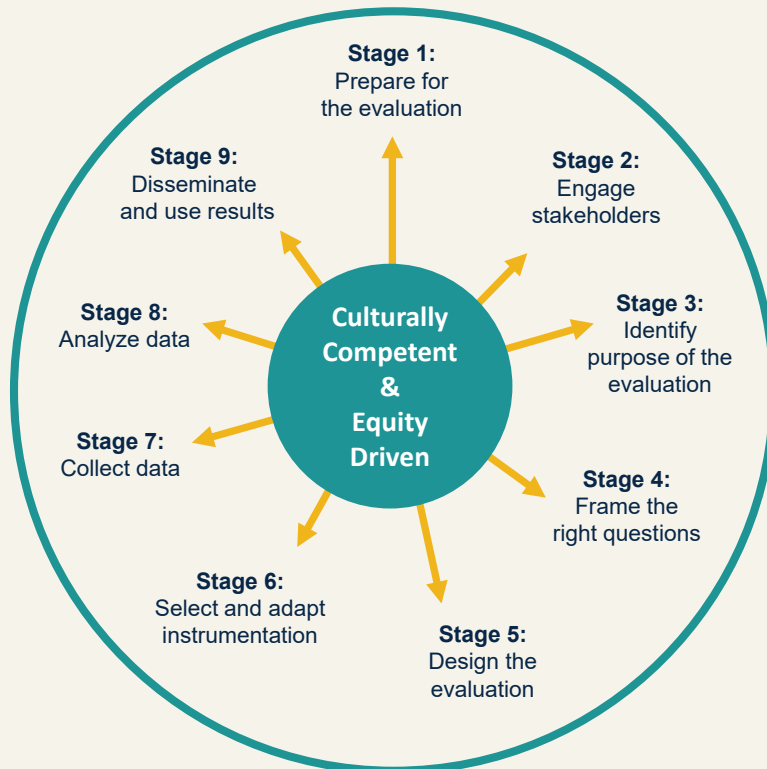




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Using a Culturally Responsive and Equitable Evaluation Approach to Guide Research and Evaluation

Culturally responsive and equitable evaluation (CREE) is not an evaluation method, but an approach that should be infused into all evaluation methodologies and designs. It requires integrating diversity, inclusion, and equity principles into all phases of evaluation. Participation in the evaluation by the individuals most impacted by the program you are evaluating is a hallmark of CREE. It also incorporates cultural, structural, and contextual considerations into the evaluation, including historical, social, economic, racial, ethnic, and gender-related factors. CREE advances equity by informing strategy, program improvement, decision making, policy formation, and change. The circle below identifies the nine stages of evaluation, and the table on the next page presents examples of how to incorporate CREE into each stage.



Source: Adapted from Hood, S., R. Hopson, and K. Kirkhart. "Culturally Responsive Evaluation: Theory, Practice, and Future Implications." In *Handbook of Practical Program Evaluation*, edited by K.E. Newcomer, H.P. Hatry, and J.S. Wholey. Hoboken, NJ: John Wiley & Sons, 2015, pp. 281–317.

Evaluation stage	You are embedding CREE if you...
1. Prepare for the evaluation	<ul style="list-style-type: none"> • Assemble an evaluation team whose collective lived experience is appropriate to the context of the program being evaluated. • Engage individuals who can serve as cultural guides to the community. • Compile an inventory of the people participating in the evaluation or the program being evaluated.
2. Engage stakeholders	<ul style="list-style-type: none"> • Develop an advisory panel of stakeholders who represent the communities served by the program. • Seek to engage multiple voices (for example, marginalized communities and youth). • Pay attention to distributions of power. Power and privilege impact group dynamics. Strive to balance the stakeholder group by including decision makers (for example, program leaders), program participants, and community members.
3. Identify purpose of the evaluation	<ul style="list-style-type: none"> • Establish clear expectations for goals and use of evaluation. • Examine how well the program's philosophy aligns with the cultural values of the community it serves. • Ask whether program resources are equitably distributed (for example, examine the program's criteria for inclusion and exclusion). • Ask what environmental or contextual factors the evaluation must include to understand outcomes.
4. Frame the right questions	<ul style="list-style-type: none"> • Include questions that are relevant to stakeholders. • Determine what will be accepted as evidence in seeking answers to questions. • Examine whose voices are heard in the choice of questions and evidence. • Ask whether these choices reflect the lived experiences of stakeholders.
5. Design the evaluation	<ul style="list-style-type: none"> • Build a study design appropriate to both evaluation questions and cultural context. • Seek culturally appropriate methods that combine qualitative and quantitative approaches. • Construct control and comparison groups in ways that respect cultural context and values (for example, consider whether the design is appropriate for certain groups such as tribal communities; consider the race and ethnicity of study participants when forming groups).
6. Select and adapt instrumentation	<ul style="list-style-type: none"> • Leverage data that programs are already generating (for example, administrative records, meeting minutes, student applications, and student work). • Establish reliable and valid instruments for the community. • Ensure language and content of instruments are culturally sensitive. • Consider using art-based approaches to data collection (for example, Photovoice and poetry).
7. Collect data	<ul style="list-style-type: none"> • Use procedures that are responsive to cultural context to collect both qualitative and quantitative data. Collaborate with the stakeholder group to ensure methods are culturally appropriate for the community being studied. For example, a telephone survey might not be appropriate for all communities. • Ensure data collectors are carefully trained in technical procedures and cultural context. • Hire data collectors with contextually relevant lived experience.
8. Analyze data	<ul style="list-style-type: none"> • Disaggregate data by subgroups and cross-tabulate by important cultural variables. • Examine outliers, especially successful ones. • Use cultural guides and interpreters to capture nuances in the findings.
9. Disseminate and use results	<ul style="list-style-type: none"> • Create stakeholder review panels to help expand and enrich interpretation and dissemination of findings. • Develop deliverables that align with the purpose of the evaluation and the mission of the program being evaluated (for example, create a short data brief of fewer than five pages, a one-page summary of key findings the program can use for marketing, or a short video reel the program can post on its website to showcase findings and program successes).

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