
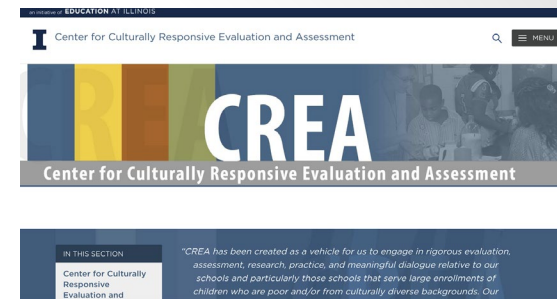


Why Culturally Responsive Evaluation (CRE) Matters in the CQI Community

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Presentation and Workshop to The Statewide 2020 CQI Conference
for Child Welfare and Probation
University of California – Davis, CA
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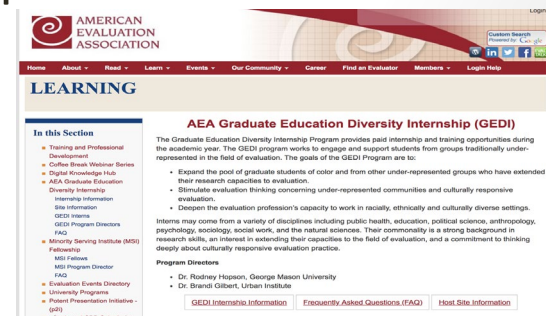
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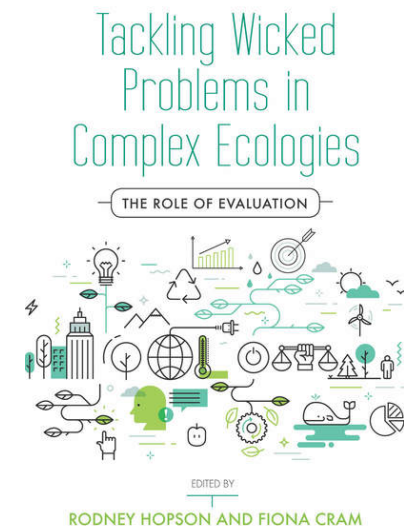
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- American Evaluation Association (w/ CDC: Karen Kirkhart)
- American Educational Research Association



Acknowledging the Current Moment

- Challenging effects of and opportunities for children in our global world:
 - Vast inequities and inequalities of access and resources, implicit/explicit acts of intolerance, discrimination, difference, and isms...: Progress for whom?
 - Science, Technology, Engineering, and Mathematics (STEM) for whom?
 - Aging global populations around the world. Aging and support for whom?



Learning Outcomes

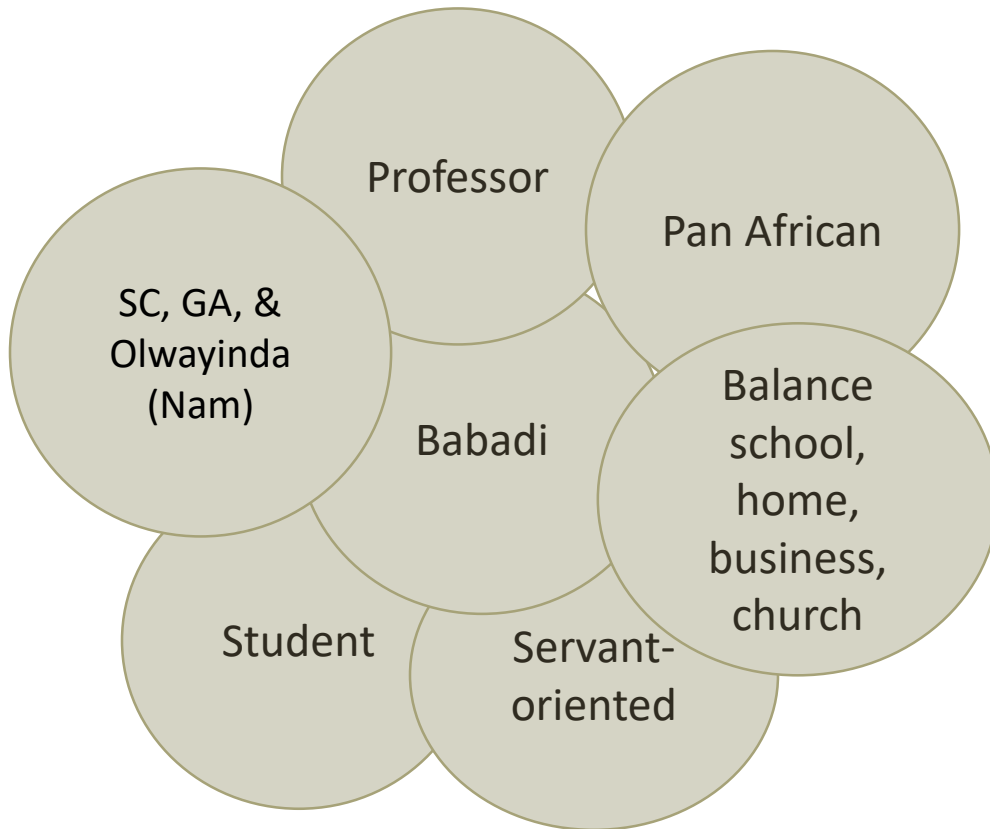
Today, you will be able to...

