

# Culturally Responsive and Equitable Evaluation (CREE)

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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PhD of Psychology, Evaluation and  
Applied Research Methods

MA Psychology

MS Industrial/Organizational Psychology

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Evaluator

- 15+ years
- Higher Education (STEM) Programs
- Community-based Programs
- Health Programs

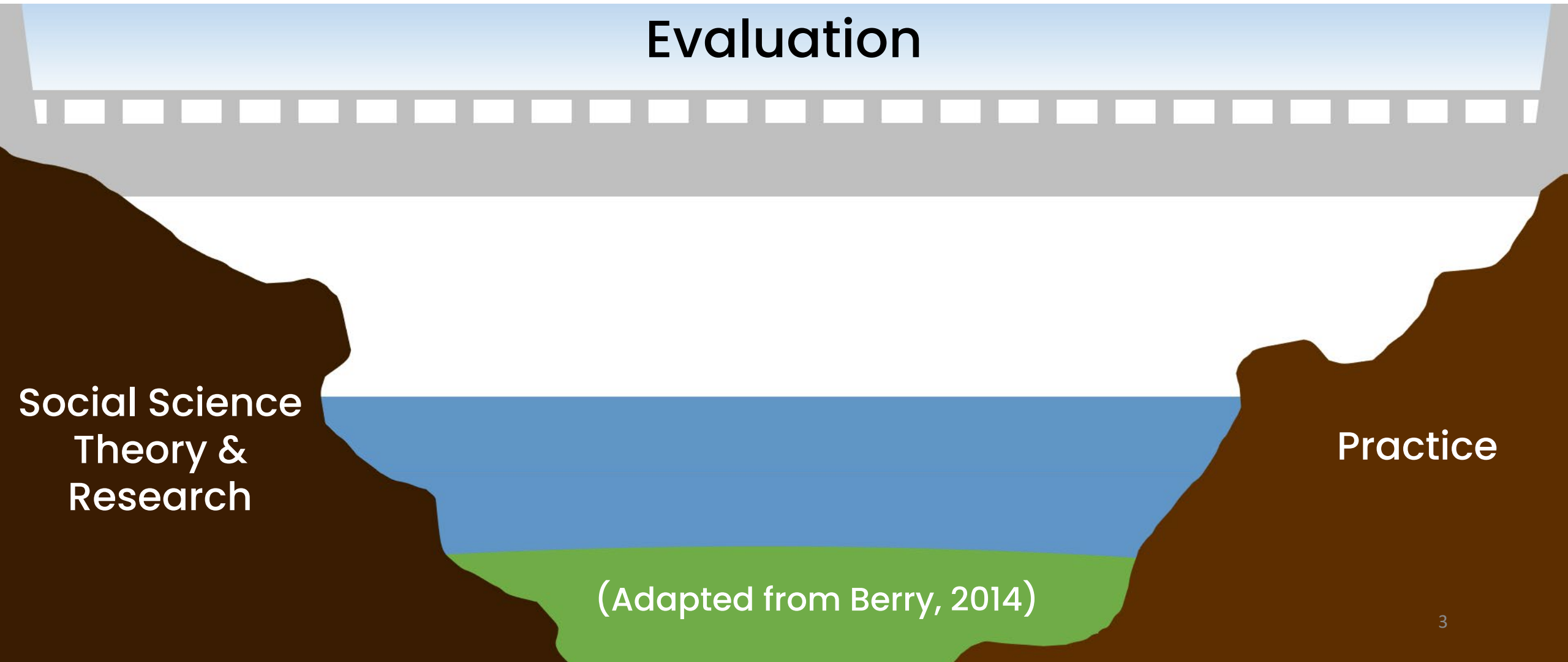
Researcher

- 14+ years
- Evaluation
- Psychology
- Pedagogy

Educator

- 3+ years in Psychology
- Undergraduates
- Graduates

Evaluation is a bridge between social science theory, research, and practice.



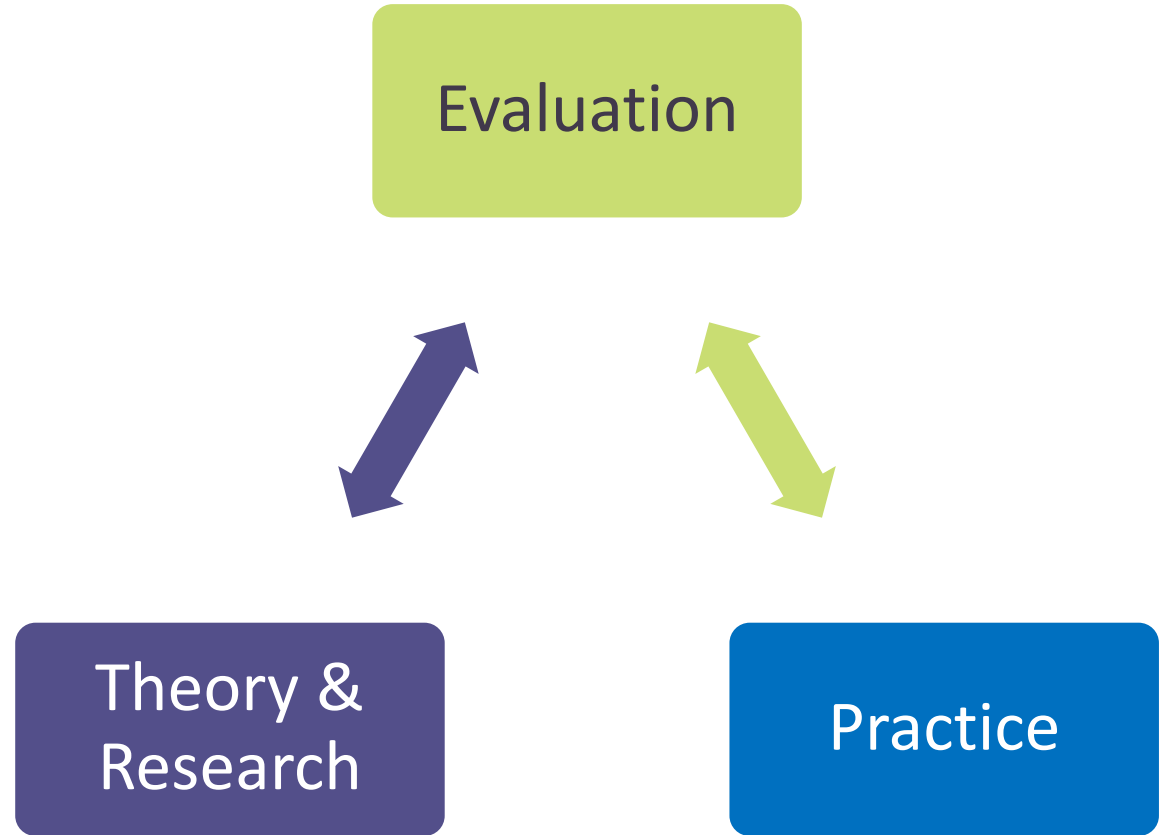
(Adapted from Berry, 2014)

