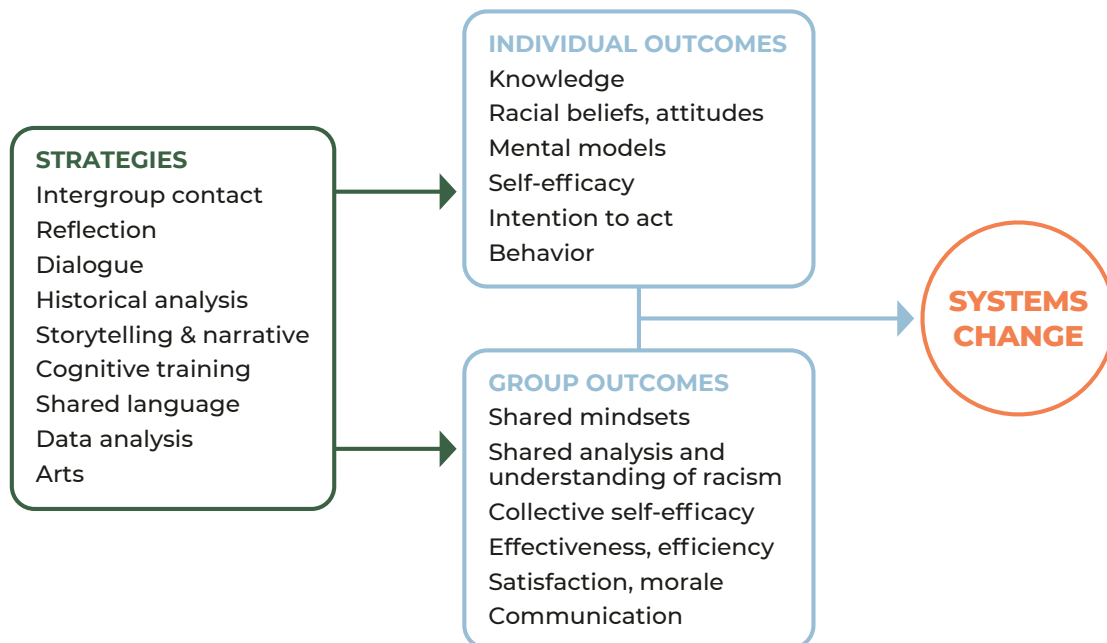
Framework for Evaluating Racial Equity Trainings and Activities (RETA)

Many organizations are motivated to provide ongoing opportunities for racial equity training, but lack guidance regarding which strategies are most effective, what outcomes to expect, or how to measure a training's effectiveness. The RETA Framework fills this gap in the literature and helps guide practitioners' implementation and evaluation of racial equity trainings and activities.

5 Kania, Kramer & Senge(2018). The Water of Systems Change. FSG

6 Ibid.

Figure 1. Framework for Evaluating Racial Equity Trainings and Activities (RETA Framework)



The RETA Framework, based on an extensive literature review, depicts the hypothesized relationships between strategies used in racial equity trainings, individual and group outcomes, and systems change. The Framework was informed by Contact Theory;⁷ the Integrated Model of Communication for Social Change;⁸ Intergroup Dialogue Theory;⁹ the Theory of Change for Research on Facing History;¹⁰ the Knowledge, Attitudes, and Behavior (KAB) framework;¹¹ the Theory of Reasoned Action;¹² and Social Cognitive Theory. Previous program evaluation evidence supplies only partial support for the assumptions underlying this conceptual model.

7 Allport (1954). *The nature of prejudice*. Addison-Wesley.

8 Figueroa, Rani, & Manju Lewisline (2002). *Communication for social change: An integrated model for measuring the process and its outcomes*. Johns Hopkins University's Center for Communication Programs and Rockefeller Foundation's Communication for Social Change Grantmaking Strategy. New York.

9 Nagda (2006). Breaking barriers, crossing borders, building bridges: Communication processes in intergroup dialogues. *Journal of Social Issues*, 62, 553–576.

10 Barr, Boulay, Selman, McCormick, Lowenstein, Gamse, ... & Leonard (2015). A randomized controlled trial of professional development for interdisciplinary civic education: Impacts on humanities teachers and their students. *Teachers College Record*, 117(2), 1-52.

11 Schrader & Lawless (2004). The knowledge, attitudes, & behaviors approach how to evaluate performance and learning in complex environments. *Performance Improvement*, 43(9), 8-15.

12 LaCaille (2013). Theory of Reasoned Action. In: Gellman & Turner (eds) *Encyclopedia of Behavioral Medicine*. Springer, New York, NY.

RETA Framework STRATEGIES

A growing body of literature has assessed the effectiveness of strategies aimed at shifting racial beliefs and attitudes. A literature review was conducted to determine which strategies were most effective (see Appendix A for a summary of the articles reviewed). The literature review drew from various academic fields including education (anti-racist pedagogy, professional development, and transformative learning), psychology (social psychology, applied psychology, and counseling), communication, public health, social justice, and instructional science. Adapting a scoring method developed by Sallis, et. al. (2015),¹³ we compared the strength of the scientific evidence supporting each strategy. Points were assigned based on the type of evidence (e.g., 5 points for a meta-analysis, 2 points for a report from an advocacy group.)

Level of evidence	Strategies to shift racial beliefs, attitudes, and mental models
Strong evidence of positive effect (18+ points)	<p>Intergroup Contact: face-to-face or virtual interaction between members of diverse racial/ethnic backgrounds</p> <p>Reflection: thought or consideration of racial equity issues, usually following an experience, activity, or dialogue</p> <p>Dialogue: conversation or discussion related to racial equity or for the purpose of shifting racial beliefs</p>
Good evidence of positive effect (12-17 points)	<p>Historical analysis: learning about racial inequity and racism throughout history and present impacts</p> <p>Storytelling and narrative: sharing tales of particular events or people (stories); or disrupting dominant narratives that are in wide circulation within public discourse (narrative change)</p>
Moderate evidence of positive effect (5.5-11 points)	<p>Cognitive training: strategies such as pairing photos of a stigmatized group with positive stimuli, taking another person's perspective, or reminding individuals of their values related to equity and justice to encourage consistency in the present</p> <p>Shared language and definitions: around concepts such as racial equity; implicit and explicit bias; and individual, institutional, and structural racism</p> <p>Data analysis: analyzing disaggregated data to better understand racial disparities</p>
Insufficient evidence (≤5 points)	Arts: painting, sculpture, architecture, theater, music, film, television, etc.

13 Sallis, Spoon, Cavill, Engelberg, Gebel, Parker, ... & Ding (2015). Co-benefits of designing communities for active living: an exploration of literature. *International Journal of Behavioral Nutrition and Physical Activity*, 12(1), 1-10.



The strongest evidence supported the strategies of intergroup contact, reflection, and dialogue as effective strategies for shifting racial beliefs, attitudes, and mindsets. Across strategies, a key factor for intervention success is the frequency and intensity of the intervention, recognizing that “one-off” workshops are not generally effective.¹⁴⁻¹⁵ Low scores do not necessarily mean that the strategy lacks efficacy but instead may reflect a lack of published studies on the topic. For example, storytelling was only evaluated in one literature review, yet in that review it was identified as the most promising strategy, with effect sizes greater than intergroup contact.¹⁶ Please see the Appendix for the full literature review.

