EQUITY ACTION AGENDA

Equity Action Agenda: An Equitable Evaluation Tool for Building Quality and Equity in Early Care and Education Systems

What is an equity action agenda?
A tool to co-create evaluations that drive simultaneous quality and equity.

Why use an equity action agenda?
To ensure those closest to the work inform how to design and evaluate quality and equity.

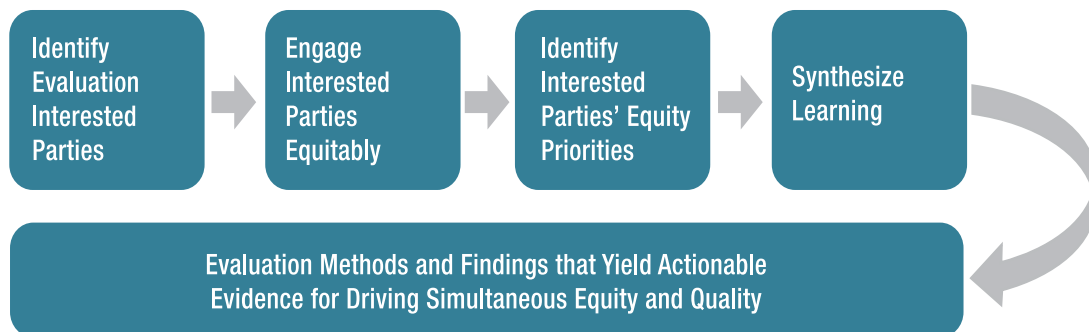*Who uses an equity action agenda?*
All interested parties: Program Implementation Partners, Evaluators, Community Members, Participants, Funders

How is an equity action agenda created?
Before program selection and evaluation begin, interested parties will work together to identify priorities for understanding and increasing quality and equity through implementation and evaluation.

Process for Increasing Quality and Equity Using Equity Action Agenda
Core questions guide discussion and decisions at each step in the process.

Identify Evaluation Interested Parties → Engage Interested Parties Equitably → Identify Interested Parties' Equity Priorities → Synthesize Learning → Evaluation Methods and Findings that Yield Actionable Evidence for Driving Simultaneous Equity and Quality

CORE Questions to Identify Evaluation Stakeholders

Identify Interested Parties

- Who are the interested parties?
  - ° Funders
  - ° Designers
  - ° Implementers
  - ° Participants
  - ° Evaluators
  - ° Community members
- Whose relevant voices might be missing from the groups and individuals named above?

Engage Interested Parties Equitably

- When are interested parties available to engage?
- What supports and resources are needed?
- What methods of engagement are acceptable and feasible to them?
- What steps will you take to make sure all interested parties engage?
- How will the methods proposed in response to the core questions above lead to meaningful and fair engagement of stakeholders?

Identify Interested Parties' Priorities

- How do interested parties define quality and equity related to the intervention?
- Do they perceive any tensions in the pursuit of simultaneous quality and equity?
- What current inequities in access to quality do they perceive?
- What role do they believe the intervention has for addressing current inequities?
- What do they believe will be sufficient evidence that the intervention has reduced inequities in access to quality? That is, what has to change or be different as a sign that the intervention is reducing current inequities?

Synthesize Learning

- What did the evaluators learn during the identification, engagement, and priority processes?
- How will learning from the identification, engagement, and priority processes drive the final evaluation methods?
- How will the elements of the evaluation plan yield actionable evidence to improve simultaneous quality and equity?