# Evaluation is a bridge between social science theory, research, and practice.

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

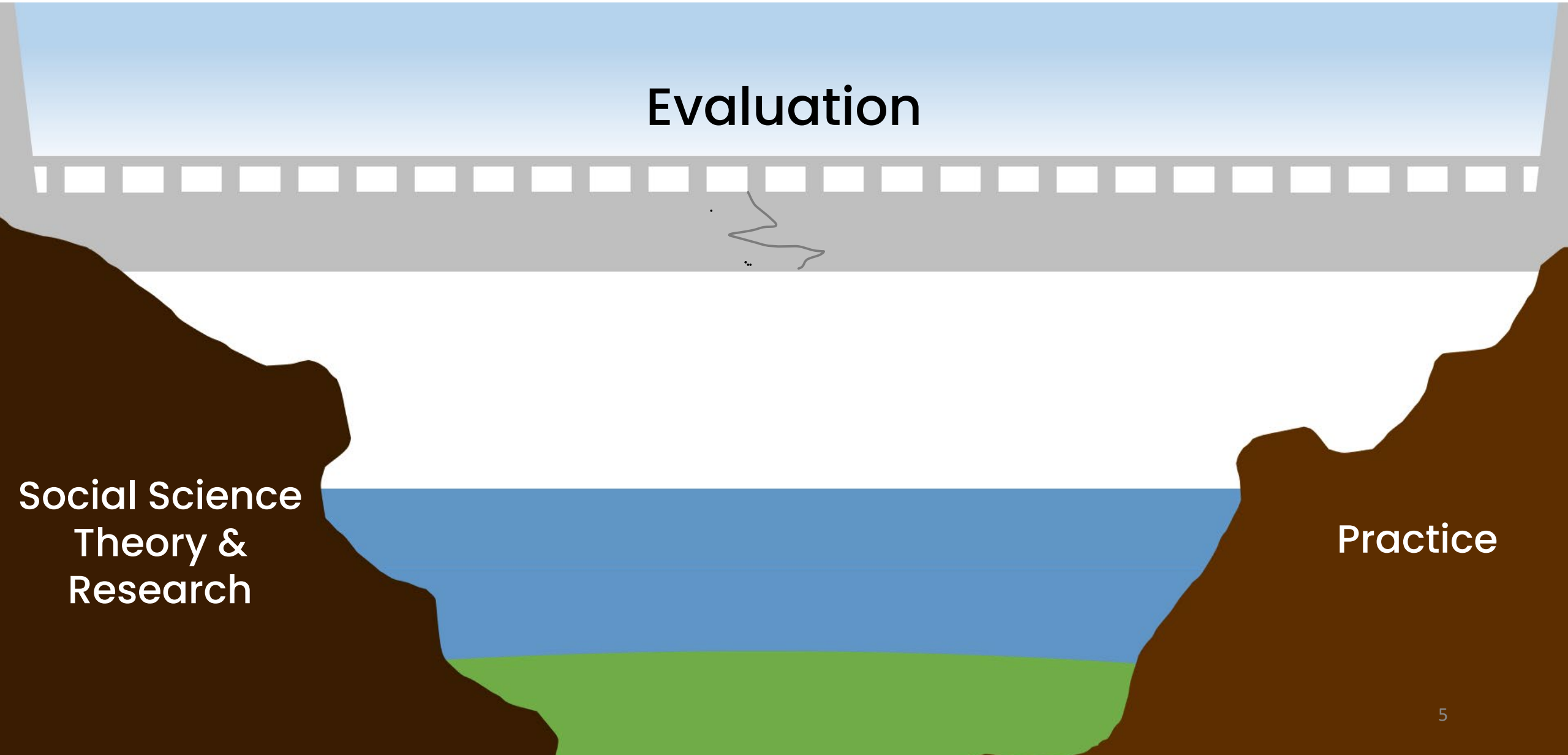
Practitioners get a deeper understanding of their programs.

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



This bridge is not sustainable.

Evaluation



This bridge is not sustainable.

## Evaluation

Many approaches to evaluation fail to incorporate the full array of values, worldviews, and methodology that reflect communities of interest.

Social Science  
Theory &  
Research

Practice

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



Evaluation is an interaction between cultures.

# Culturally Responsive Evaluation

“...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

“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.”