Intergroup Contact. Intergroup Contact Theory, based on Allport’s (1954) contact hypothesis,¹⁷ maintains that the most effective way to reduce racial bias, prejudice and intergroup discrimination is through positive intergroup contact between people from different racial/ethnic backgrounds.¹⁸ A meta-analysis of over 515 studies found that contact significantly reduced racial prejudice regardless of age, geographic area, and context. While certain forms of contact are more effective at reducing prejudice (e.g. cross-group friendships are more

effective than less intimate forms of contact), there is a positive impact even absent ideal conditions.¹⁹

Reflection. A promising strategy for shifting racial beliefs is to provide opportunities for extended exposure to individuals with differing backgrounds, along with opportunities for reflection, as a means of dispelling stereotypes of the “other.”²⁰⁻²¹ For example, a 10-week course that paired 60 hours of field experience (e.g., volunteering at a Boys and Girls club) with opportunities for reflection shifted teachers’ deficit-based thinking about students of color and increased favorable views of students whose backgrounds differed from their own.²²

Dialogue. Bringing people together for intentional conversations around racial equity can shift racial beliefs by leveraging the benefits of peer influence, information transmission, and knowledge convergence.²³ In a study that sought to determine how shared understanding and shifting of mental models occurs, the authors found that interaction and dialogue between team members was the primary cause of mental model agreement.²⁴ The key was constructive conflict -- the opportunity to consider others’ viewpoints, address differences in opinion, and integrate the contribution into a shared mental model.²⁵

14 Ratway & Sigal (2021). Civic Education in the Digital Age. United States Agency for International Development, Democracy, Human Rights, and Governance Center and the Cloudburst Group.

15 Yoon, Duncan, Lee, Scarloss, & Shapley (2007). Reviewing the evidence on how teacher professional development affects students’ achievement (Issues & Answers Reports, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

16 Paluck, Porat, Clark, & Green (2021). Prejudice reduction: Progress and challenges. *Annual review of psychology*, 72, 533-560.

17 Allport (1954). *The nature of prejudice*. Addison-Wesley.

18 Pettigrew & Tropp (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751-783.

19 *Ibid.*

20 Cochran-Smith, Villegas, Abrams, Chavez Moreno, Mills, & Stern (2016). Research on teacher preparation: Charting the landscape of a sprawling field. In Gitomer & Bell (Eds.), *Handbook of research on teaching* (Vol. 5, pp. 439-547). American Educational Research Association.

21 Though most studies showed favorable changes in teachers’ racial beliefs, the authors cautioned that the study design issues (e.g., small sample sizes, inconsistent terminology around outcomes of beliefs, attitudes, perceptions) are limiting factors. And the evidence does not show that changes in teachers’ beliefs leads to changes in teaching practices or favorable outcomes for students. (Cochran-Smith, et. al. 2016).

22 McDonald, Tyson, Brayko, Bowman, Delpert, & Shimomura (2011). Innovation and impact in teacher education: Community-based organizations as field placements for preservice teachers. *Teachers College Record*, 113(8), 1668-1700.

23 Paluck, Porat, Clark, & Green (2021). Prejudice reduction: Progress and challenges. *Annual review of psychology*, 72, 533-560.

24 Van den Bossche, Gijsselaers, Segers, Woltjer, & Kirschner (2011). Team learning: building shared mental models. *Instructional Science*, 39(3), 283-301.

25 *Ibid.*



Intergroup Dialogue (IGD) Theory,²⁶ an offshoot of Intergroup Contact Theory and Friere's (1970)²⁷ concept of critical consciousness, brings together people from two different social identity groups that share a history of contentious relationships, and creates the conditions for positive dialogue through the help of a facilitator and structured activities. IDG aims to increase intergroup understanding of identity and inequity, improve intergroup communication and relationships, and prompt greater capacity for intergroup collaborations.

RETA Framework OUTCOMES

Individual level outcomes include knowledge, attitudes, and behaviors (KAB). The KAB framework is used in the education field to evaluate outcomes of learning.²⁸ The KAB framework aligns with the theory of anti-racist action, which includes (1) gaining knowledge, (2) examining self, (3) re-envisioning the world, and (4) taking action.²⁹ In a study of social work students, the KAB framework was used to show how an anti-racism course positively impacted the students' knowledge and attitudes related to racism.³⁰

Mental models are "habits of thought – deeply held beliefs and assumptions and taken-for-granted ways of operating that influence how we think, what we do, and how we talk."³¹ Mental models allow people to describe, explain, and predict the behavior of the world around them.³² A similar concept, "mindsets," are defined by the Frameworks Institute as "deep, assumed patterns of thinking that shape how we make sense of the world and what we do."³³ Of particular relevance to social change work, mindsets play a central role perpetuating or contesting existing power relations.³⁴

Attitudes are more narrowly focused than mental models, and evaluate a specific person, group, or issue on dimensions ranging from negative to positive, or like to dislike.³⁵

Beliefs are statements that are accepted as true; the conclusions drawn rather than a patterned way of thinking (e.g., which groups are seen as "American," and which are seen as foreigners).³⁶

Intention to act is also included as an individual outcome based on the Theory of Reasoned Action, which contends that an intention to engage in a certain behavior is considered the best predictor of whether a person actually engages in that behavior.³⁷

26 Nagda (2006). Breaking barriers, crossing borders, building bridges: Communication processes in intergroup dialogues. *Journal of Social Issues*, 62, 553–576.

27 Freire (1973). *Education for critical consciousness* (Vol. 1). Bloomsbury.

28 Schrader & Lawless (2004). The knowledge, attitudes, & behaviors approach how to evaluate performance and learning in complex environments. *Performance Improvement*, 43(9), 8–15.

29 Welton, Owens, & Zamani-Gallaher (2018). Anti-racist change: A conceptual framework for educational institutions to take systemic action. *Teachers College Record*, 120(14), 1–22.

30 Singh (2021). What do we know the experiences and outcomes of anti-racist social work education? An empirical case study evidencing contested engagement and transformative learning. *Social Work with Minority Groups* (pp. 74–96). Routledge.

31 Kania, Kramer & Senge (2018). *The Water of Systems Change*. FSG, p.4.

32 Mathieu, Heffner, Goodwin, Salas & Cannon-Bowers (2000). The influence of shared mental models on team process and performance. *Journal of applied psychology*, 85(2), 273.

33 Frameworks Institute. (2020). *Mindset Shifts: What are they? Why do they matter? How do they happen?* A Frameworks strategic report sponsored by the Robert Wood Johnson Foundation.

34 Frameworks Institute, 2020, pp. 11–12.

35 Dasgupta (2013). Implicit attitudes and beliefs adapt to situations: A decade of research on the malleability of implicit prejudice, stereotypes, and the self-concept. *Advances in experimental social psychology*, 47, 233–279.

36 Frameworks Institute, 2020, p. 13; Dasgupta, 2013, pp. 239.

37 LaCaille (2013). Theory of Reasoned Action. In: Gellman, M.D., Turner, J.R. (eds) *Encyclopedia of Behavioral Medicine*. Springer, New York, NY.

Self-efficacy is included based on Barr, et al.'s (2015) Theory of Change for Research on Facing History.³⁸ In Barr, et al.'s (2015) randomized controlled study of 1,371 students from 60 high schools across the U.S., intervention students in a "Facing History and Ourselves" anti-racism curriculum demonstrated stronger skills for analyzing historical events; greater civic self-efficacy; higher tolerance for different viewpoints; and more positive perceptions of engaging with civic matters.