- Assess **your own individual cultural locations and describe how these influence** evaluation design and practice choices in context of CQI
- Describe **key elements of culturally responsive evaluation** theory, including relevance for your CQI work
- Identify **key or core characteristics** of CRE in context of doing CQI work

Tomorrow, you will be able to do all that and...:

- Identify and **apply practical strategies** to operationalize CRE in evaluation practice to your CQI work

Who are you?



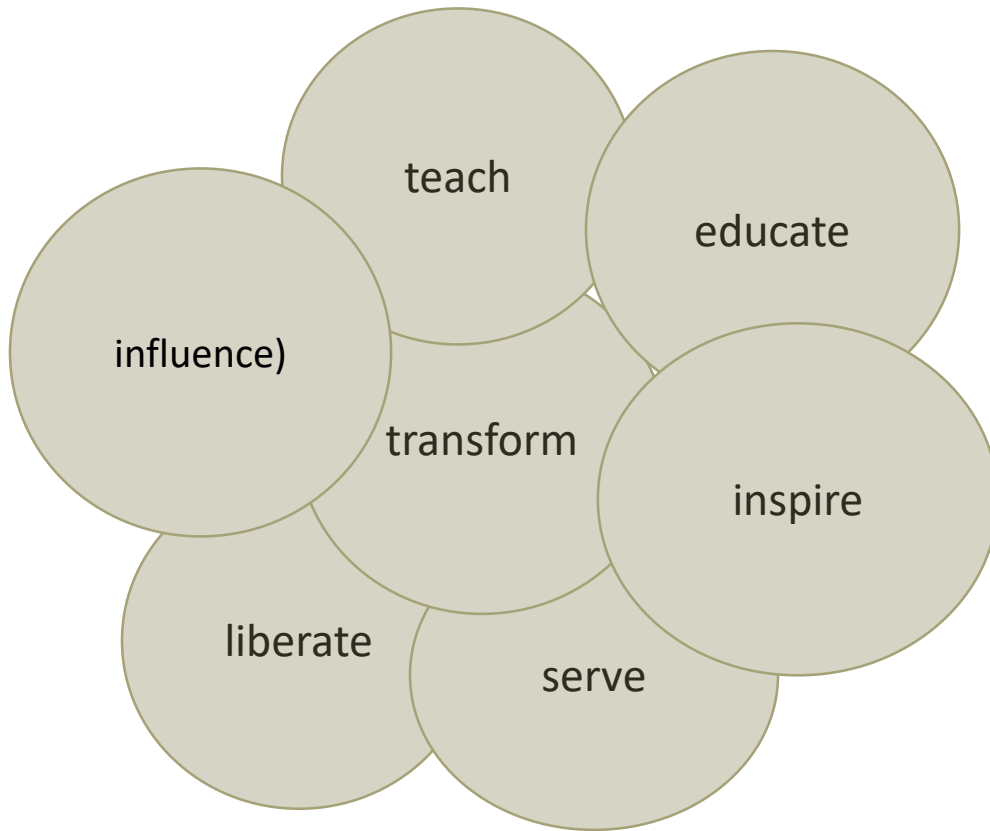
How do you think about yourself?

Think about all of the cultural roles you play and how playing these roles define how you perceive yourself.

Identify influences in your world view.

How do you think your world view influences what you do personally? Professionally?

What do you think about when you hear the word evaluation?