# Equitable Evaluation

Equity at its core

Multicultural validity

Participant ownership

Historical, systemic,  
and structural  
conditions contributing  
to inequity

# Equitable Evaluation

Equity at  
its core



**Equality**



**Equity**

# Equitable Evaluation

Equity at  
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# Equitable Evaluation

Equity at its core

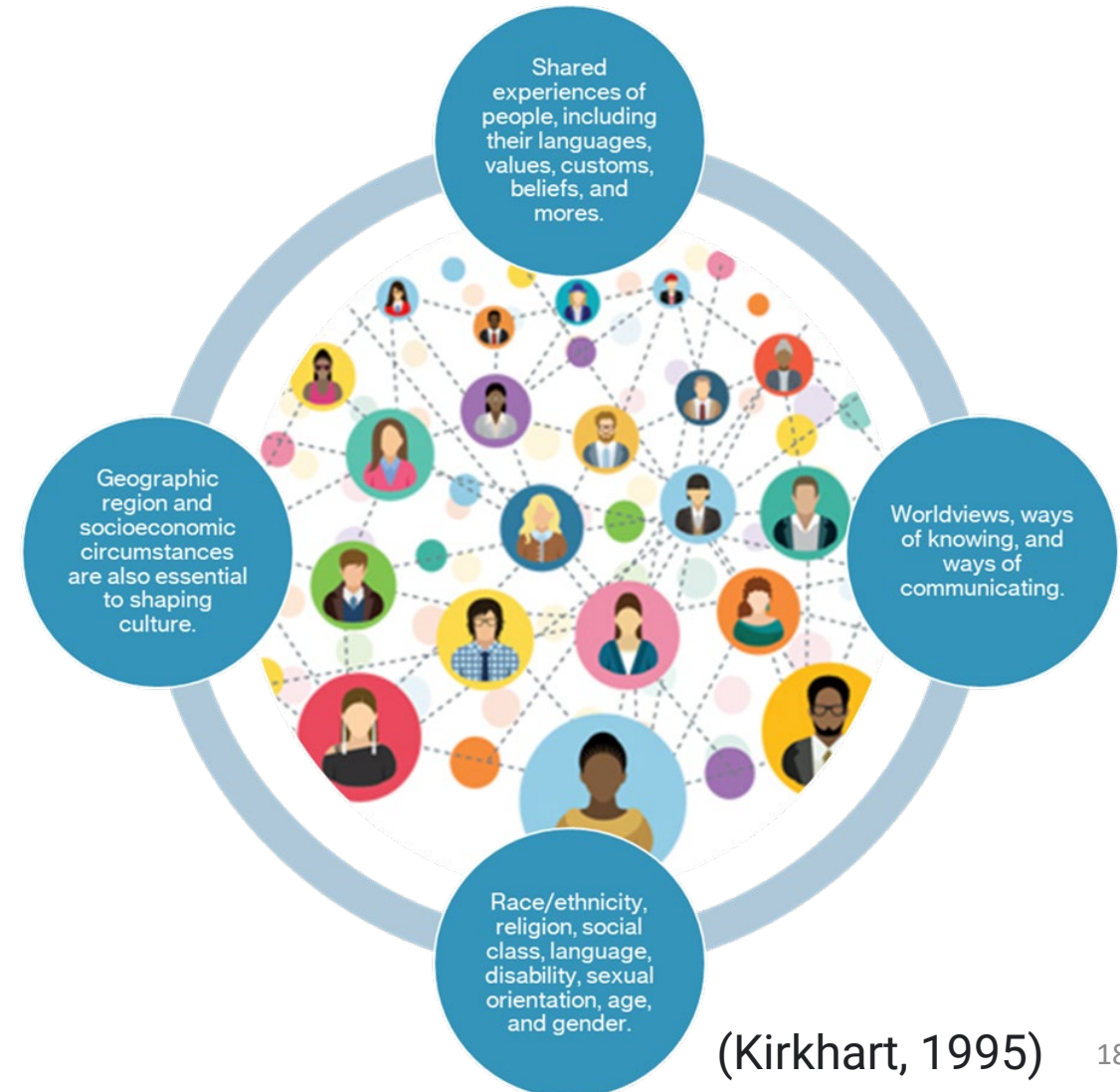
Multicultural validity

Participant ownership

Address historical,  
systemic, and structural  
conditions contributing  
to inequity

# Equitable Evaluation

## Multicultural validity



(Kirkhart, 1995)

# Equitable Evaluation

Equity at its core

Multicultural validity

Participant ownership

Address historical,  
systemic, and structural  
conditions contributing  
to inequity

# CREE

“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.”

# Principles That Guide CREE

Social justice

Context/Complexity

Correct the  
narrative

Acknowledge  
history

Make equity the  
foundation

Acknowledge and  
address your bias

Commit to the  
community's power,  
judgment, and  
input.

Address disparities

Lead courageous  
conversations and  
advocate for CREE.

