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

Rodney Hopson, U of Illinois (hopson@Illinois.edu)

Professor and Associate Director,
Center for Culturally Responsive Evaluation and Assessment

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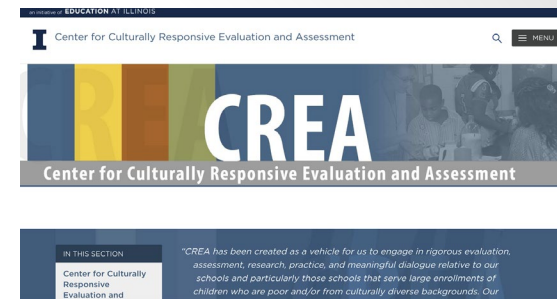
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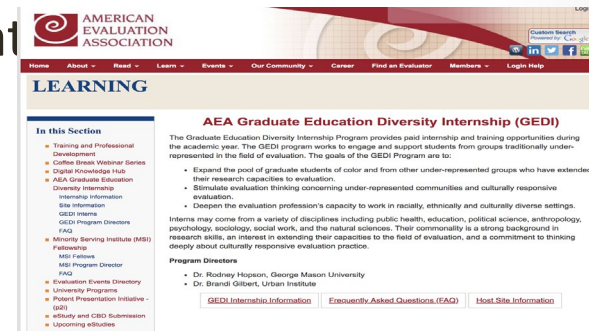
Learning Outcomes

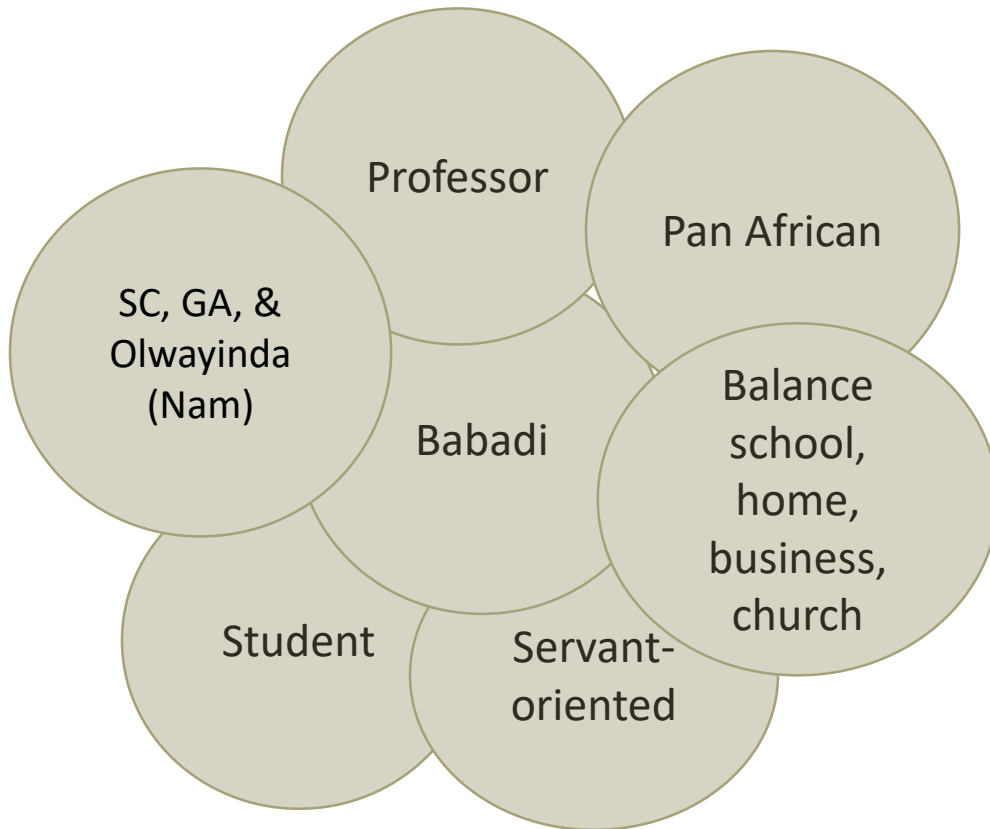Today, you will be able to...

- 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

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Who are you?