Group outcomes included in the Framework came in part from organizational science research, which links shared mental models to greater team effectiveness,³⁹ efficiency,⁴⁰ group member satisfaction, team morale, and communication.⁴¹ "Shared knowledge is the cornerstone of effective collaboration; it gives a group a frame of reference, allows the group to interpret situations correctly, helps people understand one another better, and greatly increases efficiency."⁴²

"Shared Analysis/Understanding of Racism" is included as a key outcome because it is part of the DRIVE theory of change. The DRIVE theory of change posits that inclusive economic development requires a "shared analysis/ understanding of racism," and the "root causes and manifestations in Fresno." Anti-racism experts and practitioners contend that addressing pervasive racial inequities in our society requires cultivating a shared understanding of the underlying drivers of inequity, including the historical role that laws, policies, and practices have played in creating and maintaining these inequities.^{43,44,45} Developing a shared language, with agreed upon definitions of key concepts, can support productive dialogue about racial equity.⁴⁶⁻⁴⁷

38 Barr, Boulay, Selman, McCormick, Lowenstein, Gamse, ... & Leonard (2015). A randomized controlled trial of professional development for interdisciplinary civic education: Impacts on humanities teachers and their students. *Teachers College Record*, 117(2), 1-52.

39 Van den Bossche, Gijssels, Segers, Woltjer & Kirschner (2011). Team learning: building shared mental models. *Instructional Science*, 39(3), 283-301.

40 Haas & Mortensen (2016). The Secrets of Great Teamwork. Harvard Business Review.

41 Bittner & Leimeister (2013): Why Shared Understanding Matters - Engineering a Collaboration Process for Shared Understanding to Improve Collaboration Effectiveness in Heterogeneous Teams. In: 46th Hawaii International Conference on System Sciences, Maui, Hawaii.

42 Haas & Mortensen (2016). The Secrets of Great Teamwork. Harvard Business Review.

43 Nelson, Spokane, Ross, & Deng (2015). Advancing Racial Equity and Transforming Government: A resource guide to put ideas into action. Government Alliance on Race and Equity.

44 Welton, Owens, & Zamani-Gallaher (2018). Anti-racist change: A conceptual framework for educational institutions to take systemic action. *Teachers College Record*, 120(14), 1-22.

45 Wilkins, Williams, Kaur, & DeBaun (2021). Academic Medicine's Journey Toward Racial Equity Must Be Grounded in History: Recommendations for Becoming an Antiracist Academic Medical Center. *Academic medicine: Journal of the Association of American Medical Colleges*, 96(11), 1507-1512.

46 Nelson, et al (2015). pp. 13-20.

47 Stamps, Caldwell & Ince (2022). Shared Language Builds a Foundation for Health Equity. *Advances in Clinical Medical Research and Healthcare Delivery*, 2(2), 14.

DRIVE RETA Survey Data Dictionary

This Data Dictionary provides information about the source of each survey item, including the citation and the language used in the original item. Additional information about the survey items are noted in “methods” and “analysis” sections.



Survey Directions: This survey asks questions about your organization’s trainings, and activities to support shifting of racial beliefs, attitudes, or mental models. Please select the answer that best applies to your organization.

Part 1 Activities and Events

Items	CVCF Question	Response Type & Options	Original Question & Citation
1, 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m	See Evaluating Racial Equity Trainings and Activities (RETA) Survey	See Evaluating Racial Equity Trainings and Activities (RETA) Survey	New Items

Methods: the items in Part 1 are all new items that were developed based on an extensive literature review and the resulting Framework for Evaluating Racial Equity Trainings and Activities (RETA). The aim of Part 1 is to assess which strategies are currently being employed through racial equity trainings or activities.

Analysis: Data from Part 1 will be combined to assess organizations’ participation racial equity trainings and activities, including the percentage of the trainings that are using strategies to shift racial equity beliefs, attitudes, and mental models. Results will be shared with organization leads to prompt dialogue and learning.



Part 2 Shared Analysis and Understanding of Racism

Survey Directions: This survey asks questions about your organization's practices to support a shared understanding and analysis of racism and its present-day impacts.

[Items 2-14 use a 5-point response scale: strongly disagree, disagree, agree, strongly agree, N/A: not applicable to my organization.]

Item	CVCF Question	Original Question & Citation
2	The organization has institutional knowledge about which communities are most impacted by the issues it's working on.	The organization has institutional knowledge about which communities are most impacted by the issues its working on. <i>Source: Puget Sound Cohort & Race Forward. (2019). Accountability Principles.</i>
3	The organization has learned the history of local communities of color to know how to best leverage expertise to benefit those communities.	The organization has learned the local history of local communities of color (holistically and related to the organization's work) to know how to best leverage your expertise to benefit that community. <i>Source: Puget Sound Cohort & Race Forward, 2019</i>
4	Community advisors share insight on the local landscape, through dialogue, to advance shared understanding of historical contributors to inequities.	Community advisors share insight on the local landscape, through shared dialogue, examining data and information about public health challenges to advance shared understanding of historical contributors to inequities and the role of government in repairing these harms. <i>Source: California Department of Public Health (CDPH), Office of Health Equity. (2022). Baseline Organizational Assessment for Equity Infrastructure.</i>
5	The organization creates space for reflective thought and problem solving with community partners through consistent, equitable processes that establish and maintain trust.	The organization creates space for reflective thought and problem solving with community partners through consistent, equitable processes that establish and maintain trust. <i>Source: CDPH, 2022</i>
6	The organization acknowledges and takes ownership if relationships with community partners have been one-sided in the past, or if there is a history of mistrust. (For example, the organization held a genuine conversation with people of color led organizations to surface potential past tensions; and the organization apologized for missteps whether intentional or not).	The organization acknowledges and takes ownership if relationships with community partners have been one-sided in the past, or if there is a history of mistrust. (For example, the organization held a genuine conversation with people of color led organizations to surface potential past tensions; and the organization apologized for missteps whether intentional or not). <i>Source: Puget Source: Sound Cohort & Race Forward, 2019</i>
7	Board and/or staff members are provided with ongoing training to ensure a deep level of understanding about racial inequities in the communities served.	Board and staff members are provided with ongoing training to ensure a deep level of understanding about racial inequities in the communities we served. <i>Source: Oyetunde, T., Boulton, A., Holt, J. (2021). Equity, Diversity, Inclusion: Action Toolkit for Organizations. American Public Health Association.</i>



Item	CVCF Question	Original Question & Citation
8	The organization holds trainings to reflect and discuss equity-related content during normal business hours (not lunch, breaks, or after work).	The organization holds trainings, workgroups, peer learning sessions, or other approaches to create space to reflect and discuss equity-related content during normal business hours (not lunch, breaks, or after work). <i>Source: CDPH, 2022</i>
9	Affinity groups or employee resource groups (e.g., LGBTQ working group) are funded to perform and develop activities and material.	Affinity groups or employee resource groups (e.g., LGBTQ working group) are funded to perform and develop activities and material. <i>Source: CDPH, 2022</i>
10	Board and/or staff are trained in interrupting racism within and outside the organization.	Board and staff are trained in interrupting racism at organizational events and within and outside the organization. <i>Source: Western States Center (2015). Racial Justice Assessment Tool.</i>
11	Board and/or staff have a shared language around issues related to race, racism, and race equity.	Board and staff have a shared language around race identity and issues related to race, racism, and race equity. <i>Source: Equity in the Center. (2020). Awake to Woke to Work: Building a Race Equity Culture.</i>
12	The organization expects members of the dominant culture (white) to acknowledge and reduce the emotional labor placed upon people of color within the organization regarding race-related discussions.	The organization expects members of the dominant culture to acknowledge and reduce the emotional labor placed upon people of color within the organization regarding race-related discussions. <i>Source: Equity in the Center, 2020</i>
13	The organization collects data on effectiveness of anti-racism and/or DEI trainings.	The organization collects data on effectiveness of DEI trainings and conversations. <i>Source: Equity in the Center, 2020</i>
14	The organization shares and initiates anti-racism and/or DEI learning processes with the community and other agencies.	The organization is not only continually learning and transforming, but is sharing and initiating learning processes with the community and other agencies. <i>Source: CDPH, 2022</i>



Methods: The items in Part 2 were adapted from five previously developed assessment tools:

1. Puget Sound Cohort & Race Forward. (2019). Accountability Principles.
2. California Department of Public Health (CDPH), Office of Health Equity. (2022). Baseline Organizational Assessment for Equity Infrastructure.
3. Oyetunde, T., Boulin, A., Holt, J. (2021). Equity, Diversity, Inclusion: Action Toolkit for Organizations. American Public Health Association.
4. Equity in the Center. (2020). Awake to Woke to Work: Building a Race Equity Culture.
5. Western States Center (2015). Racial Justice Assessment Tool.