CRE Principles

# Results of Ignoring Culture and Equity in Evaluation

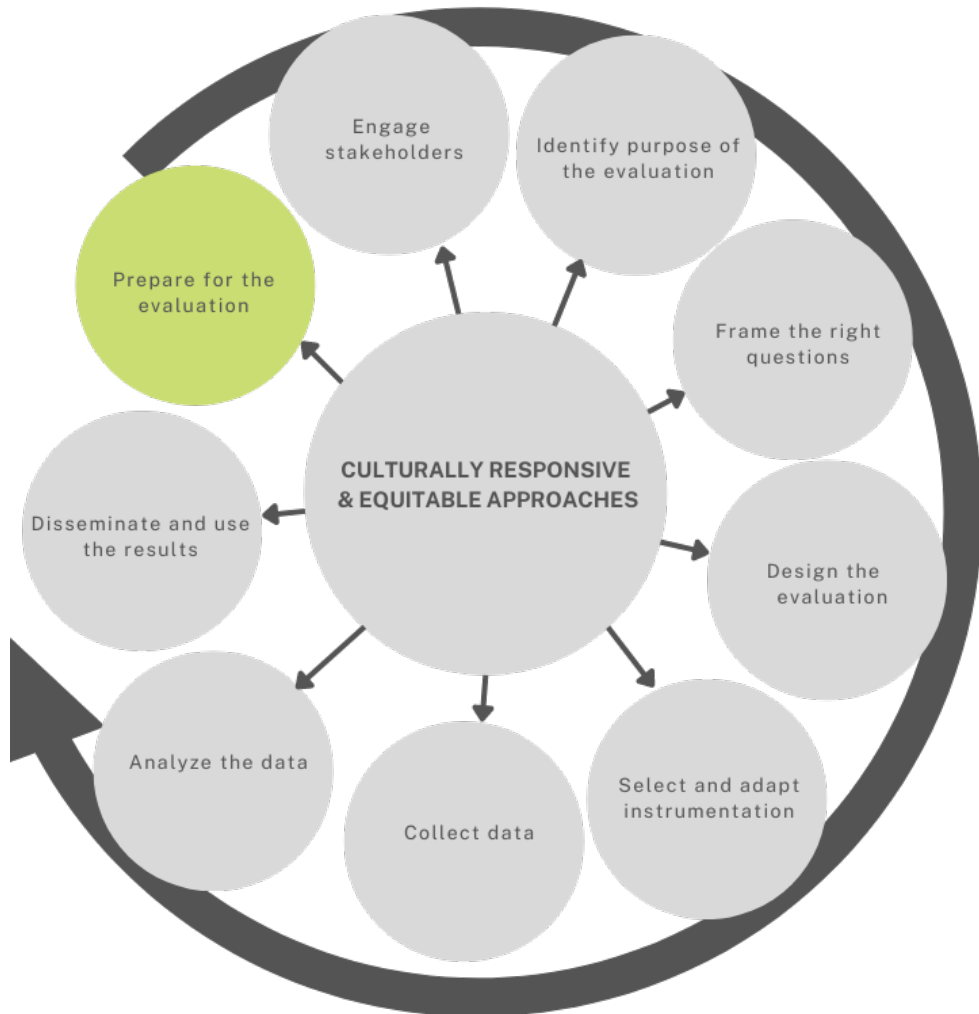
- Oversight of critical contextual dynamics
- Not reaching key stakeholders
- Misinterpretation of data
- Negative impact on the perceived credibility of the evaluation
- Reduced trust





# 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...



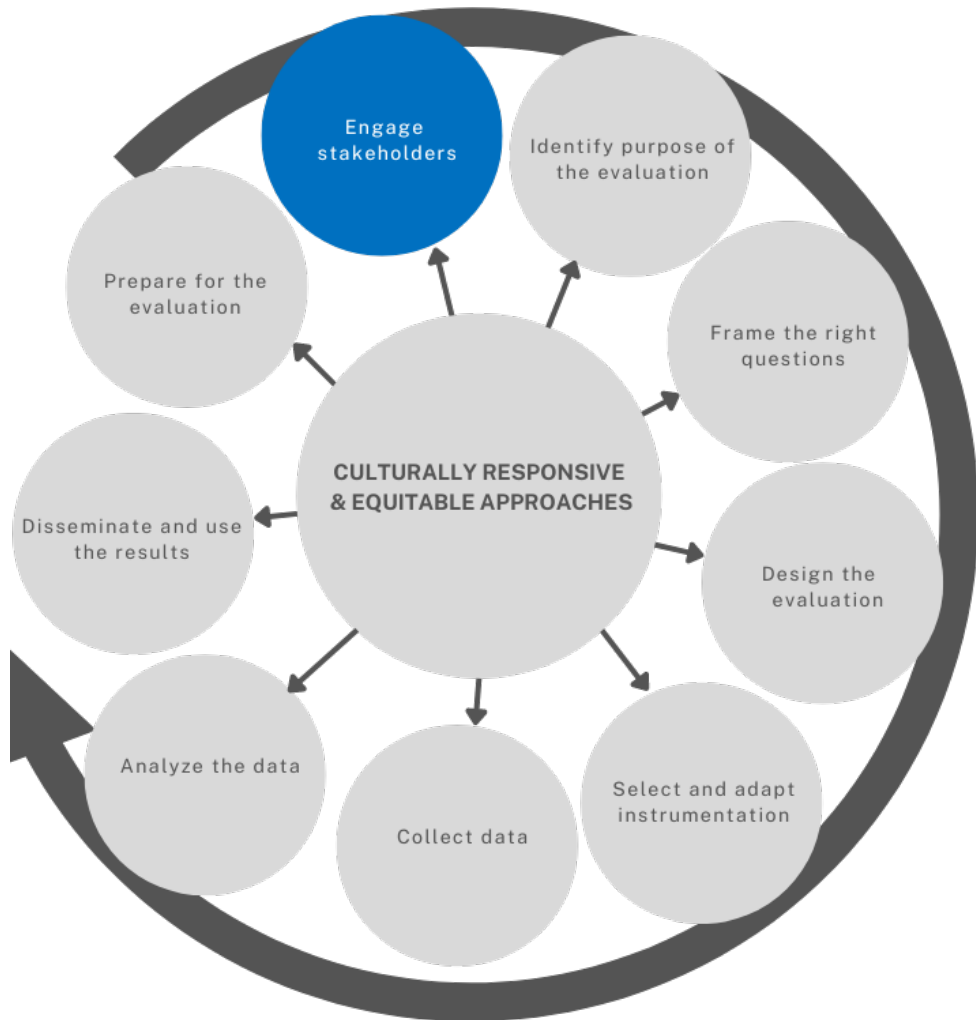
## Intervention, program & organization

- 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.