Professor

Pan African

SC, GA, & Olwayinda (Nam)

Babadi

Balance school, home, business, church

Student

Servant-oriented

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?

teach

educate

influence)

transform

inspire

liberate

serve
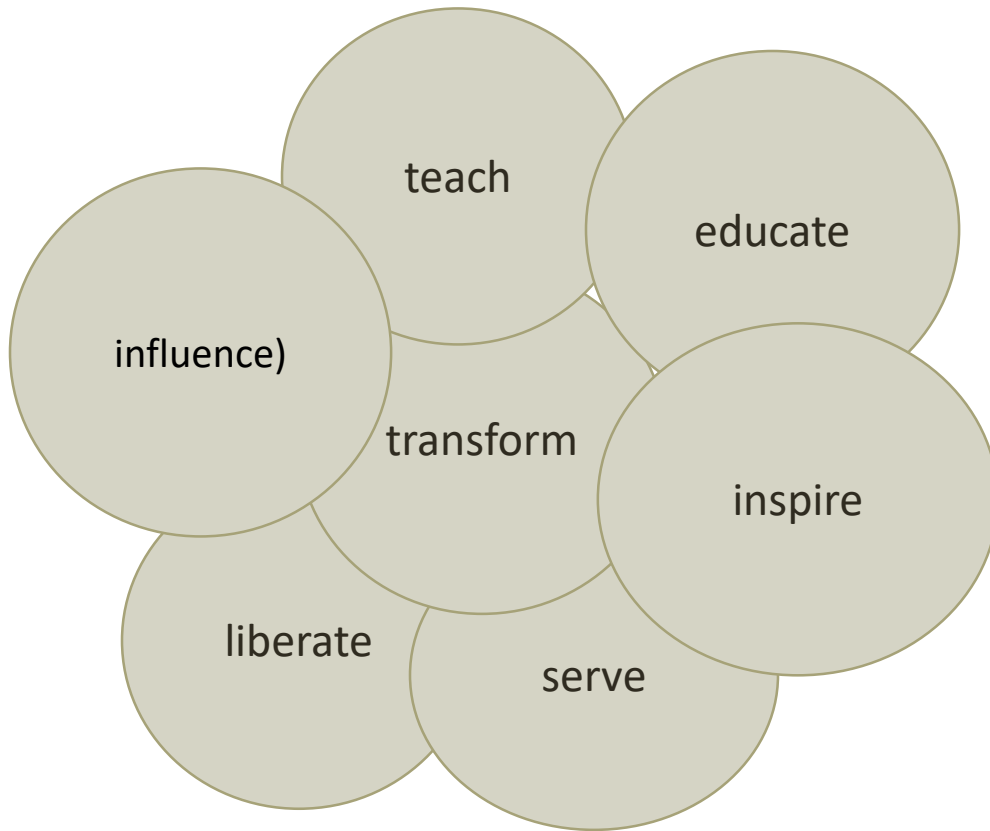
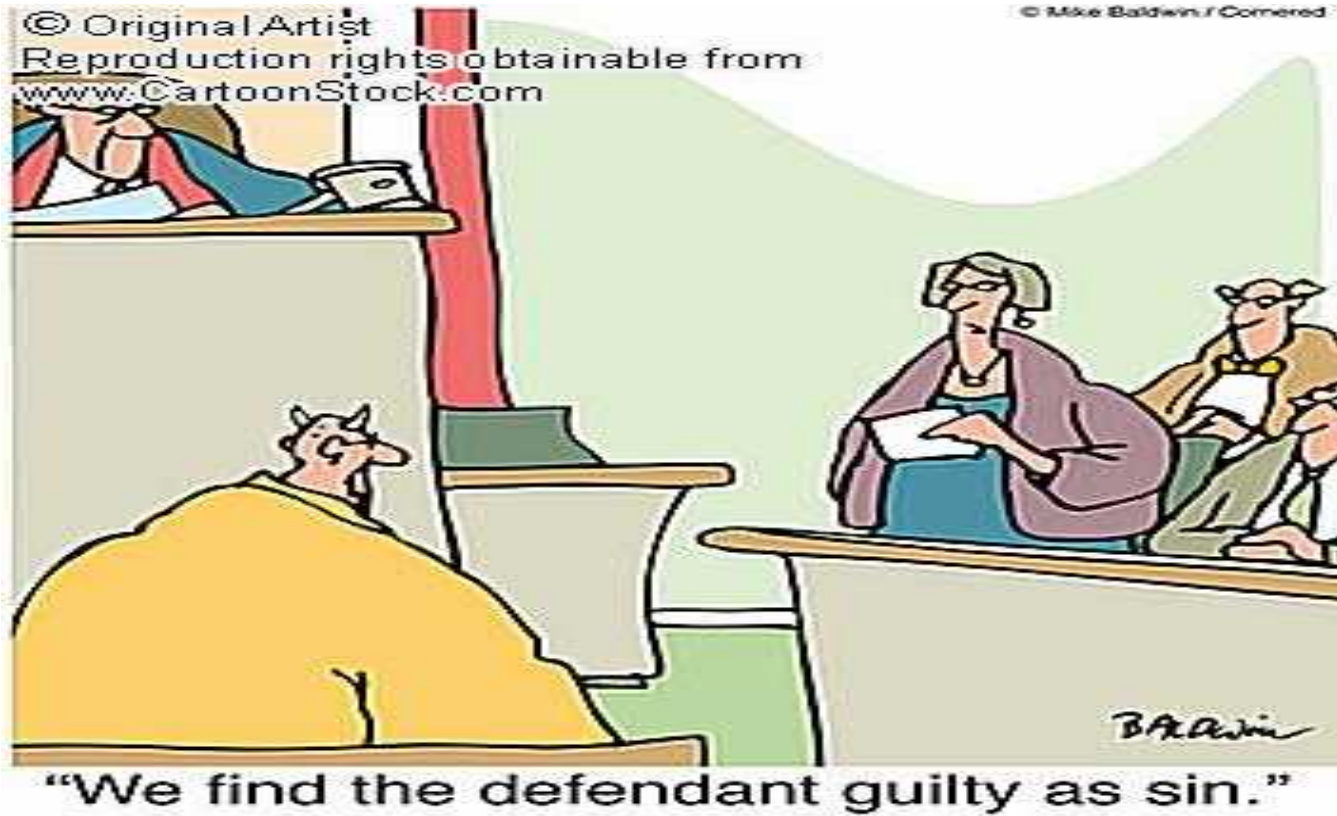Where were you when you first heard the term?