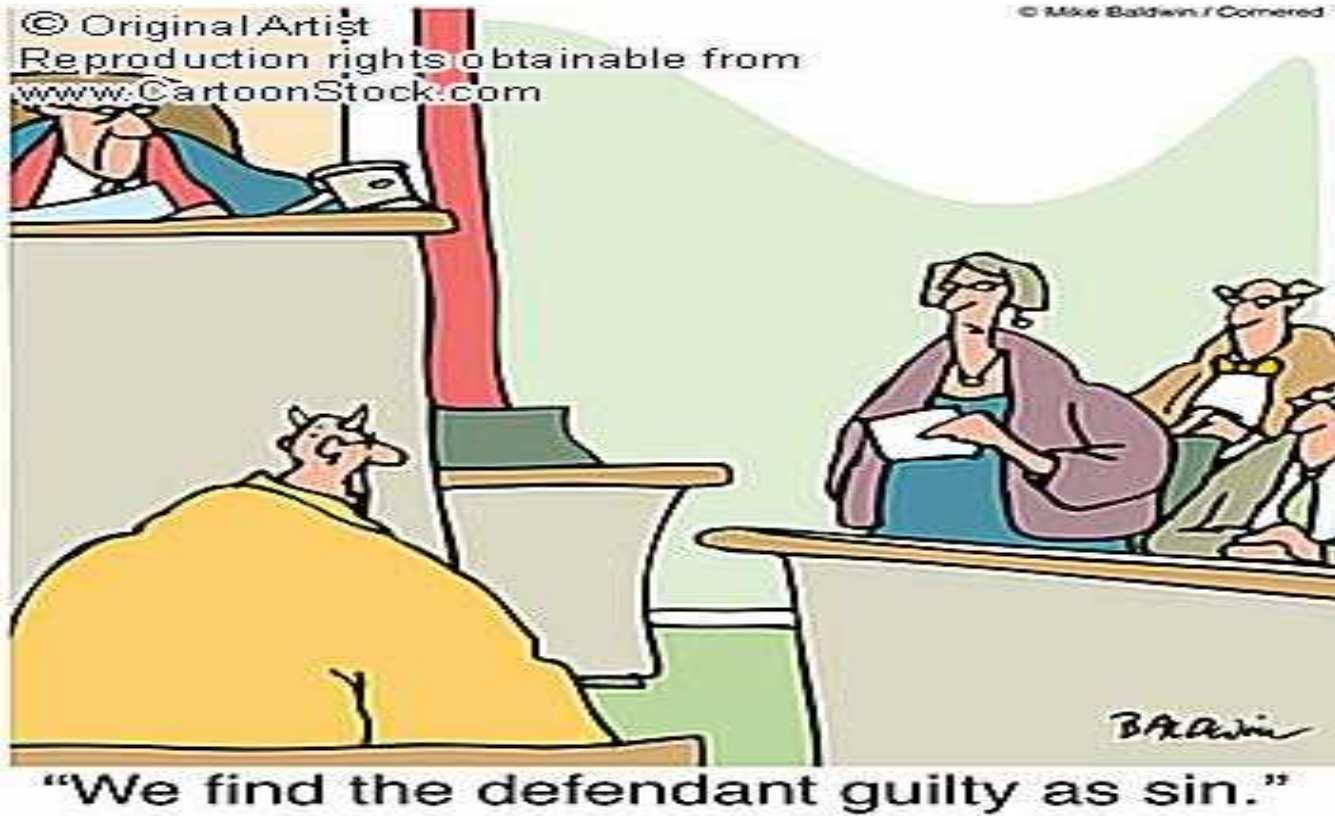
Where were you
when you first heard
the term?

Think about the
various uses of the
word

Why is evaluation
important?

How might you take
more interest in the
word and its use?

Oh no, it's the evaluator! - Evaluator as judge



Oh no, it's the evaluator! - Evaluator as (objective) cop

Picture of a cop drinking coffee stopping the man driving the Dunkin' Donuts truck, saying "do you know why I stopped you?"



Some textbook definitions of evaluation

- Key textbook definitions
 - Patton's (1997) emphasis on **systematic collection** about broad range of topics for possible judgments
 - Rossi, Lipsey, and Freeman's (1998) focus on evaluation as use of social research procedures and notions of **valuing**
 - Mark, Henry, and Julnes (2005) see evaluation as **sensemaking about policies and programs** through systematic inquiry
- Describing evaluation as appraise, analyze, assess, review, test, study, **quality improvement...**

Fitzpatrick (2011), et.al's definition as working definition

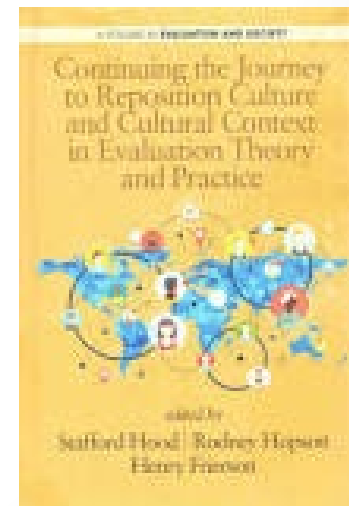
- “the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria” (2011:p. 7)
 - Identifying and clarifying **defensible criteria** > random judgments
 - **Using and facilitating criteria** and to **stimulate dialogue** about it
 - **Using inquiry and judgment methods to determining standards, collecting information, applying standards to determine value, quality, utility, etc...**

Evaluation v. Research (FSW, 2011:12)


| Factor | Research | Evaluation |
|---------------------------------------|---|--|
| Purpose | Add to knowledge, develop laws and theories | Make judgments, provide information for decision-making |
| Who sets agenda or focus? | Researchers | Stakeholders and evaluator jointly |
| Generalizability of results | Important to theory | Less important, focus on particular program... |
| Intended use of results | Not important | Important standard (see PgES) |
| Criteria to judge adequacy | Internal and external validity | Utility, feasibility, propriety, accuracy, evaluation accountability |
| Preparation of those who work in area | Depth in subject matter, fewer method tools | Interdisciplinary, multimethods, interpersonal skills |


Hopson's Core Assumptions of CRE


- Social location and **lived experiences** of evaluator matter.
- Evaluators play **roles in furthering social change and justice**.
- Embrace **multiple cultural perspectives**.
- **Culture is central** to the evaluation process.
- Culturally and ethnically diverse **communities possess funds of knowledge**.




FAQs

 What definitions are foundational to (y)our understandings of (C)ulture in evaluation? CQI?

 What do we mean by cultural contexts/locations/complexities in our locations of culture?

 What are the theoretical tenets to the CRE Framework and approach?

 Tomorrow: How does CRE look in our CQI work and why does it matter?

Culture

the way of life of a group of people, the complex of shared concepts and patterns of learned behavior that are handed down from one generation to the next through the means of language and imitation.