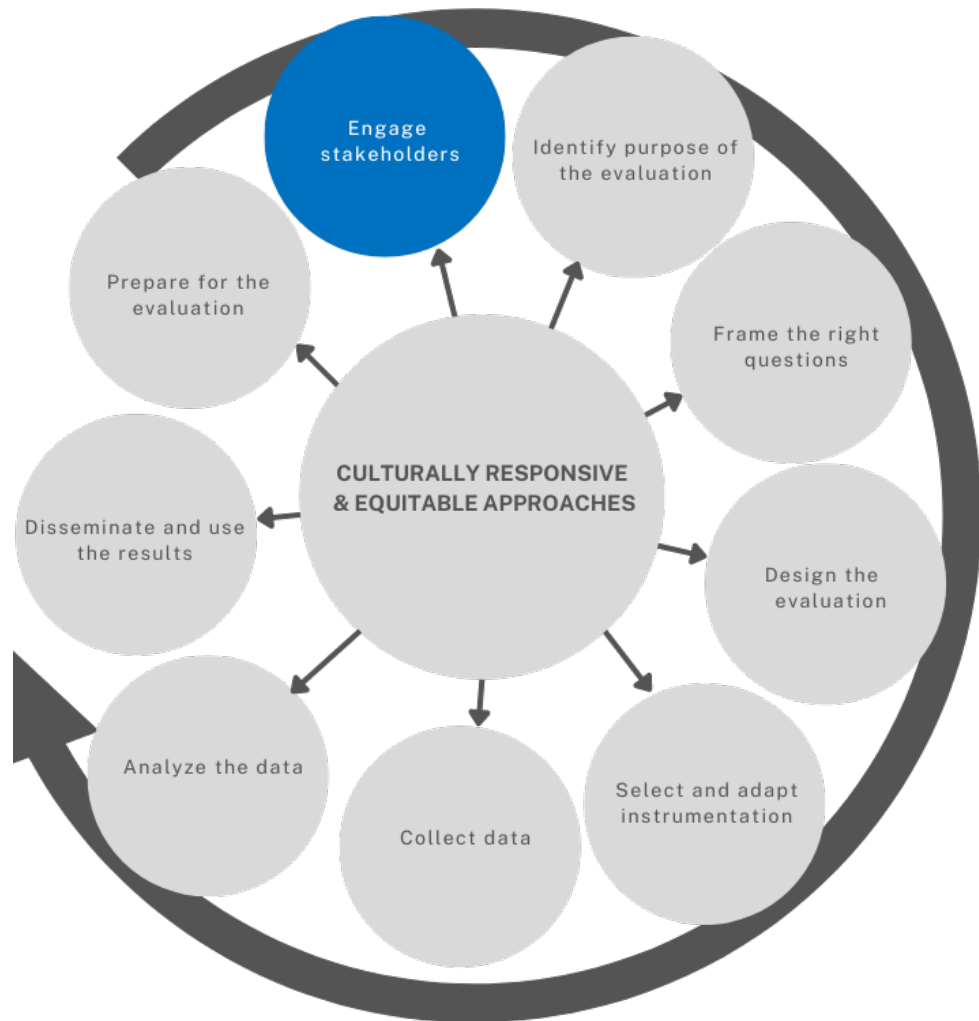
**Those** with intersecting identities

**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

# Benefits of engagement and power sharing.

**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.



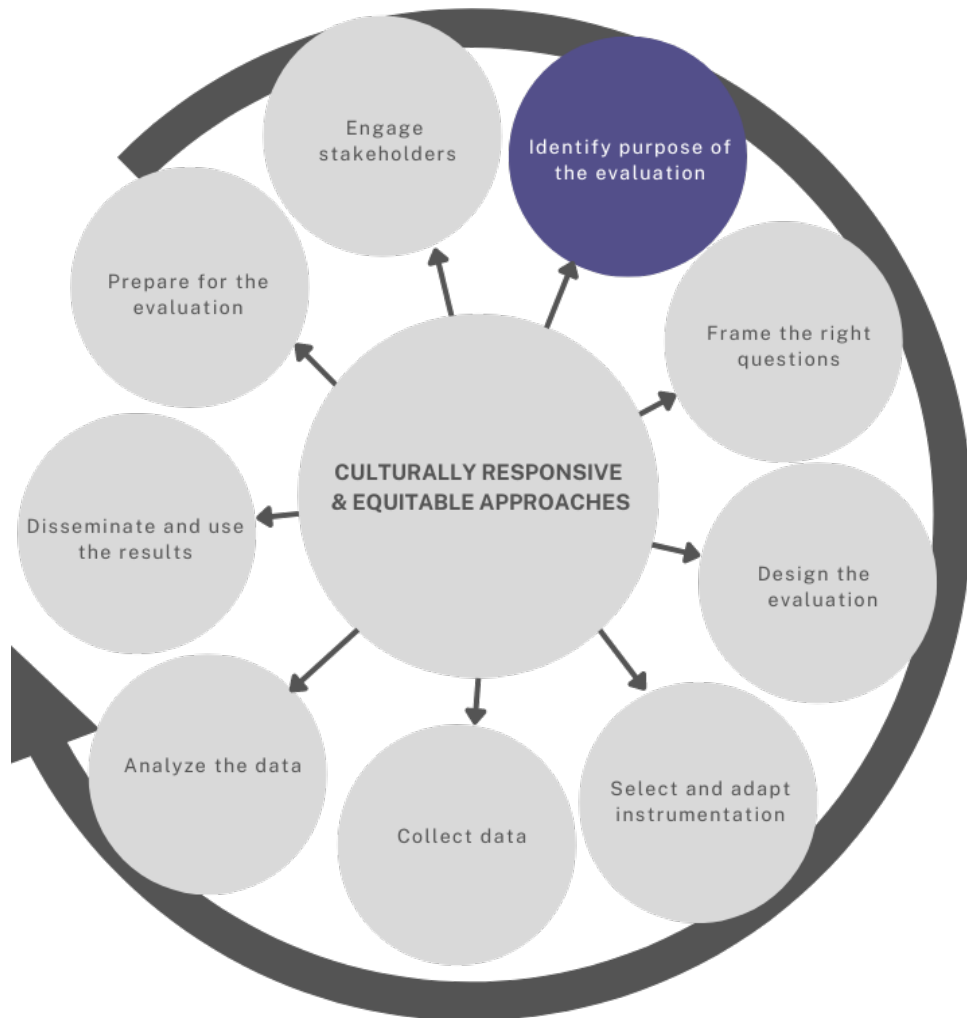
**Help** frame evaluation questions and design with high cultural validity.