The above-listed assessment tools were developed based on literature reviews and expert input. None of these tools were tested for reliability/validity. Administering Part 2 to multiple agents of the organization can provide different perspectives.

Analysis: Data from Part 2 will be analyzed to determine how DRIVE partner organizations are supporting a shared understanding and analysis of racism. The purpose of the evaluation process is to help organizations identify areas for improving racial equity trainings, organizational practices, and activities.



Appendix A Strategies for Shifting Racial Attitudes, Beliefs, and Mental Models

Summarizing the Evidence

						Inter-group contact	Reflection	Dialogue	History	Story-telling	Cognitive training	Shared Language	Data	Arts
	Type of evidence	Score	+/- null	Outcomes	Summary									
Hsieh, 2022	Peer-reviewed meta-analysis of 69 studies	5.0	+	Racial and other prejudices	Prejudice reduction interventions are effective, on average, in reducing prejudice in real world settings; contact is more effective than awareness-based approaches.	X			X		X		X	
Paluck, et al., 2021	Peer-reviewed meta-analysis of 309 studies	5.0	+	Racial prejudice, attitudes, beliefs, intentions, behavior, emotions	Interventions aimed at reducing prejudice have, on average, meaningful but modest shifts in prejudice (d = .0357). However, limitations in the research prevent definitive recommendations for the best strategies.	X	X	X		X	X			X
Corrigan, et al., 2012	Peer-reviewed meta-analysis of 72 studies	5.0	+	Stigma, attitudes, and behavioral intentions towards people with mental illness	Contact with the stigmatized group (here, people with mental illness) significantly improved attitudes and behavioral intentions toward the stigmatized group. Education also had positive effects on reducing stigma, but effect sizes were greater for intergroup contact.	X								
Pettigrew & Tropp, 2006	Peer-reviewed meta-analysis of 515 studies	5.0	+	Racial prejudice, empathy	Contact between members of different racial/ethnic groups reduces prejudice regardless of target group, age group, geographical area, or contact setting.	X								



Summarizing the Evidence (Continued)

	Type of evidence	Score	+/- null	Outcomes	Summary	Inter-group contact	Reflection	Dialogue	History	Story-telling	Cognitive training	Shared Language	Data	Arts
Fitzgerald, 2019	Peer-reviewed literature review of 30 studies	4.5	null	Implicit bias reduction	Current data do not allow the identification of reliably effective interventions to reduce implicit biases.									
Cochran-Smith, et al., 2016	Peer-reviewed literature review	4.5	+	Teachers' racial beliefs, deficit views of students of color, beliefs in the myth of meritocracy	Interventions that provided direct exposure to diverse students and provided activities for reflection generally resulted in favorable shifts in teachers' racial beliefs.	X	X							
Shah, 2021	Peer-reviewed, non-systematic literature review	4	Null	Teachers' and students' mindsets about race; racial beliefs, attitudes, understandings.	Due to inconsistent program design and methods, it isn't possible to determine what works to change racial beliefs, for whom, and under what conditions.									
Barr, et al., 2015.	Peer-reviewed; randomized control trial	3.5	+	Teacher self-efficacy, burnout, and professional engagement and satisfaction; students' academic, civic, social, and ethical competencies	The curriculum (which emphasized history and links to present, making personal connections to the content, and developing shared language) significantly increased teacher self-efficacy and students' civic efficacy, tolerance, and historical analysis skills.		X		X			X		
Nagda, et al., 2009	Peer-reviewed; randomized control trial	3.5	+	Students' critique of inequality, commitment to post-college action to redress inequality	Intergroup dialogue and communication processes predicted students' critique of inequality and intention to act to reduce inequality	X	X	X	X	X				

Summarizing the Evidence (Continued)

						Inter-group contact	Reflection	Dialogue	History	Story-telling	Cognitive training	Shared Language	Data	Arts
	Type of evidence	Score	+/- null	Outcomes	Summary									
Nagda, et. al., 2006	Peer-reviewed study: pre-post intervention	3.0	+	Bridging racial/ethnic differences and communication processes	Intergroup dialogue communication processes mediated the relationship between intergroup encounters and motivation to bridge differences.	X	X	X	X	X				
Akiba, 2011	Peer-reviewed study: pre-post intervention	3.0	+	Teachers' beliefs about racial diversity	Multicultural teacher education course changed teachers' racist beliefs through field experiences and using the classroom as a learning community	X		X						
Faloughi & Herman, 2020	Peer-reviewed study: pre-post intervention	3.0	+	Critical consciousness, appreciation for diversity, preference for inequality, openness, connectedness, and participation in the course	An intergroup dialogue (IGD)-based diversity and social justice course had positive effects on students' critical consciousness and appreciation of diversity scores.	X		X						
Figuroa, et al, 2002	Peer-reviewed article	2	+	Individual knowledge, attitudes, and behavior; leadership, participation, self-efficacy, ownership, social cohesion, social norms	The authors developed a theoretical model that links community dialogue and collective action to systems change.			X						
Stamps, et al., 2022.	Peer-reviewed article	2	+	N/A	Authors contend that shared language is needed to achieve health equity.							X		

Summarizing the Evidence (Continued)

	Type of evidence	Score	+/- null	Outcomes	Summary	Inter-group contact	Reflection	Dialogue	History	Story-telling	Cognitive training	Shared Language	Data	Arts
Welton, et al., 2018	Peer-reviewed article	2	N/A	N/A	Authors present a framework for anti-racist action, and contend that anti-racist pedagogy (teaching anti-racism) requires teachers to gain knowledge and examine self before shifting students' mindsets and supporting community change.		X		X					
Ganz, 2011	Peer-reviewed article	2	+	Emotions, motivation to act, action	In order to mobilize others to take action and change systems, leaders must engage the "heart," through narrative/storytelling that communicates values and solicits an emotional response.					X				
Equity in the Center, 2020	Guide developed by an advocacy organization	2	N/A	N/A	The first steps to launch organizational racial equity work include: shared vocabulary, open dialogue, disaggregated data, and commitment of leadership		X					X	X	
Total Score						37	23.5	19.5	17	13.5	10	7.5	7.5	5



Scoring the Evidence

Score	Type of evidence
5.0	Peer-reviewed meta-analysis
4.5	Peer-reviewed systematic review paper
4.0	Peer-reviewed non-systematic review paper (from scientific literature) or non-peer-reviewed review paper (from gray literature)
3.5	Any (singular) peer-reviewed, randomized control trial
3	Any (singular) peer-reviewed, quasi-experimental trial (e.g., pre-post intervention without control group)
2	Non-analytic study (for example, case reports, case series, simulations); technical report from a government agency or academic center; advocacy report
1	Expert opinion, formal consensus
Score	Direction of association
+	A favorable association was found between intervention strategy and improved racist attitudes, knowledge, or behaviors
-	An unfavorable association was found between intervention strategy and racist attitudes, knowledge, or behaviors (e.g., intervention increased racist beliefs)
0 (null)	No association or inconsistent evidence was found between strategy and individual outcomes

Level of evidence	Range of scores
Strong evidence of positive effect	18 and above (+)
Good evidence of positive effect	12- 17 (+)
Moderate evidence of positive effect	5.5 - 11 (+)
Insufficient evidence	5 (-) to 5 (+)
Moderate evidence of negative or null effect	5.5 - 11 (-)
Good evidence of negative or null effect	12- 17 (-)
Strong evidence of negative or null effect	18 and above (-)

Scoring method adapted from: Sallis, Spoon, Cavill, Engelberg, Gebel, Parker,... & Ding (2015). Co-benefits of designing communities for active living: an exploration of literature. *International Journal of Behavioral Nutrition and Physical Activity*, 12(1), 1-10.