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*.

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FAQs

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

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

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

FAQ 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)

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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)

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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)

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Where does CRE fit in improving communities?

Decolonizing/ indigenous positions, epistemologies, and frameworks

Critical theories and epistemologies of race

Social agenda and advocacy theories, models and approaches in evaluation

CRE
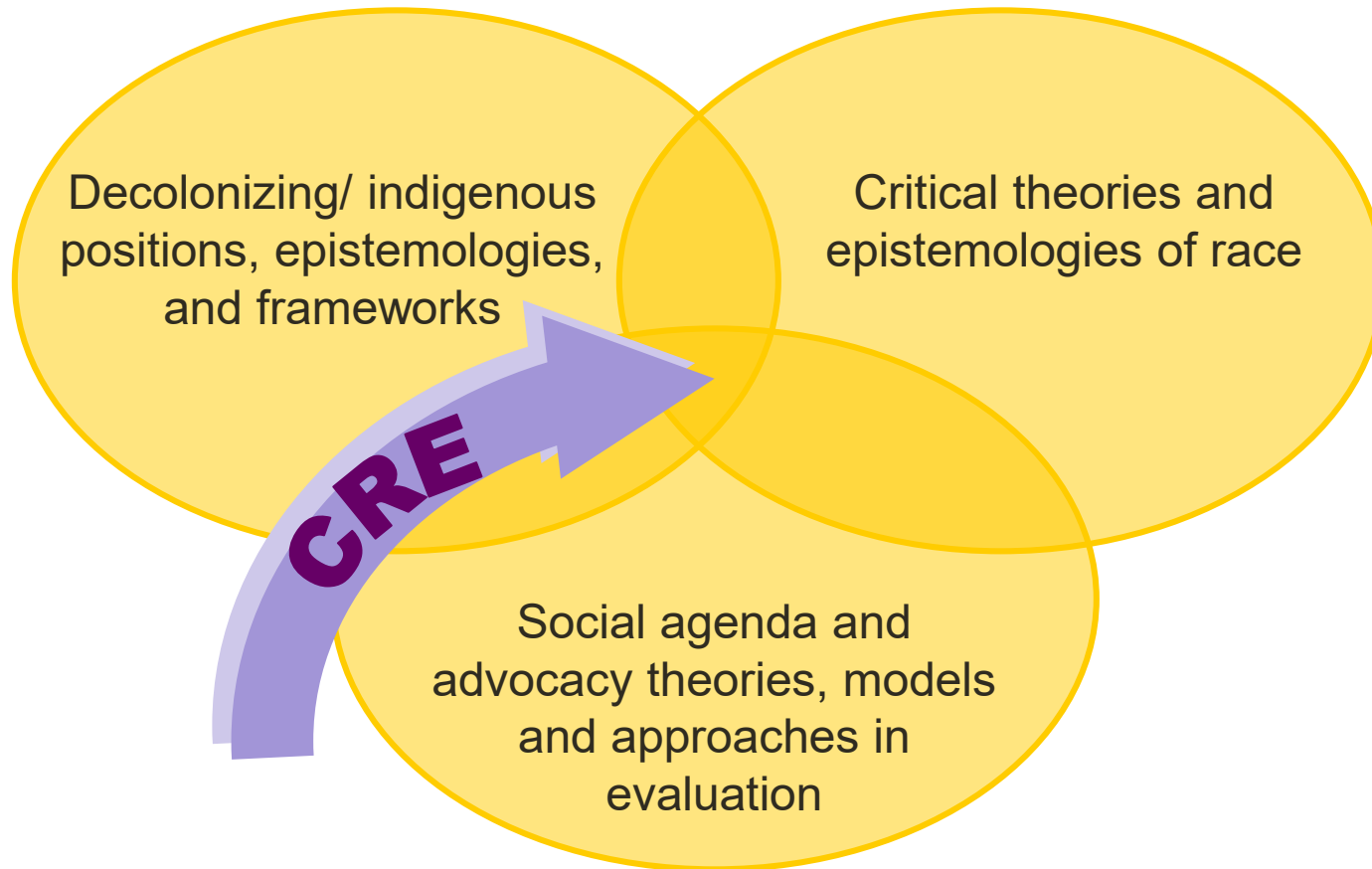
(Hopson, 2009)

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.
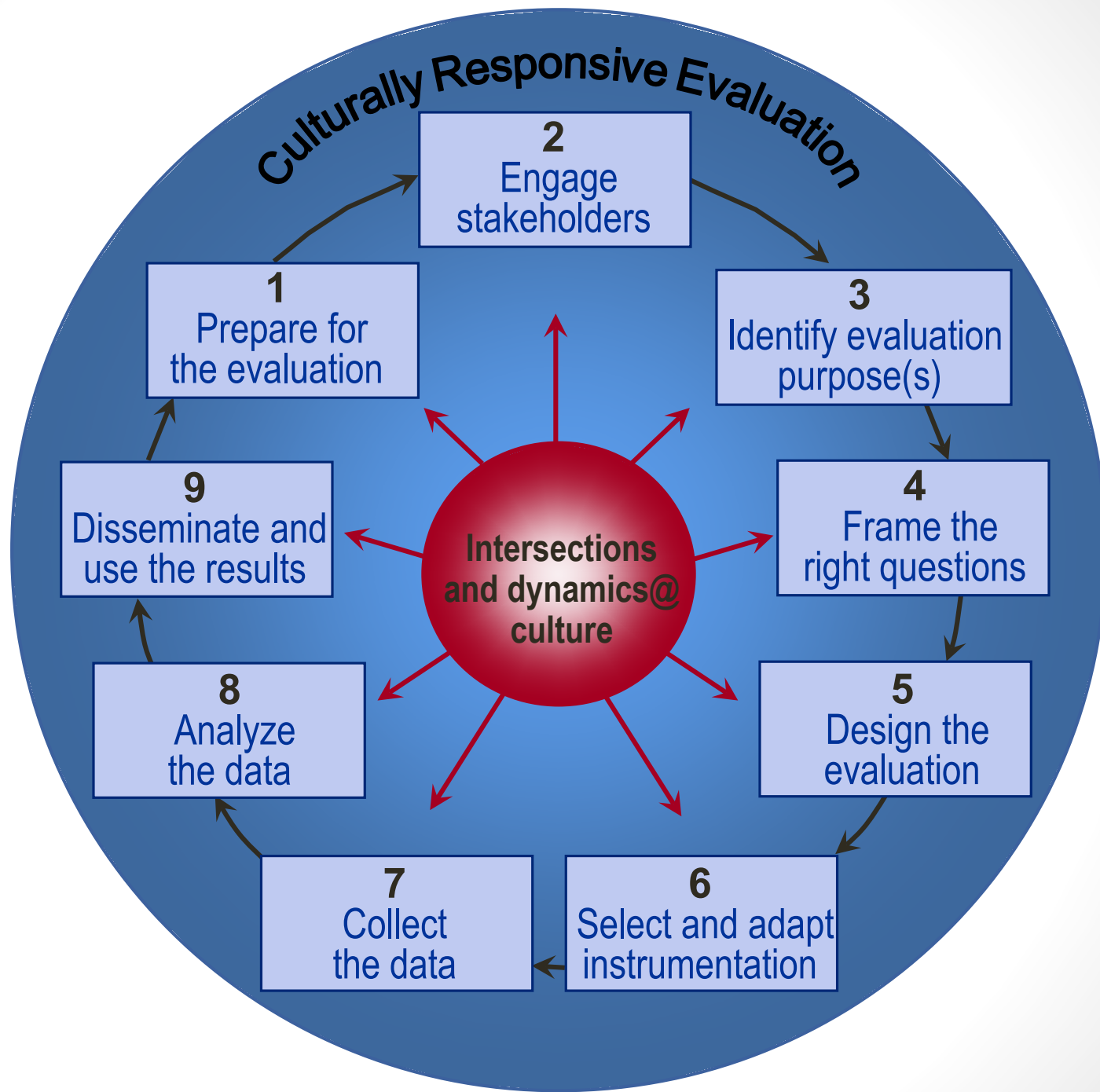- Step 5: Design the evaluation.
- Step 6: Select and adapt instrumentation.
- Step 7: Collect the data.
- Step 8: Analyze the data.
- Step 9: Disseminate and use the results.