**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

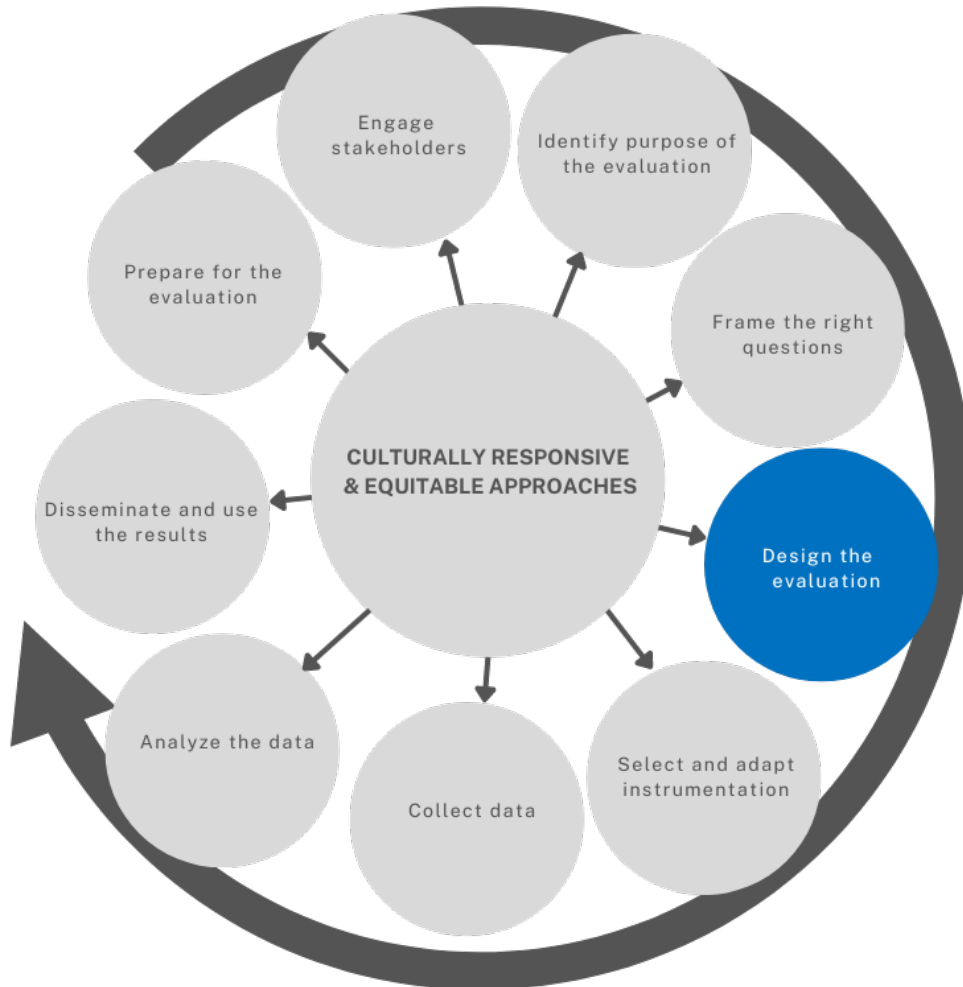
**A critical dialogue** about the development and refinement of questions to reflect nuances and meanings of questions