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Appendix B Scales to Assess Racial Equity & Advocacy Trainings

The Framework for Evaluating Racial Equity Trainings and Activities (RETA) identifies nine strategies with evidence of efficacy to shift racial beliefs, attitudes, or mental models: intergroup contact, reflection, dialogue, historical analysis, storytelling & narrative, cognitive training, shared language, data analysis, and arts. Your training or workshop may use one or more of these strategies.

This Appendix provides examples of scales that might be used to evaluate the implementation and outcomes of a training aimed at shifting racial beliefs, attitudes, or mental models.

Assessing training implementation and processes. Process evaluation assesses whether the program was implemented as intended. For example, if your training depends on creating a safe environment for sharing, you might assess whether participants actively participated and report that their voices were heard. Other process evaluation measures might include attendance records to assess intervention dose, or direct observation of the training sessions to assess whether program lessons/activities were delivered as designed.⁴⁸ For survey items soliciting participants' feedback on the effectiveness of the instructor, course content and organization, and skills learned, see UC Berkeley's Course Evaluations Question Bank.⁴⁹

Assessing training outcomes. The specific outcomes you measure will depend on the types of strategies used and the goals of the intervention. The RETA framework provides guidance by outlining the main outcomes that might be expected. The team implementing the training/program decides what outcomes they hope to achieve, and those decisions will guide the evaluation.

48 For an example of an evaluation that assesses program processes, outcomes, and impact, see Isreal, et. al., (2010)'s evaluation of the Neighborhoods Working in Partnership workshop in Detroit: Israel, Coombe, Cheezum, Schulz, McGranaghan, Lichtenstein, ... & Burris (2010). Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094-2102.

49 UC Berkeley's Course Evaluations Question Bank, Center for Teaching and Learning. <https://teaching.berkeley.edu/course-evaluations-question-bank>



Scales to Assess Racial Equity & Advocacy Trainings	Reliability/ Validity Tested?	Process or Outcome Measure?	Pre-Post?
<p>The Learning Activity Survey⁵⁰</p> <p>Identifies whether adult learners had a perspective transformation in relation to their educational experience; and if so, determining what learning activities have contributed to it.</p>	✓	Outcome	Post-test only
<p>The Contemporary Critical Consciousness Measure (CCCM)⁵¹</p> <p>Assesses individuals' awareness and attitude related to systemic, institutionalized forms of discrimination, specifically racism, classism, and heterosexism.</p>	✓	Outcome	Pre-Post
<p>The Social Dominance Orientation (SDO7) Scale⁵²</p> <p>Assesses individuals' degree of preference for inequality among social groups.</p>	✓	Outcome	Pre-Post
<p>Awareness of Privilege and Oppression Scale-2 (APOS-2)⁵³</p> <p>Assesses an individual's ability to recognize the social injustices that result from systemic privilege and oppression.</p>	✓	Outcome	Pre-Post
<p>The Miville–Guzman Universality–Diversity Scale–Short (M-GUDS-S)⁵⁴</p> <p>Assesses participants' appreciation and recognition of culturally similar and different groups and their comfort with cultural differences.</p>	✓	Outcome	Pre-Post
<p>YEAH! Advocacy Training Program⁵⁵</p> <p>Scales to evaluate intervention processes, changes in beliefs, knowledge, skills, intentions, and behaviors.</p>	✓	Process and Outcome	Pre-Post
<p>Intergroup Dialogue Communication Processes⁵⁶</p> <p>Assesses participants' engagement in dialogue. Specifically, the scale assesses four communication processes—engaging self, appreciating difference, critical reflection, and alliance building.</p>	✓	Process	Post-test only
<p>Participant Feedback on Workshop Usefulness and Behavioral Intentions⁵⁷</p> <p>Assesses whether participants found the workshop useful, and their intention to apply what they learned in their own neighborhood.</p>	No data provided	Process and Outcome	Post-test only

50 King (Ed.). (2009). The handbook of the evolving research of transformative learning: Based on the Learning Activities Survey. IAP.

51 Shin, Ezeofor, Smith, Welch & Goodrich (2016). The development and validation of the Contemporary Critical Consciousness Measure. *Journal of Counseling Psychology*, 63(2), 210.

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53 McClellan, Montross-Thomas, Remer, Nakai, & Monroe (2019). Development and Validation of the Awareness of Privilege and Oppression Scale–2. *SAGE Open*, 9(2), 2158244019853906.

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56 Nagda, Gurin, Sorensen, Gurin-Sands, & Osuna (2009). From separate corners to dialogue and action. *Race and Social Problems*, 1, 45–55.

57 Israel, Coombe, Cheezum, Schulz, McGranaghan, Lichtenstein, ... & Burris (2010). Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094–2102.



Learning Activities Survey

This survey helps us learn about your experience in this training/program. The survey only takes a short time to complete.

1. Thinking about your experiences in this training/program, check off any statements that may apply:

- I had an experience that caused me to question the way I normally act.
- I had an experience that caused me to question my ideas about racism and its impacts. (e.g., how race-based privileges or disadvantages have impacted me or my community; how my implicit biases impact my daily decision making or interpersonal interactions; the ability of individuals/groups to make change, etc.)
- I realized I no longer agreed with my previous beliefs.
- I realized that other people also questioned their beliefs.
- I thought about acting in a different way from my usual beliefs and roles.
- I felt uncomfortable with dominant narratives (e.g., “when people succeed, it is the result of their own talents and hard work.”)
- I tried out new narratives so that I would become more comfortable or confident in them.
- I tried to figure out a way to adopt these new ways of acting.
- I gathered the information I needed to adopt these new ways of acting.
- I began to think about the reactions and feedback from my new behaviors.
- I took action and adopted these new ways of acting.
- I do not identify with any of the statements above.

2. Since you have been taking courses, do you believe you have experienced a time when you realized that your values, beliefs, attitudes, or expectations had changed?

a. Yes. If yes, please go to question #3 and continue the survey.

b. No. If no, this survey is complete.

3. Briefly describe what happened.



4. Which of the following influenced this change? (Check all that apply)

Was it a person who influenced the change? (Y/N)

If yes, was it... (check all that apply)

- Another participant's support
- Your colleague's support
- A challenge from your teacher/facilitator
- Your teacher/facilitator's support
- Other _____

Was it an assignment that influenced the change? (Y/N)

If yes, was it . . . (check all that apply)

- Class/group projects
- Writing about your concerns
- Personal journal
- Nontraditional structure of a course
- Internship/Field experience
- Deep, concentrated thought
- Verbally discussing your concerns
- Self-evaluations in a course
- Class activity/exercise
- Personal reflections
- Assigned readings

Was it an event or interaction outside of class that influenced the change?

