SPEAKING PROGRAM PARTICIPANTS' TRUTH USING CULTURALLY RESPONSIVE EVALUATION PRACTICES

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GOAL: REPRESENT PARTICIPANTS' PERSPECTIVES AND EXPERIENCES ACCURATELY

SPEAKING TRUTH TO POWER: KEY IDEAS

▶ Whose **truth**? Program participants' true perspectives and experiences with a program
▶ Who has **power**?
  ▪ <u>Program participant/stakeholder</u> – to share their honest/true perspectives and experiences with the evaluation team
  ▪ <u>Program leadership</u> – to share their knowledge about their program and its stakeholders with the evaluation team, and to make changes to the program based on program participants' and other stakeholders' feedback
  ▪ <u>Evaluation team</u> – to use methods that are a good fit for the program and the inclusion of all stakeholders
    - data collection methods that gain participants' true perspectives and experiences
    - reporting methods that accurately share participants' truth and promote understanding

CULTURALLY RESPONSIVE EVALUATION: KEY IDEAS

▶ Each project is different
▶ The PI can be a valuable asset to learning about cultural context
▶ Reflect on cultural differences and value diversity/inclusion
▶ Maintain awareness and consideration throughout the evaluation, to enhance understanding and respect/trust
▶ Be open, flexible, willing to learn

CULTURALLY RESPONSIVE EVALUATION PRACTICES: DESIGN

▶ Work with the PI to identify: key stakeholder groups including cultural backgrounds & contexts, evaluation questions including outcomes that define success, and methods and timing for data collections with each group
▶ Coordinate with the PI related to research/internal evaluation efforts
▶ Include team members who share aspects of participants' cultural background
▶ Seek IRB approval

CULTURALLY RESPONSIVE EVALUATION PRACTICES: INSTRUMENT DEVELOPMENT

▶ Tie items to evaluation questions/logic model
▶ Consider language, length, layout, order
▶ Include compliance/consent statements and relevance to participants
▶ Explain reasons for collecting potentially sensitive data (e.g., demographics), reiterate that participation is voluntary, and share plans for the data
▶ Incorporate open-ended questions to allow participants to share their experiences in their own words
▶ Include an open-ended question that allows participants to share any other comments/questions about the program or the evaluation

CULTURALLY RESPONSIVE EVALUATION PRACTICES: DATA COLLECTION

▶ Ask the PI or another trusted team member to send a pre-notice to participants

▶ Use locations that participants are familiar with and have easy access to

▶ Consider how you dress

▶ Define roles of evaluators (to learn) and participants (experts)

▶ Use ground rules that promote inclusion/respect, and gain verbal agreement before proceeding

▶ Be prepared to rephrase questions or present questions in multiple ways

▶ Capture responses using: participants' own words/phrases, a method that allows participants to know that you are capturing their ideas accurately/thoroughly, and a method that allows for anonymous feedback

▶ Provide contact information for follow-up comments

CULTURALLY RESPONSIVE EVALUATION PRACTICES: ANALYSIS/REPORTING

▶ Describe evaluation methods clearly and thoroughly

▶ Describe results/findings in participants' words

▶ Share full results with PI, when possible (remove identifying information)

▶ Have others review analysis/report to identify other possible interpretations

▶ Provide observations to guide interpretation of results and recommendations for moving forward, framed as a potential way forward

▶ Provide reports in timely fashion, so participant feedback is received/can be used

▶ Meet with PI to discuss findings and answer questions

▶ Encourage PI to share results/next steps with participants (consider format)

CULTURALLY RESPONSIVE EVALUATION: KEY TAKE-AWAYS

▶ Utilizing the PI as a resource for learning about cultural context, maintaining reflection/awareness of cultural context, and incorporating culturally responsive practices throughout the evaluation process will enhance:
  - inclusion of stakeholders' voices
  - understanding and trust/respect between the evaluators and project stakeholders
  - the evaluators' ability to accurately report on participants' experiences

CULTURALLY RESPONSIVE EVALUATION: SELECT RESOURCES

▶ American Evaluation Association. (2011). Public Statement on Cultural Competence in Evaluation. Fairhaven, MA: Author. Retrieved from www.eval.org/p/cm/ld/fid=92.

▶ Centers for Disease Control and Prevention. (2014). Practical Strategies for Culturally Competent Evaluation. Atlanta, GA: US Department of Health and Human Services. Retrieved from https://www.cdc.gov/dhdsp/docs/cultural_competence_guide.pdf.

▶ Frierson, H.T., Hood, S., Hughes, G.B., & Thomas, V.G. (2010). A Guide to Conducting Culturally Responsive Evaluations, in The 2010 User-Friendly Handbook for Project Evaluation (pp. 75-96). Arlington, VA: National Science Foundation. Retrieved from: http://www.informalscience.org/sites/default/files/ TheUserFriendlyGuide.pdf.

▶ Learning for Action. Cultural Humility Checklists: Tools for Designing and Implementing Culturally Responsive and Inclusive Evaluations. Retrieved from www.learningforaction.com/lfa-blogpost/culturally-responsive-evaluation.

▶ Sulewski, J.S., & Gothberg, J. (2013). Universal Design for Evaluation Checklist (4th ed.). Retrieved from http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=8afd48c6-39c3-4dad-9629-1ed7c2654f3f&forceDialog=0.