**Clear** communication and translation of ideas





# Design the evaluation

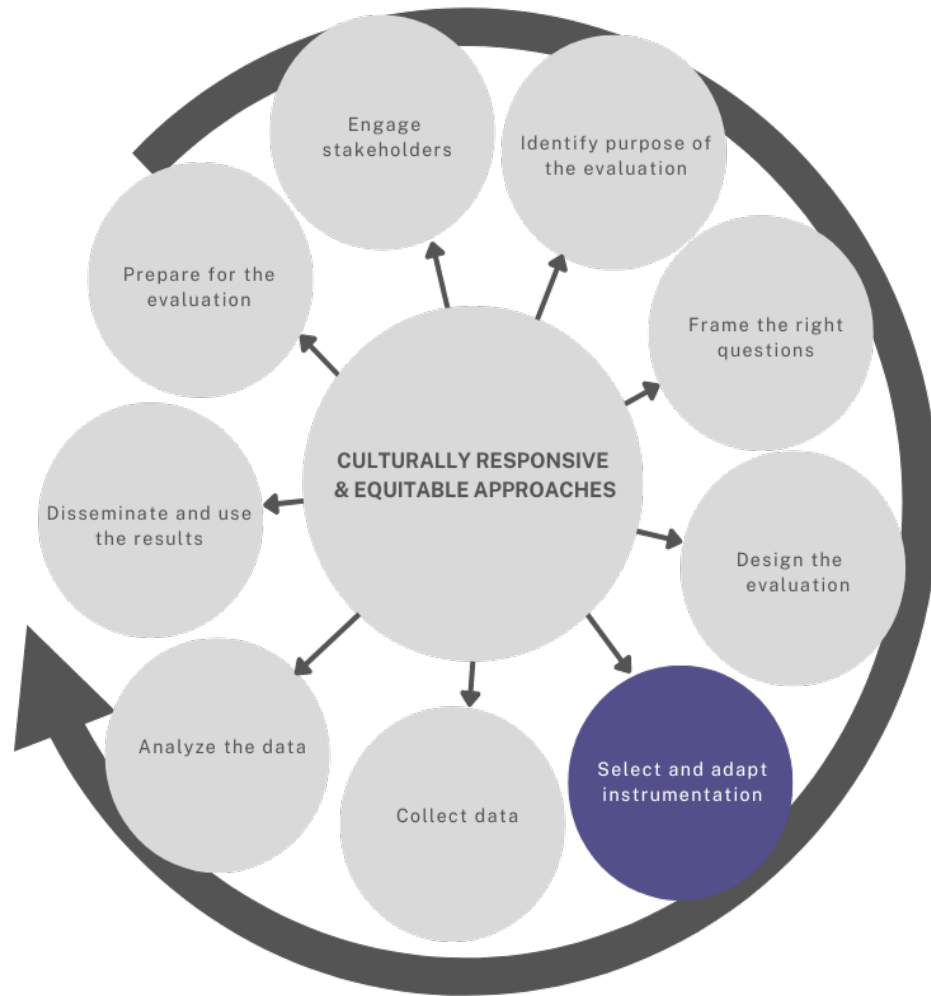


**Design** represents underlining knowledge generation that reflect culture

**Responsive** to context and complexity

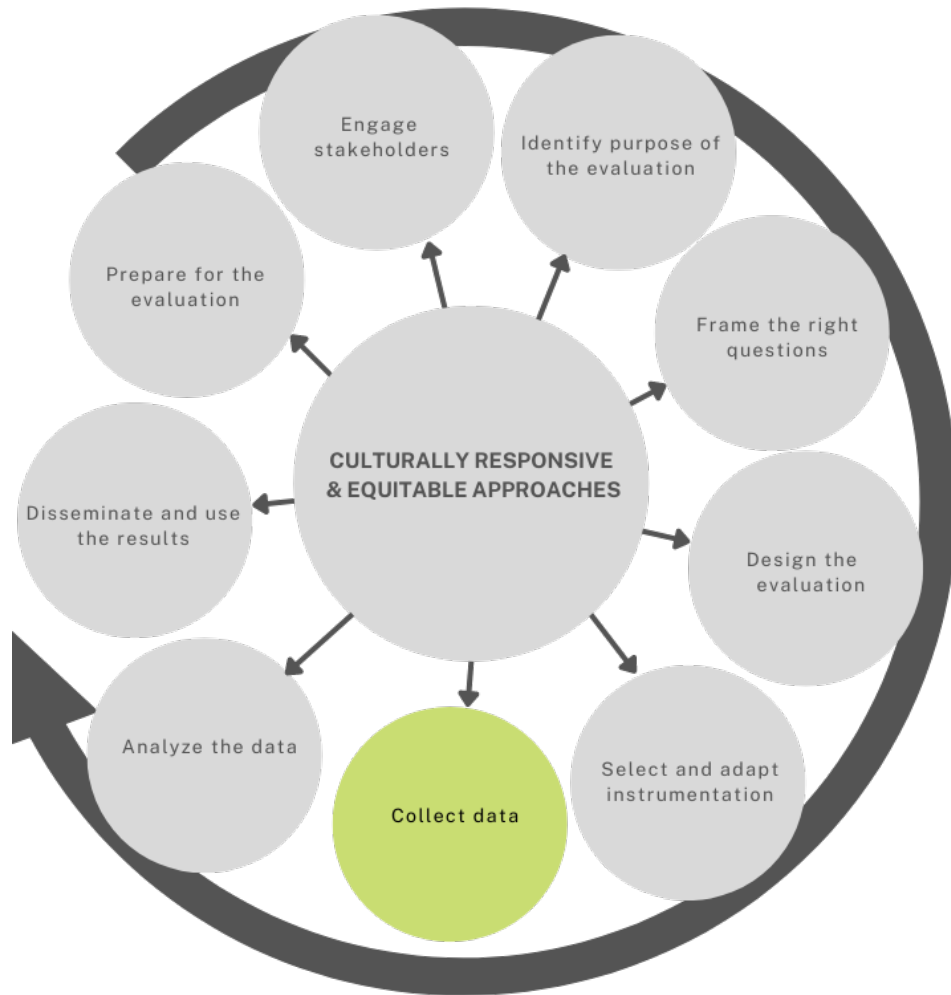
**Aligned** with the community interests

# Select and adapt instrumentation



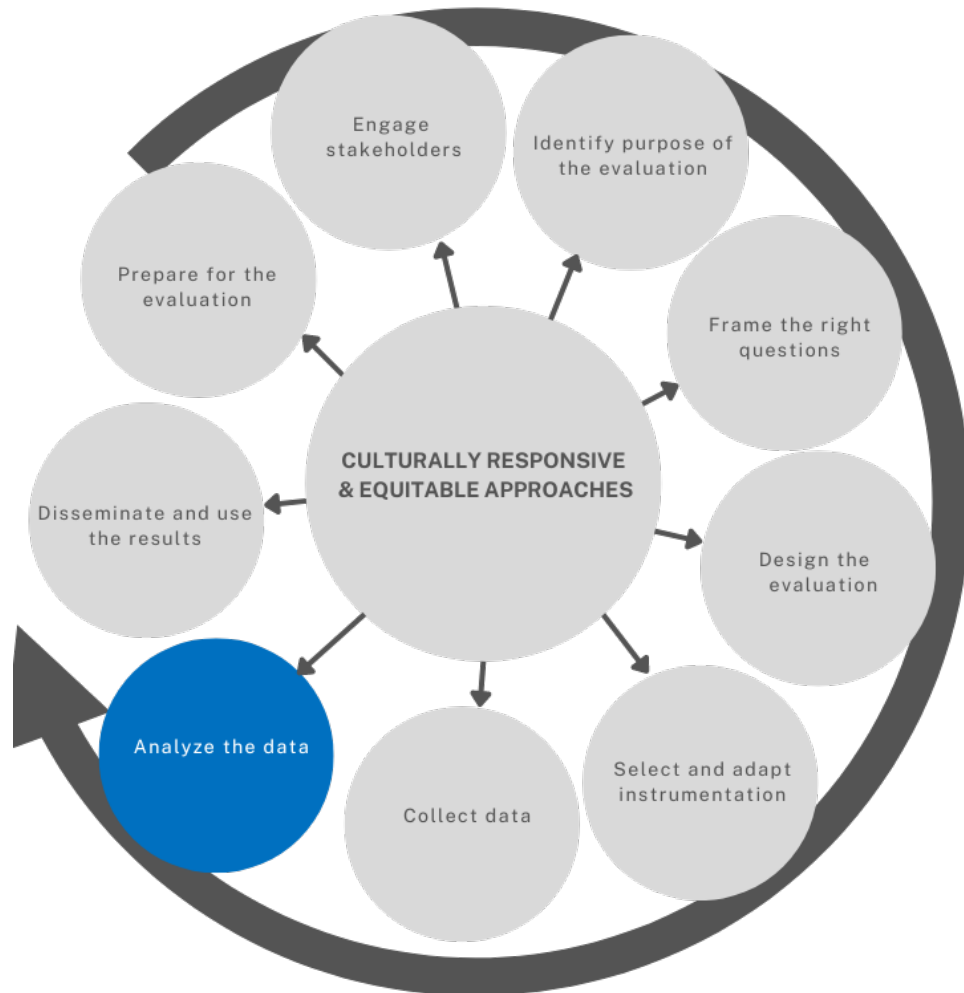
**Scrutinize** existing tools for cultural bias in language and content  
**Use** forward and backward translation of measures into a different language