(Barnouw, 1985)

the ever-changing values, traditions, social and political relationships, and worldview created, shared and transformed by a group of people bound together by a combination of factors that include a common history, geographic location, language, social class, and religion... (Nieto 1999)

Complexities of Culture (in evaluation)

- **Multiple, simultaneous identifications**
 - Cultures as plural, not singular (Kirkhart, 2010)
 - Cultural location determined by intersecting dimensions such as race, ethnicity, language, gender, age, religion, sexual orientation, disability, social class (SenGupta, et al., 2004)
- **Fluid, not fixed**
 - Cultural identifications as fluid, dynamic, learned, created (Nieto, 1999)
 - Salience shifts in contexts and time (Kirkhart, 2010)
- **Not neutral**
 - Power attaches to cultural dimensions (Kirkhart, 2010)
 - Dominant cultural perspective inherent in societal power structures (SenGupta, et al., 2004)

Cultural Competence (c. 1992)

A set of academic and interpersonal skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. This requires a willingness and ability to draw on community-based values, traditions, and customs, and to work with knowledgeable persons of and from the community in developing focused interventions, communications and other supports.

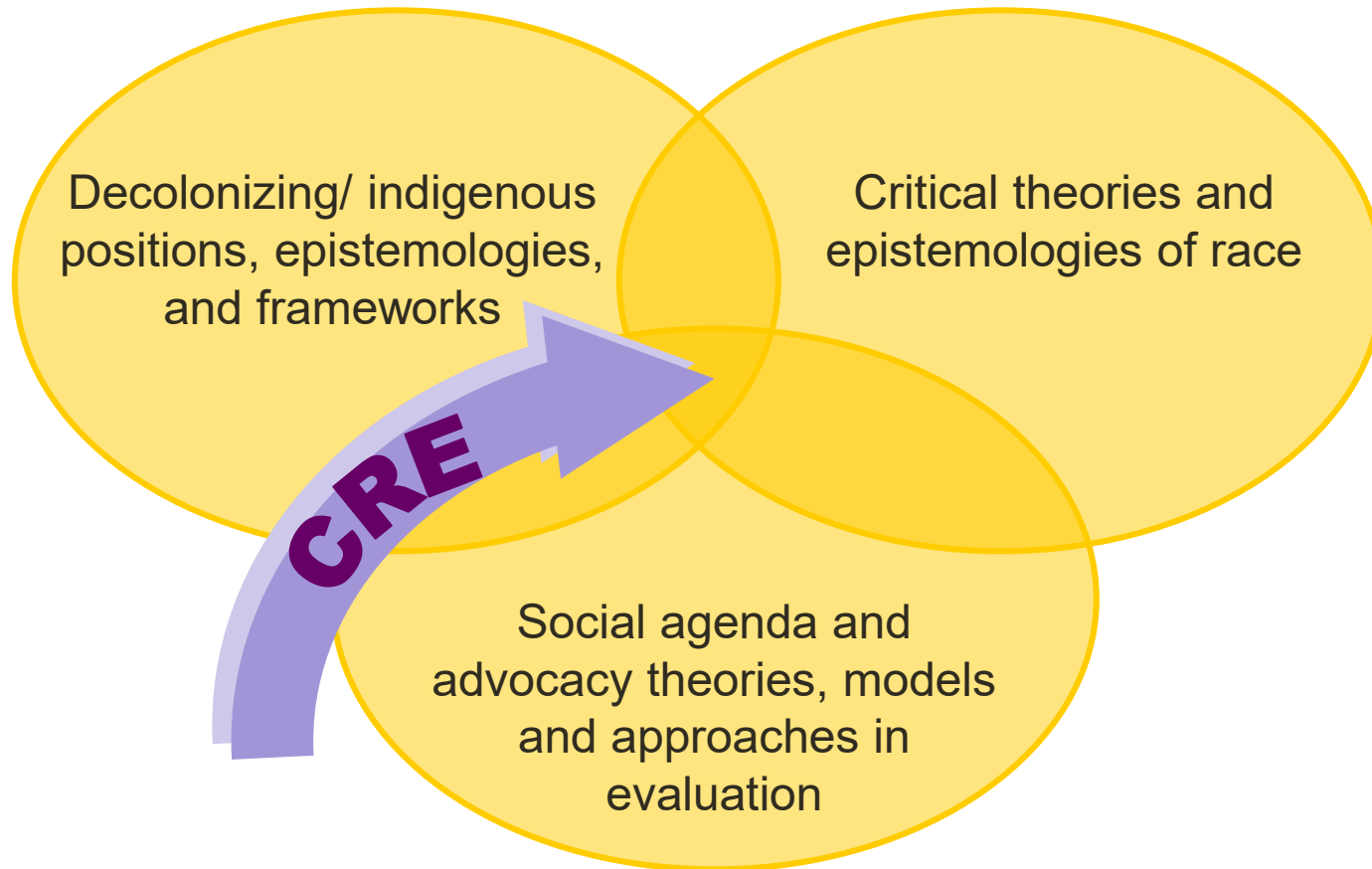
(Orlandi, 1992)

Cultural Competence (c. 2011)

Cultural competence is a stance taken toward culture, not a discrete status or simple mastery of particular knowledge and skills. A culturally competent evaluator is prepared to engage with diverse segments of communities to include cultural and contextual dimensions important to the evaluation.