If yes, please describe _____

5. Would you characterize yourself as one who usually thinks back over previous decisions or past behavior? Y/N

6. Would you say that you frequently reflect upon the meaning of your studies/trainings for yourself personally? Y/N

Methods. These items were adapted from King's (2009) Learning Activities Survey,⁵⁸ which was designed to determine whether adult learners had a perspective transformation in relation to their educational experience; and if so, determining what learning activities contributed to the shift. The original survey was developed using an iterative process of expert critique, pilot testing, adaptation, and successive member-checking interviews in three different academic institutions.⁵⁹

Analysis. To score, each participant receives a Perspective Transformation (PT) score, which indicates whether learners had a perspective transformation associated with the training (PT Index = 3), not associated with the training (PT-Index = 2), or did not have a perspective transformation experience, (PT-Index = 1). Descriptive statistics in the form of frequencies will be used to report results.

58 King (2009). The handbook of the evolving research of transformative learning: The Learning Activities Survey. IAP.

59 Kumi Yeboah (2011). Factors that promote transformative learning experiences of international graduate level learners. Graduate Theses and Dissertations.



Contemporary Critical Consciousness Measure (CCCM)

The Contemporary Critical Consciousness Measure (CCCM) is a self-report measure that assesses general critical consciousness (CC) as well as CC specifically associated with racism, classism, and heterosexism. Respondents rate their level of agreement on a scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). Statements 5–13 should be reverse-scored. A total scale score as well as subscale scores can be derived with the CCCM. To calculate scale scores, sum the items within the respective scale. Higher scores on the CCCM are indicative of greater levels of critical consciousness. When the total scale is used, the score is an index of general CC. When a subscale score is used, the score is an index of CC in that specific domain. The Racism subscale is composed of Items 1–4; the Classism subscale is composed of Items 5–13; and the Heterosexism subscale is composed of Items 14–19.

Instructions

Read each of the following statements. Using the 1–7 scale below, please rate your level of agreement with each statement. 1 = *strongly disagree*, 2 = *disagree*, 3 = *slightly disagree*, 4 = *neither*, 5 = *slightly agree*, 6 = *agree*, and 7 = *strongly agree*.

Items

1. All Whites receive unearned privileges in U.S. society.
2. The overrepresentation of Blacks and Latinos in prison is directly related to racist disciplinary policies in public schools.
3. All Whites contribute to racism in the United States whether they intend to or not.
4. More racial and ethnic diversity in colleges and universities should be a national priority.
5. Reverse racism against Whites is just as harmful as traditional racism. (R)
6. Poor people without jobs could easily find work but remain unemployed because they think that jobs like food service or retail are beneath them. (R)
7. Social welfare programs provide poor people with an excuse not to work. (R)
8. Most poor people are poor because they are unable to manage their expenses well. (R)
9. Raising the minimum wage takes away the motivation for poor people to strive for better paying jobs. (R)
10. Overall, Whites are the most successful racial group because they work the hardest. (R)
11. Raising minimum wage would hurt businesses and make it too hard for them to provide jobs. (R)
12. Asian Americans are proof that any minority can succeed in this country. (R)
13. Preferential treatment (e.g., financial aid, admissions) to college students that come from poor families is unfair to those who come from middle or upper class families. (R)
14. Anyone who openly identifies as lesbian, gay, or bisexual in today's society must be very courageous.
15. Gay, lesbian, and bisexual individuals should be able to adopt children just as easily as heterosexual people.
16. Discrimination against gay persons is still a significant problem in the United States.
17. I support including sexual orientation in nondiscrimination legislation.
18. Gay, lesbian, and bisexual individuals should have all the same opportunities in our society as straight people.
19. I believe the U.S. society generally promotes hatred of gay individuals.

(R) = Reverse-coded Items

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Citation: Shin, Ezeofor, Smith, Welch, & Goodrich (2016). The development and validation of the Contemporary Critical Consciousness Measure. *Journal of Counseling Psychology*, 63(2), 210.



Social Dominance Orientation Scale-7 (SD07)

Instructions: Show how much you favor or oppose each idea below by selecting a number from 1 to 7 on the scale below. You can work quickly; your first feeling is generally best.

1	2	3	4	5	6	7
Strongly Oppose	Somewhat Oppose	Slightly Oppose	Neutral	Slightly Favor	Somewhat Favor	Strongly Favor

Pro-trait dominance:

1. Some groups of people must be kept in their place.
2. It's probably a good thing that certain groups are at the top and other groups are at the bottom.
3. An ideal society requires some groups to be on top and others to be on the bottom.
4. Some groups of people are simply inferior to other groups.

Con-trait dominance:

5. Groups at the bottom are just as deserving as groups at the top.
6. No one group should dominate in society.
7. Groups at the bottom should not have to stay in their place.
8. Group dominance is a poor principle.

Pro-trait anti-egalitarianism:

9. We should not push for group equality.
10. We shouldn't try to guarantee that every group has the same quality of life.
11. It is unjust to try to make groups equal.
12. Group equality should not be our primary goal.

Con-trait anti-egalitarianism:

13. We should work to give all groups an equal chance to succeed.
14. We should do what we can to equalize conditions for different groups.
15. No matter how much effort it takes, we ought to strive to ensure that all groups have the same chance in life.
16. Group equality should be our ideal.

Note: The con-trait items should be reverse scored before computing a composite scale mean.

Citation: Ho, A. K., Sidanius, J., Klcily, N., Sheohy-Skoffington, J. Pratto, F., Henkel, K. E., Fools, R., & Stewart, A. L. (2015). The nature of social dominance orientation: Theorizing and measuring preferences for intergroup inequality using the new SD07 scale. *Journal of Personality and Social Psychology*, 109(6), 1003-1028.



Awareness of Privilege and Oppression Scale-2 (APOS-2)

This scale is designed to measure your attitudes regarding different groups in the United States. Please read each item below and check the box that most-closely fits with your level of agreement for each item. Items are rated from Strongly Disagree to Strongly Agree.

1. Men should do less house cleaning than their female partners.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

2. People who have money are more likely to live longer than people who do not have much money.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

3. In many workplaces, some employees would have concerns about hiring a gay or lesbian employee rather than a heterosexual employee.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

4. African American political candidates are generally less likely to be accepted by White constituents in their districts.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

5. Women are better suited to stay at home to raise children than men.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

6. The stress associated with being poor can cause health problems.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

7. Teenagers who identify as gay or lesbian in school are at a greater risk for being physically assaulted than heterosexual teens.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

8. Women are better suited as entry-level employees when compared to men.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree



9. People of Color experience high levels of stress because of the discrimination they face.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

10. People who live on the “good” side of town are less likely to become ill from industrial plants than other people.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

11. Racism continues to play a prominent role in society.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

12. Women often mean ‘yes’ when they say ‘no’ to a man’s advances.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

13. Most history books don’t accurately show how People of Color helped America become the country it is.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

14. Being poor has no bearing on a person’s opportunity to earn a college degree.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

15. Gay men and lesbian women often have concerns about kissing their partners in public.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

16. A person from an affluent family has a greater chance to earn a college degree than an individual from a poor family.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

17. African Americans with lighter skin color are more likely to be promoted within corporations than African Americans with darker skin color.