# Collect data



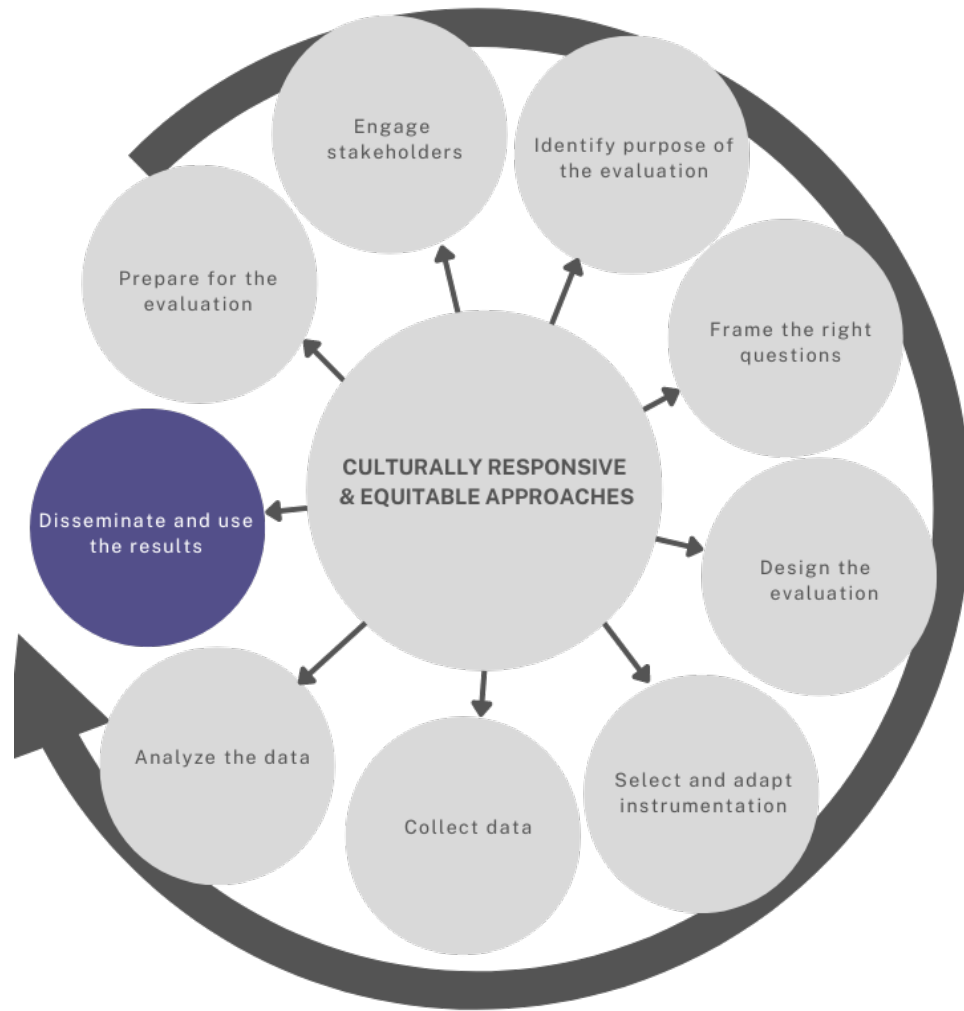
**Procedures** for collecting data must be responsive to cultural contexts and complexity  
**Evaluator** or data collector may be an instrument in of themselves

# 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 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

# Culturally Responsive & Equitable Evaluation (CREE)

Reflexivity

Voice

Power

Time

Location

Social justice

Address disparities

Plasticity

Commit to the

community's power

Acknowledge

Equity the foundation

Context/Complexity

history

Lead courageous conversations

Reciprocity

Correct the narrative

Address bias

Connection

**Social Science  
Theory &  
Research**



**Practice**

# For more Information

- CTP's Health Equity Work Group co-led by
  - Alex Budenz → [alexandra.budenz@fda.hhs.gov](mailto:alexandra.budenz@fda.hhs.gov)
  - Nicole Gray → [nicole.gray@fda.hhs.gov](mailto:nicole.gray@fda.hhs.gov)
- Strategic Outreach Team to connect with communities
  - [CTPOutreach@fda.hhs.gov](mailto:CTPOutreach@fda.hhs.gov)
- Ciara C. Knight → [ciara.knight@fda.hhs.gov](mailto:ciara.knight@fda.hhs.gov)

Questions?





Thank you