*Public Statement on Cultural Competence in Evaluation
(American Evaluation Association, 2011)*

Where does CRE fit in improving communities?

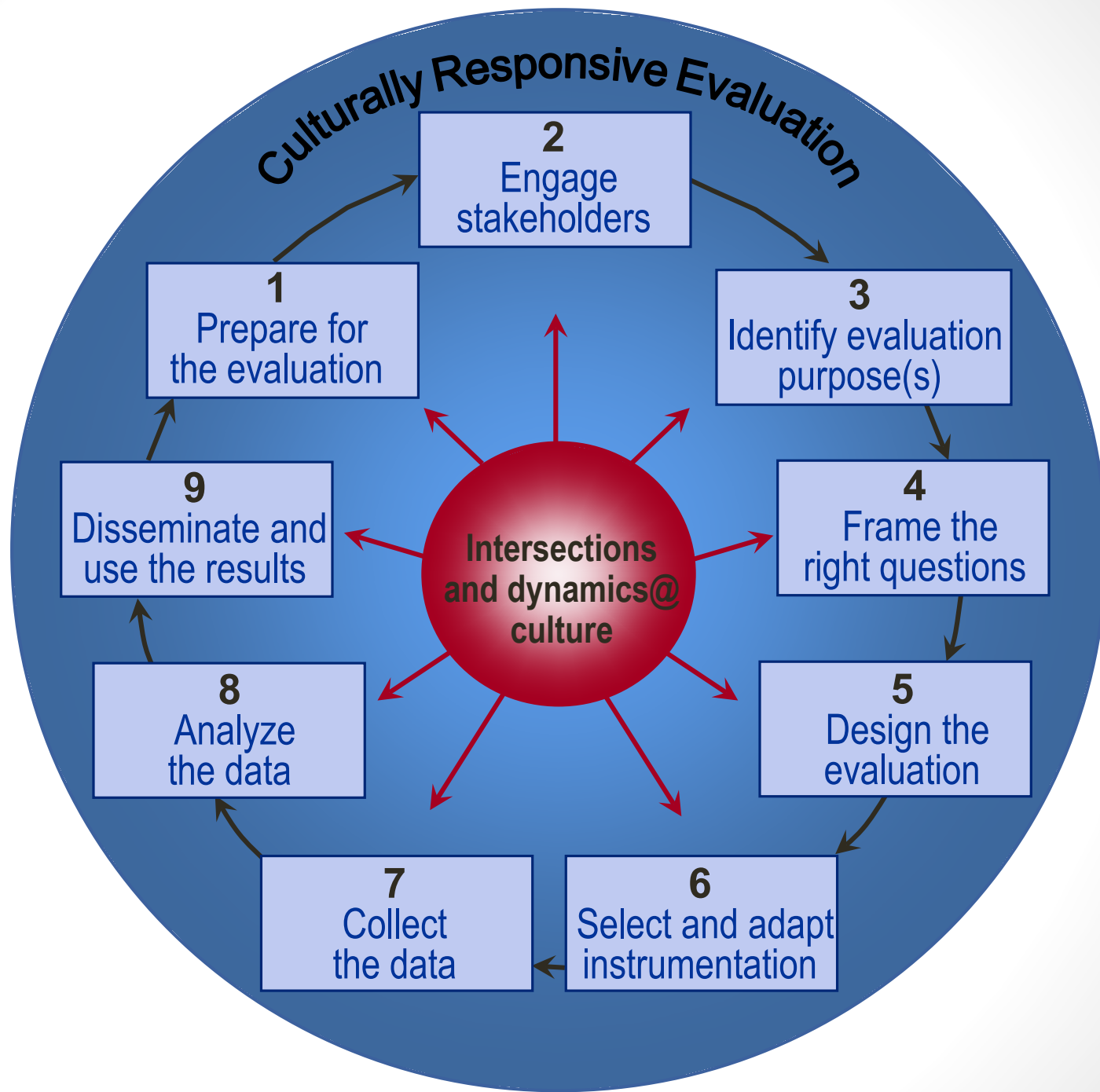


(Hopson, 2009)

Culturally Responsive Evaluation Framework

- Step 1: Prepare for the evaluation.
- Step 2: Engage stakeholders.
- Step 3: Identify the evaluation purpose(s).
- Step 4: Frame the right questions.
- Step 5: Design the evaluation.
- Step 6: Select and adapt instrumentation.
- Step 7: Collect the data.
- Step 8: Analyze the data.
- Step 9: Disseminate and use the results.

(Frierson, Hood, Hughes, & Thomas, 2010)



(Brief) Participant Introductions

- In small groups, name and current affiliation
- Ways in which your worldview has been formed or developed
- How you identify/locate yourself culturally—gender, race, ethnicity, age, place, heritage, etc.
- How you view your role or identity as evaluator
- Reason for attending this workshop

Setting an Example

- Think of an evaluand of interest to you—a program or project that you are familiar with.
- Briefly describe the context, noting elements of culture that seem salient to this example.
- How do your own cultural identifications and intersections relate to the example setting?

