Culturally Responsive and Equitable Evaluation (CREE)

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Food and Drug Administration.
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Evaluator
• 15+ years
• Higher Education (STEM) Programs
• Community-based Programs
• Health Programs

Researcher
• 14+ years
• Evaluation
• Psychology
• Pedagogy

Educator
• 3+ years in Psychology
• Undergraduates
• Graduates
Evaluation is a bridge between social science theory, research, and practice.

(Adapted from Berry, 2014)
Evaluation is a bridge between social science theory, research, and practice.

Evaluators use research and theory to inform all aspects of their practice.

Practitioners get a deeper understanding of their programs.

Researchers benefit from evaluation because they learn about how their own efforts work in natural settings.

(Berry, 2014; Donaldson, 2007)
Many approaches to evaluation fail to incorporate the full array of values, worldviews, and methodology that reflect communities of interest.
CREE is a reinforced bridge between theory, research, and practice.

Culturally Responsive & Equitable Evaluation (CREE)

Social Science Theory & Research

Practice
Culture

(Frierson, Hood, Hughes, 2002)
Evaluators have a culture

- Shared experiences of people, including their languages, values, customs, beliefs, and mores.
- Geographic region and socioeconomic circumstances are also essential in shaping culture.
- Race/ethnicity, religion, social class, language, disability, sexual orientation, age, and gender.
- Worldviews, ways of knowing, and ways of communicating.
Evaluation is an interaction between cultures.
“…fully takes into account the culture of the program that is being evaluated’ (Frierson, Hood, & Hughes, 2002, p. 63) as well as ‘the needs and cultural parameters of those who are being served relative to the implementation of a program and its outcomes’ (Hood & Hall, 2004; Hood, 2014, p. 114).”
Principles That Guide CRE

- History
- Location
- Power
- Connection
- Voice
- Time
- Reciprocity
- Plasticity
- Reflexivity
“Equitable evaluation is an approach that addresses the dynamics and practices that have historically undervalued the voices, knowledge, expertise, capacity, and experiences of all evaluation participants and stakeholders, particularly people of color and other marginalized groups.”

(WestEd, n.d.)
Equitable Evaluation

Equity at its core
Multicultural validity
Participant ownership
Historical, systemic, and structural conditions contributing to inequity

(Equitable Evaluation Initiative, 2017)
Equitable Evaluation

Equity at its core
Equitable Evaluation

Equity at its core
Equitable Evaluation

- Equity at its core
- Multicultural validity
- Participant ownership
- Address historical, systemic, and structural conditions contributing to inequity
Multicultural validity

(Kirkhart, 1995)
Equitable Evaluation

- Equity at its core
- Multicultural validity
- Participant ownership
- Address historical, systemic, and structural conditions contributing to inequity
“Culturally responsive and equitable evaluation requires the integration of diversity, inclusion, and equity in all phases of evaluation. CREE incorporates cultural, structural, and contextual factors (e.g., historical, social, economic, racial, ethnic, gender) using a participatory process that shifts power to individuals most impacted. CREE is not just one method of evaluation. It is an approach that should be infused into all evaluation methodologies. CREE advances equity by informing strategy, program improvement, decision-making, policy formation, and change.”

(Change Matrix/Expanding the Bench, n.d.)
# Principles That Guide CREE

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<tr>
<th>principles</th>
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<tr>
<td>Social justice</td>
<td>Make equity the foundation</td>
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<tr>
<td>Context/Complexity</td>
<td>Acknowledge and address your bias</td>
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<tr>
<td>Correct the narrative</td>
<td>Commit to the community's power, judgment, and input.</td>
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<td>Acknowledge history</td>
<td>Address disparities</td>
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<td>Lead courageous conversations and advocate for CREE.</td>
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<td>CRE Principles</td>
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Results of Ignoring Culture and Equity in Evaluation

• Oversight of critical contextual dynamics
• Not reaching key stakeholders
• Misinterpretation of data
• Negative impact on the perceived credibility of the evaluation
• Reduced trust
CREE Framework
Prepare for the Evaluation

Evaluators are responsible for educating themselves before engaging with the stakeholders.
Seek guidance and knowledge from the community of interest.

Theory

Research
Learn about...

Intervention, program & organization
- Org structure
- Leadership
- History

Community
- Demographic composition
- Language
- Immigration status
- Physical distance from the program
- History
- Intersectionality
Engage Stakeholders

Develop an inclusive and diverse group of people directly and indirectly impacted by the evaluation and intervention.
Group inclusion and diversity entails.

Those with intersecting identities
Those that has been historically underserved or underrepresented
Those with lived experience
Representation of multiple disciplines or expertise
Engage Stakeholders

**Develop** an inclusive and diverse group of people directly and indirectly impacted by the evaluation and intervention

**Cultivate** trust, respect, and power sharing

**Discuss** community interests and concerns about the intervention
Help evaluators find learning opportunities. **Provides** more comprehensive picture of intervention interests. **Help** evaluators get access to critical community leaders. **Provides** comprehensive picture of the intervention. **Help** frame evaluation questions and design with high cultural validity. **Help** develop instruments and data collection procedures. **Help** interpret data. **Help** determine how to communicate findings and recommendations to communities of interest.
Identify Purpose of the Evaluation

Refine the understanding of the evaluation purpose in collaboration with stakeholders

Determine the boundaries of what will and will not be examined

Address shared power and how social justice is served by the evaluation
Frame the right questions

Agreement of what questions should be answered and prioritized

Prioritize the what the community wants to learn

A critical dialogue about the development and refinement of questions to reflect nuances and meanings of questions

Clear communication and translation of ideas
Design the evaluation

**Design** represents underlining knowledge generation that reflect culture

**Responsive** to context and complexity

**Aligned** with the community interests
Select and adapt instrumentation

**Scrubinize** existing tools for cultural bias in language and content

**Use** forward and backward translation of measures into a different language
Procedures for collecting data must be responsive to cultural contexts and complexity. Evaluator or data collector may be an instrument in of themselves.
Analyze the data

Interpret data while addressing cultural context to ensure accuracy. Community representatives should be used as reviewers of the interpretation process.
Dissemination and use of the results

Report findings in a manner that is reflective of the community values and input. Report findings back to the community in culturally tailored formats. Invite community to review findings and the report before wider dissemination.
For more Information

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Questions?
Thank you