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree



18. Gay men are more at risk for being terminated from a job than heterosexual men based solely on sexual orientation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

19. Women who dress provocatively want men to approach them for sex.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

20. People of Color receive less medical information from their physicians when compared to White individuals.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

21. When meeting new people, gay men and lesbian women have to spend extra time trying to figure out if it is safe to reveal their sexual orientation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

22. Poor individuals are more likely to suffer from mental illness because of the way society treats them.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

23. Some hiring officials may not hire gay or lesbian workers to avoid negative reactions from customers.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

24. For many gay men and lesbian women, the choice about where to vacation can depend on how open a city is to homosexuality.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

25. Growing up in a low-income family hurts a person's chances for obtaining a job that will make them happy.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

26. Men are better leaders than women.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree



APOS-2 Scoring Guide

This scoring guide will walk you through the basic scoring protocol for the 26-Item Awareness of Privilege and Oppression Scale-2 (APOS-2). The factor structure of the APOS-2 supports the use of a total score and four subscale scores: Awareness of Sexism, Awareness of Heterosexism, Awareness of Classism, and Awareness of Racism.

All items are initially coded as follows:

Strongly Disagree	=	1
Disagree	=	2
Slightly Disagree	=	3
Slightly Agree	=	4
Agree	=	5
Strongly Agree	=	6

The following six items MUST THEN BE reverse-scored PRIOR to any total or subscale score calculations: 1, 5, 12, 14, 19, and 26. A reverse-score coding key that identifies the old and new item values for these specific items is included below:

Original Participant Response Value		New Reverse-Scored Value
1	=	6
2	=	5
3	=	4
4	=	3
5	=	2
6	=	1

After the appropriate items have been reverse-scored, you are ready to calculate the total score and four subscale scores. The total score is simply the sum of all of the item score values after the reverse-scoring process. Calculate each subscale score by simply summing all subscale-specific item score values for each subscale after the reverse-scoring process (e.g., the Awareness of Sexism subscale score is calculated by summing all of the Awareness of Sexism item scores after the reverse-scoring process). Use the guide below for determining which items to include in available scoring.

Total Score = Sum of all items

Awareness of Heterosexism Subscale Items: 3, 7, 15, 18, 21, 23, and 24

Awareness of Sexism Subscale Items: 1, 5, 8, 12, 19, and 26

Awareness of Classism Subscale Items: 2, 6, 10, 14, 16, 22, and 25

Awareness of Racism Subscale Items: 4, 9, 11, 13, 17, and 20

Citation: McClellan, Montross-Thomas, Remer, Nakai, & Monroe (2019). Development and Validation of the Awareness of Privilege and Oppression Scale-2. *SAGE Open*, 9(2), 2158244019853906.

Miville-Guzman Universality-Diversity Scale, Short Form (M-GUDS-S)

The following items are statements using several terms that are defined below for you. Please refer to these definitions throughout the rest of the questionnaire.

Culture refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

Race or racial background refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White. Black. American Indian, etc.

Ethnicity or ethnic group refers to a specific social group sharing a unique cultural heritage (e.g., customs, beliefs, language, etc.). Two people can be of the same race (i.e. White), but from different ethnic groups (e.g., Irish-American, Italian-American, etc.).

Country refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France. Ethiopia. United States). People of different races (White. Black. Asian) or ethnicities (Italian. Japanese) can be from the same country (United States).

Instructions: Please indicate how descriptive each statement is of you by circling the number corresponding to your response. This is not a test, so there are neither right nor wrong, good nor bad answers. All responses are anonymous and confidential.

Indicate how descriptive each statement is of you by circling the number corresponding to your response.	Strongly Disagree	Disagree	Disagree a Little Bit	Agree a little Bit	Agree	Strongly Agree
1. I would like to join an organization that emphasizes getting to know people from different countries.	1	2	3	4	5	6
2. Persons with disabilities can teach me things I could not learn elsewhere.	1	2	3	4	5	6
3. Getting to know someone of another race is generally an uncomfortable experience for me.	1	2	3	4	5	6
4. I would like to go to dances that feature music from other countries.	1	2	3	4	5	6
5. I can best understand someone after getting to know how he/she is both similar to and different from me.	1	2	3	4	5	6
6. I am only at ease with people of my race.	1	2	3	4	5	6
7. I often listen to music of other cultures.	1	2	3	4	5	6
8. Knowing how a person differs from me greatly enhances our friendship.	1	2	3	4	5	6
9. It's really hard for me to feel close to a person from another race.	1	2	3	4	5	6
10. I am interested in learning about the many cultures that have existed in this world.	1	2	3	4	5	6
11. In getting to know someone, like knowing both how he/she differs from me and is similar to me.	1	2	3	4	5	6
12. It is very important that a friend agrees with me on most issues.	1	2	3	4	5	6
13. I attend events where I might get to know people from different racial backgrounds.	1	2	3	4	5	6
14. Knowing about the different experiences of other people helps me understand my own problems better.	1	2	3	4	5	6
15. I often feel irritated by persons of a different race.	1	2	3	4	5	6



Items 3, 6, 9, 12, and 15 above are reverse scored.

Below are the Items listed by subscale:

Diversity of Contact - students' interest in participating in diverse social and cultural activities

1. I would like to join an organization that emphasizes getting to know people from different countries.
2. I would like to go to dances that feature music from other countries.
3. I often listen to music from other cultures.
4. I am interested in learning about the many cultures that **have** existed in this world.
5. I attend events where I might get to know people **from** different racial backgrounds.

Relativistic Appreciation - the extent to which students value the impact of diversity on self-understanding and personal growth

1. Persons with disabilities can teach me things I could not learn elsewhere.
2. I can best understand someone after I get to know how he/she is both similar to and different from me.
3. Knowing how a person differs from me greatly enhances our friendship.
4. In getting to know someone. I like knowing both how he/she differs from me and is similar to me.
5. Knowing about **the** different experiences of other people helps me understand my own problems better.

Comfort With Differences - students' degree of comfort with diverse individuals (all of these items are reverse scored)

1. Getting to know someone of another race is generally an uncomfortable experience for me.
2. I am only at ease with people of my race.
3. It's really **hard** for me to feel close to **a** person of another race.
4. It is very important that a friend agrees with me on most issues.
5. I often feel irritated with persons of a different race.

Citations: Fuertes, J. N., Miville, M. L., Mohr, J. J., Sedlacek, W. E., & Gretchen, D. (2000). Factor structure and short form of the Miville-Guzman Universality-Diversity Scale. *Measurement and Evaluation in Counseling and Development*, 33, 157-169.

Miville, M. L., Gelso, C. J., Pannu, R., Liu, W., Touradji, P., Holloway, P., et al. (1999). Appreciating similarities and valuing differences: The Miville-Guzman Universality-Diversity Scale. *Journal of Counseling Psychology*, 46, 291-307.

Miville-Guzman Universality-Diversity Scale, Short Form (M-GUDS-S) (pp. 29-30)



YEAH! Advocacy Training Program

Scales to Evaluate Intervention Processes, Changes in Beliefs, Knowledge, Skills, Intentions, and Behaviors

Table A2. Survey questions for each subscale.