Example (see Appendix A in workbook)

(Manswell Butty, Reid, & LaPoint, 2004)

- **Evaluand:** Breakfast Club, an urban school-to-career intervention program.
 - Workshops (N=8) held before the school day
 - Seventeen ninth grade students participated
 - Facilitate transition to high school with knowledge of career opportunities and pathways
- **Context:** Talent Development (TD) Model of School Reform (Boykin, 2000)
 - Howard University, Center for Research on the Education of Students Placed at Risk (CRESPAR)
 - Urban, low income, African American

Large Group and Small Group Exercise(s)

- Review implications of cultural responsiveness for each evaluation stage (Frierson, Hood, Hughes & Thomas, 2010)
- Apply to your own evaluation scenarios
- Three segments of group interaction
 - Stages 1-3 – Individual work
 - Stages 4-6 – Group work
 - Stages 7-9

1 Prepare for the Evaluation

- Be informed by the sociocultural context of the evaluand, including
 - History
 - Formal and informal power relationships
 - Communication and relational styles
- Assemble an evaluation team whose collective lived experience fits the context of the evaluand.
 - Evaluator awareness of own cultural values, assumptions, prejudices, stereotypes
 - Not merely about matching demographics

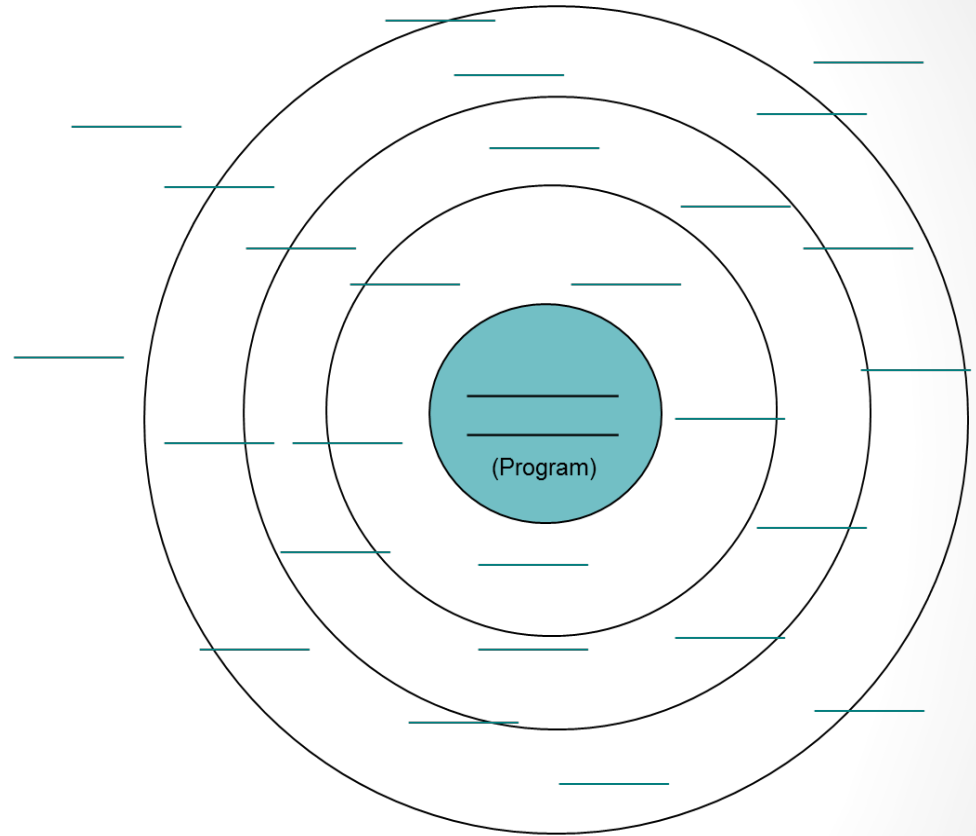
2 Engage Stakeholders

- Develop a stakeholder group representative of the population served by program.
- Seek to include persons impacted by the program directly and indirectly.
- Pay attention to issues of power, status and social class.
- Include multiple voices in meaningful preparation process and activities.
- Create climate of trust, respect.

Stakeholders in Manswell-Butty Example:

- Ninth grade students attending the Career Breakfast Club
- All ninth grade students
- Students in other grades in the school
- Teachers
- Staff
- Parents & family members of ninth grade students
- Siblings of ninth grade students
- Principal
- Counselor
- School Liaison
- Project developers
- Project implementers
- Project staff
- School staff
- Funder
- Community