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

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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.

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

SANKOFA MODEL

*CONTEXTUAL ANALYSIS W/ CULTURAL/SOCIOPOLITICAL EMPHASIS

CULTURAL INFLUENCES

Community Analysis

District Analysis

School Analysis

Classroom Analysis

Program Analysis

SOCIAL CAPITAL SUMMARY

CRE TEAM SELECTION & PREPARATION

Funding

Technology

Materials

Physical Environment

Stakeholder Groups

CIVIC CAPACITY

CRE Panel Review Of Findings

Analyze Data (Disaggregate)

Results Lead To Positive Cultural & Sociopolitical Outcomes For The Group Over Time

Collect Data Mixed Methods Culturally Trained Data Collectors

Select &/ Or Adapt Instruments

NO

Frame Right Questions w/ Stakeholder Input

Gain Stakeholder Buy In

Design CRE

Agreement on Evidence?

YES

Produce Report and Presentation

Product Widely Distributed & Results Explained To All Stakeholders

Stakeholders Results Useful For All Stakeholders

*Cultural/Sociopolitical factors are emphasized throughout the evaluation

SOCIOPOLITICAL INFLUENCES

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?

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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.

Design Example
(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

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EXAMPLE: Stage 5

(Manswell Butty, Reid, & LaPoint, 2004)

Evaluation Questions	Information Sources (Who has the information to answer this question? *Notice cultural locations)	*Procedures for gathering information* (How and when will data be collected? *Notice cultural congruence, fit)
Q1: *Do students' attitudes toward future careers change after participating in Breakfast Club?*	-Students participating in Breakfast Club -Other ninth grade students -Parents of ninth grade students -Teachers -Counselors	-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		

❻ Select & Adapt Instrumentation

- Identify, develop or adapt instruments for the local context.
- Establish evidence of reliability and va빌dity.
- 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.

EXAMPLE: Stage 9

(Manswell Butty, Reid, & LaPoint, 2004)

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

Conclusion and Take Away

- All evaluative understandings and judgments are grounded in culture.
- Culturally responsive evaluation has deep roots
  - Social agenda/advocacy models of evaluation
  - culturally responsive pedagogy and assessment,
  - critical racial theory, and
  - Indigenous epistemology.
- CRE theory informs practice, and CRE practice builds site-specific CRE theory.

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