Slide 1

Why and How 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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Slide 2

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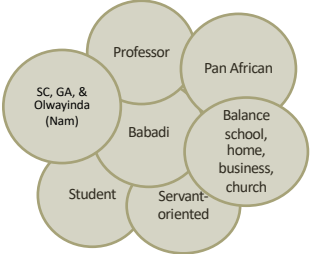- American Educational Research Association

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Learning Outcomes

You will be able to . . .
- Uncover preliminary history of CRE in context of evaluation theory and practice
- Explore theoretical foundations and contributions of CRE
- Identify key or core characteristics of CRE
- Identify practical strategies to operationalize CRE in evaluation practice

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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?

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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?

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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…

Core Assumptions

- 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 have contributions to make in evaluation.

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FAQs

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

FAQ How should we consider culture(s) in evaluation?

FAQ What do we mean by cultural contexts/locations?

FAQ What does the word cultural competence mean and why is it important in doing CRE?

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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)

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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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Setting an Example

- Think of an evaluand of interest to you—a program, project, or idea you would like to know information about to improve something of relevance to you.
  - Briefly describe the context, noting elements of culture that seem salient to this example.
  - How do your own cultural identifications relate to the cultural elements in the example setting?
- Share in small group of 3-5 people
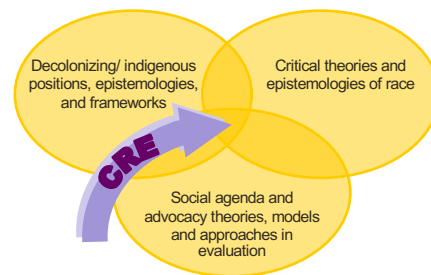- Example: Breakfast Club (Washington, DC)

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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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Where does CRE fit in improving communities?

CRE

Decolonizing/ indigenous positions, epistemologies, and frameworks

Critical theories and epistemologies of race

Social agenda and advocacy theories, models and approaches in evaluation

(Hopson, 2009)

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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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Culturally Responsive Evaluation

2 Engage stakeholders

1 Prepare for the evaluation

3 Identify evaluation purpose(s)

9 Disseminate and use the results

Cultural Competence

4 Frame the right questions

8 Analyze the data

5 Design the evaluation

7 Collect the data

6 Select and adapt instrumentation

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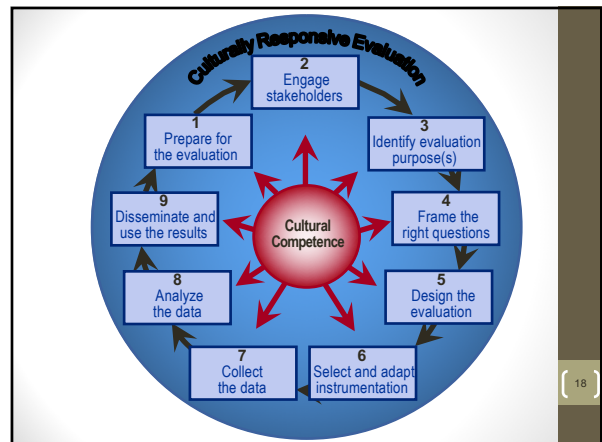
1 Prepare for the Evaluation

- 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

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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.

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- 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

(Program)

Stakeholders in Manswell-Butty Example:

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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

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Adapting Logic Models in Complex Cultural Ecologies

CULTURAL INFLUENCES

SOCIOPOLITICAL INFLUENCES

*Cultural/Sociopolitical factors are emphasized throughout the evaluation

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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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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.

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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.

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Situating Stages 4-6
(Manswell Butty, Reid, & LaPoint, 2004)

- Includes questions of concern to school principal, liaison, counselor.
- Visual matrix related 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

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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?

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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
- See Manswell-Butty design on following slide

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Using Manswell-Butty to design evaluation table example, stage 5

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)
Example: (Manswell Butty, Reid, & LaPoint, 2004) Q: 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
Q1		
Q2		

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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.

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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.

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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.

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Situating 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

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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?

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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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