Stakeholder Map

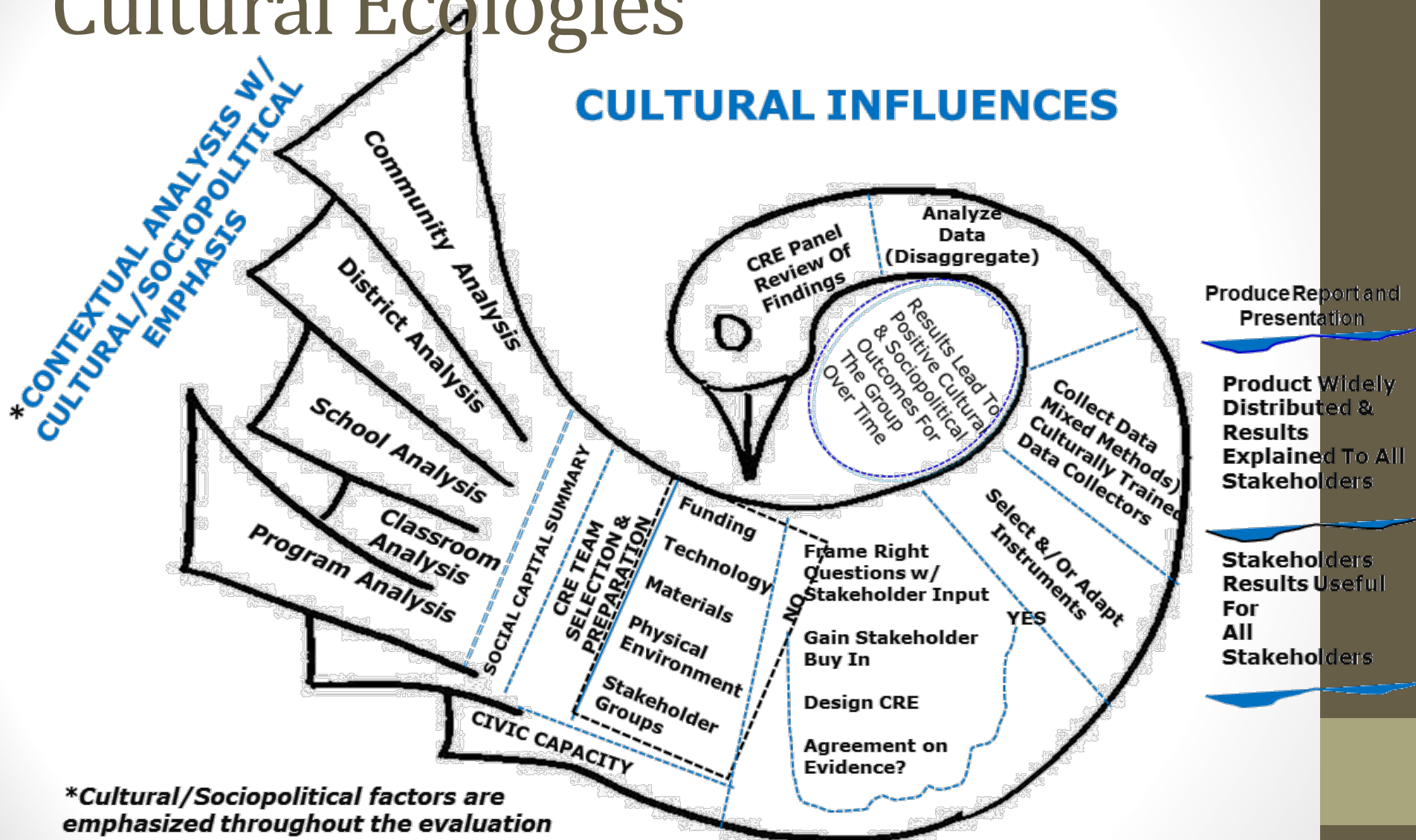


3 Identify Evaluation

Purpose(s)

- Document, examine program implementation
 - How well is the program connecting with its intended consumers?
 - Is the program operating in ways that are respectful of cultural context?
 - Are program resources equitably distributed?
- Document, examine progress toward goals
 - Who is benefiting from the program, and are these benefits equitably distributed? Who is burdened by the program?
- Evaluate overall effectiveness
 - Capture cultural nuances
 - Examine correlates of participant outcomes

Adapting Logic Models in Complex Cultural Ecologies



Applying Stages 1-3

(Manswell Butty, Reid, & LaPoint, 2004)

- Evaluation was interwoven with the TD intervention.
- Prior research plus site-based information and stakeholder perspectives informed both program and its evaluation.
- Solid relationships between evaluators and stakeholders, using school liaison as point of contact
- Two-way communication
- Both formative feedback to improve sessions and summative determination of direct effects

Interaction: Stages 1-3

- What are important dimensions of cultural context that set the stage for this evaluation?
- What dimensions of culture are important in assembling the evaluation team?
- Who are the key stakeholders?
- How might cultural considerations shape (or refine) the purpose of this evaluation?

4 Frame the Right Questions

- Include questions of relevance to significant stakeholders.
- Determine what will be accepted as evidence.
- Notice whose voices are heard in the choice of questions and evidence.
- Reflect on how questions limit what can be learned and how they might be posed differently.
- Notice how different questions may expand understanding. Revise and refine questions.
- Can questions be answered with available resources?

Asking The “Other” Question

(Matsuda, 1991)

The way I try to understand the interconnection of all forms of subordination is through a method I call, “ask the other question.” When I see something that looks racist, I ask, “Where is the patriarchy in this?” When I see something that looks sexist, I ask, ask, “Where is the heterosexism in this ?” When I see something that looks homophobic, I ask, “Where are the class interests in this?” Working in coalition forces us to look for both the obvious and non-obvious relationships of domination, helping us to realize that no form of subordination ever stands alone.