Theme	Subtheme	Subscales (Number of Representative Questions)	Questions Used for Each Subscale	Pre-Post Measures	Post Only Measures
Intervention Processes (IP)	Intervention Processes (IP)	Group cohesion (2)	"1. Members of our group do not spend time together outside of meetings or events. 2. I'm unhappy with my group's level of commitment to its goals for creating healthier communities"		X
		Roles and participation (2)	1. When I attended meetings, I took part in the discussions. 2. I took responsibility for things that the group needs to have done		X
		Opportunities for control in group work (2)	"1. This group allowed me to have a say in planning events or activities. 2. This group had specific leadership roles for youth"		X
		Coordinator/leader characteristics (3)	"1. Our leader(s) provided help whenever we needed it. 2. Our leader(s) did not force his or her ideas and opinions on the group 3. Our leader(s) let us work through our disagreements to decide what was best for the group "		X
		Group resiliency (2)	1. This group does not give up during tough times. 2. If this group failed to accomplish one of our goals, we kept trying to find a way to reach it.		X
Youth Psychosocial Factors, Participation, and Hypothesized Drivers of Change (YPF)	Perceptions	Self-efficacy for health and advocacy behaviors (3)	1. I am sure that I can tell my friends to eat healthily. 2. I am sure that I can tell my friends to be physically active. 3. I am confident that I can work to make my school or community a better place for being physically active and eating healthy.	X	
		Active participation (2)	"1. I like to wait and see if someone else is going to solve a problem. 2. I find it very hard to talk in front of a group."	X	
		Optimism for change (2)	"1. If I tell someone "in charge", like a leader, about my opinions, they will listen to me. 2. I enjoy participation because I want to have as much say as possible in my school or community."	X	
		Peer support for healthy behaviors (2)	1. How many of your five closest friends are physically active at least 5 days a week? 2. How many of your five closest friends eat at least 5 servings of fruits and vegetables a day?	X	
		Advocacy outcome efficacy (1)	1. This project can make a difference in making our school or community a better place for being physically active and eating healthy.	X	
		Group resiliency	1. This group does not give up during tough times. 2. If this group failed to accomplish one of our goals, we kept trying to find a way to reach it.		X



Table A2. Cont.

Theme	Subtheme	Subscales (Number of Representative Questions)	Questions Used for Each Subscale	Pre-Post Measures	Post Only Measures	
Proximal Outcomes: Individual Youth Changes (PO)	Knowledge and Skills	Assertiveness (3)	"1. I can talk with adults about issues I believe in. 2. I can ask others to help work on making our school or community healthier. 3. I can start discussions with others about how to change our school or community to make it healthier."	X		
		Participatory competence and decision-making (2)	1. If I have a problem when working towards a goal, I usually do not give up. 2. I can influence the decisions my group makes.	X		
		Pride in group work (2)	1. I am proud of the work our group did. 2. Our work was worth the time and effort we put into it.		X	
		Group outcome efficacy (2)	"1. This group can influence how adults in the community feel about nutrition and physical activity. 2. This group can influence how people my age, who are not in this group, feel about nutrition and physical activity."		X	
		Health advocacy history (2)	"1. In the last year, how many times have you tried to tell other students, your family, or friends to think more about eating healthy or being physically active. 2. In the last year, how many times have you tried to tell school leaders, people in your community, or politicians to be more interested in making your school or community a better place for being physically active and eating healthy."	X		
	Nutrition and Physical Activity	Meeting physical activity recommendations (2)	1. Over the past seven days, how many days were you physically active for at least 60 min per day? 2. Over a typical week, on how many days are you physically active for at least 60 min per day?		X	
		Sports/Enjoyment of physical activity (2)	"1. Not counting PE classes, how many days per week do you play or practice a team sport, or take a physical activity class? 2. I enjoy physical activity."		X	
		Active transportation (2)	1. In a typical week, how many days do you walk or bike TO school? 2. In a typical week, how many days do you walk or bike FROM school?		X	
		Servings of fruits and vegetables (2)	1. In a typical day, how many servings of fruit do you eat? 2. In a typical day, how many servings of vegetables do you eat?		X	
		Fast food servings/week	1. Outside of school, how many times per week do you eat fast-food?		X	

Table A2. Cont.

Theme	Subtheme	Subscales (Number of Representative Questions)	Questions Used for Each Subscale	Pre-Post Measures	Post Only Measures
		Intent to remain involved (2)	"1. I plan to continue to work for change in my school or community after this project is over. 2. If I had a chance to join a similar group in the future, I would do it."		X
	Advocacy Related	Group advocacy (6)	"1. The decision-maker(s) listened carefully to our group. 2. The decision-maker(s) seemed to understand what we were asking for. 3. The decision-maker(s) seemed to learn something new from what we were saying. 4. The decision-maker(s) would have listened to us more if we were adults instead of youth. 5. The decision-maker(s) were impressed by our group's work. 6. The decision-maker(s) are going to make some changes based on the information from our group."		X
		Personal advocacy activities since starting YEAH! (2)	"1. Since I started this project, I have talked to my parents or family members about changes needed to make my school or community a better place for being physically active and eating healthy. 2. Since I started this project, I have talked to my friends about changes needed to make my school or community a better place for being physically active and eating healthy."		X

Citation: Kim, Jones-Bynes, Botchwey, & Conway (2021). How youth of color create communities of hope: Connecting advocacy, activity, and neighborhood change. *International Journal of Environmental Research and Public Health*, 18(6), 3133.

Intergroup Dialogue Communication Processes

Students indicate on a 7-point scale (1 = not at all; 7 = very much) the extent to which each of the communication processes occurred during their course. Factor analysis of their judgments of 20 items supported the hypothesized structure of the four processes. An index of all four communication processes (20 items, $\alpha = .94$) was created as well for regression analyses.

Engaging self (5 items, $\alpha = .81$)

1. Being able to disagree
2. Sharing my views and experiences
3. Asking questions that I felt I wasn't able to ask before
4. Addressing difficult issues
5. Speaking openly without feeling judged

Appreciating difference (4 items, $\alpha = .84$)

6. Hearing different points of view
7. Learning from each other
8. Hearing other students' personal stories
9. Appreciating experiences different from my own

Critical reflection (4 items, $\alpha = .76$)

10. Examining the sources of my biases and assumptions
11. Thinking about issues that I may not have before
12. Understanding how privilege and oppression affect our lives
13. Making mistakes and reconsidering my opinions

Alliance building (7 items, $\alpha = .90$)

14. Sharing ways to collaborate with other groups to take action
15. Understanding other students' passion about social issues
16. Working through disagreements and conflicts
17. Other students' willingness to understand their own biases and assumptions
18. Listening to other students' commitment to work against injustices
19. Talking about ways to take action on social issues
20. Feeling a sense of hope about being able to challenge injustices

Citation: Nagda, Gurin, Sorensen, Gurin-Sands, & Osuna (2009). From separate corners to dialogue and action. *Race and Social Problems*, 1, 45–55.



Participant Feedback on Workshop Usefulness and Behavioral Intentions

TABLE 2—Participants’ Assessment of Neighborhoods Working in Partnership Workshop Series and Participants’ Behavioral Intentions: Detroit, MI, 2008

Questionnaire Item	Agree or Strongly Agree, %	Disagree, Strongly Disagree, or Neutral, %	No. Across 4 Sessions
Usefulness			
I found the Neighborhoods Working in Partnership training useful.	93.6	12.2	376
The ideas discussed in the training will work in my neighborhood.	85.9	14.1	375
I will be able to use what I learned here to bring about change in my neighborhood.	87.3	12.7	378
Behavioral intentions			
Because of what I learned here, I plan to do more work to change policies.	87.3	12.7	377
I plan to work with others who attended the training to bring about change in our neighborhood.	88.4	11.6	388
I plan to work with other neighborhoods to advocate for policy changes that we all care about. ^a	79.5	20.5	39

^aThis item was included only at session 4.

Citation: Israel, Coombe, Cheezum, Schulz, McGranaghan, Lichtenstein, ... & Burris (2010). Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health, 100*(11), 2094-2102.





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