(p. 1189)

5 Design the Evaluation

- Build design appropriate to both evaluation questions and cultural context.
- Seek culturally appropriate mixed methods, combining qualitative and quantitative approaches.
- Try to collect data at multiple points in time, extending the time frame of the evaluation as needed.
- Construct control or comparison groups in ways that respect cultural context and values.

Applying Stages 4-6

(Manswell Butty, Reid, & LaPoint, 2004)

- Includes questions of concern to school principal, liaison, counselor.
- Visual matrix used to relate information needed to the questions posed.
- Mixed methods
- Data collection schedules adapted to context
- Instruments reviewed for appropriate language, content and format
- Validity of score interpretations challenged by lack of culturally-appropriate norms

Interaction: Stages 4-6

- What evaluation questions are most relevant to your evaluand?
 - Whose perspectives are represented?
 - Notice what other questions might be posed.
- What information would answer these questions?
 - Whose perspectives would be accepted as credible evidence? Credible to whom?
- What data collection strategies best fit the context?
- How do the seasons and rhythms of your context shape the time frame of evaluation?

Setting Up Group Exercise

- Consider yourselves an evaluation team
- Take one example from stages 1-3 exercise to complete as a group
- Use the abridged design summary table to complete
- Prepare to creatively share in large group

EXAMPLE: Stage 5

(Manswell Butty, Reid, & LaPoint, 2004)

| Evaluation Questions | Information Sources (Who has the information to answer this question? *Notice cultural locations) | <i>Procedures for gathering information</i> (How and when will data be collected? *Notice cultural congruence, fit) |
|--|--|--|
| Q1: <i>Do students' attitudes toward future careers change after participating in Breakfast Club?</i> | <ul style="list-style-type: none"> -Students participating in Breakfast Club -Other ninth grade students -Parents of ninth grade students -Teachers -Counselors | <ul style="list-style-type: none"> -Career self-assessment completed by ninth grade students, including before and after Breakfast Club -Interview parents of Breakfast Club participants -Focus groups of ninth grade teachers and counselor |
| Q2 | | |
| Q3 | | |

6 Select & Adapt Instrumentation

- Identify, develop or adapt instruments for the local context.
- Establish evidence of reliability and validity.
- Language and content of instruments should be culturally sensitive.
- Use best translation practices, validating both semantic and content equivalence.
 - Forward/backward (FBT)
 - Translation by committee (TBC)
 - Multiple forward translation (MFT)
- Norms must be appropriate to the group(s) involved in the program.

7 Collect the Data

- Procedures used to collect both qualitative and quantitative data must be responsive to cultural context.
- Nonverbal as well as verbal communications provide keys to understanding.
- Train data collectors in culture as well as technical procedures.
- Recognize how cultural identifications of the evaluation team affect what they can hear, observe.
- Shared lived experience provides optimal grounding for culturally-responsive data collection.

8 Analyze the Data

- Understanding cultural context is necessary for accurate interpretation.
- A cultural interpreter may be needed to capture nuances of meaning.
- Stakeholder review panels can more accurately capture the complexity of cultural context, supporting accurate interpretation.
- Disaggregate data and cross-tabulate to examine diversity within groups.
- Examine outliers, especially successful ones.
- Remember that data are given voice by those who interpret them.



9 Disseminate & Use the Results

- Cultural responsiveness increases both the truthfulness and utility of the results.
- Maximize community relevance of findings; invite review by community members prior to dissemination.
- Communication mechanisms must be culturally responsive.
- Inform a wide range of stakeholders.
- Make use consistent with the purpose of the evaluation.
- Consider community benefit and creating positive change.

Applying Stages 7-9

(Manswell Butty, Reid, & LaPoint, 2004)

- Data collectors shared racial background with students and educators
- Evaluators observed school-related functions to develop an appreciation of local culture
- Stakeholder input on data analysis and interpretation to contextualize understandings
- Findings disaggregated by gender and age to better appreciate participants' career attitudes and beliefs
- Findings reported in audience-specific ways

Interaction: Stages 7-9

- Who is best able to collect which data, from whom? What cultural dimensions support this choice?
- How might data interpretation be enriched by the participation of persons whose realities the data represent?
- How can results be shared in ways that are culturally congruent?
- What would the community gain from your evaluation? Is equity advanced?

Setting up Group Exercise

- In your evaluation teams...
- Develop abridged utilization plan
- Use the utilization table to complete in your large group
 - See Manswell Butty et al. utilization plan example on following slide
 - Reflect and share


EXAMPLE: Stage 9

(Manswell Butty, Reid, & LaPoint, 2004)

| <i>Stakeholder Audiences</i> | <i>Most Relevant Content</i> | <i>Formats & Procedures for Sharing Information</i> | <i>Desired Impact</i> |
|------------------------------|--|---|---|
| <i>Audience 1: Students</i> | <i>Attitudes toward careers</i> <i>Knowledge of high school course opportunities and high school clubs with vocational emphases</i> | <i>Video created by students, with music they selected</i> <i>Posters created by students posted in the hallways</i> | <i>Create a culture of student interest in careers</i> <i>Students want to host a Job Fair</i> |
| <i>Audience 2:</i> | | | |
| <i>Audience 3:</i> | | | |

Final Take Aways/Vote of thanks

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