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This material is based upon work supported by the National Science Foundation under Grants No 1841783. The content reflects the views of the authors and not necessarily those of NSF.

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Land and Labor Acknowledgement

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Some Caveats

This session is the beginning

Culture, norms, and equity shift with time and context

No person can achieve cultural competence

To do this work well you have to be open, vulnerable, and self-aware

There is no simple equity or culturally responsive checklist

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Definitions, Justification, and Rationale

8

Culture

Customs, arts, social institutions, and achievements of a particular nation, people, or other social group (Dictionary.com)

Ways of living of a group; shared norms, values, and assumptions (Samuels & Ryan, 2011; SenGupta, et al., 2004)

Shared language, gender, ethnicity, religion, race, class, sexual orientation, disability, dietary preferences, age, and/or geographic location (Bowen & Tillman, 2015)
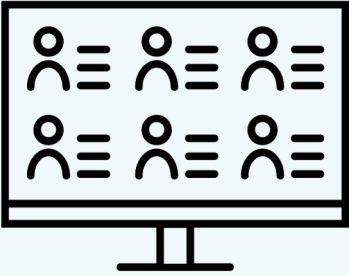
9

Culture

Dynamic & ever-changing

10

Diversity

Traditional socio-demographic markers
such as class, gender, nationality, sexuality, ethnicity, and race,
as well as **other ways people are different** from one another

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Equity

Parity in program access, participation, and accomplishment for all program participants, **especially those least well-served** in the context (Greene, et al., 2011)

Fair distribution of opportunities to participate and succeed in education for all students (NAS, 2018)

All children have an opportunity to survive, develop, and reach their full potential, **without discrimination, bias or favoritism** (UNICEF, 2010a)

Achieving equity, redistribution of resources

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Inclusion

People **are (and feel) embraced, included, valued**

Processes through which all students are made to **feel welcome** and are treated as motivated learners (NAS, 2018)

Sense of belonging, climate
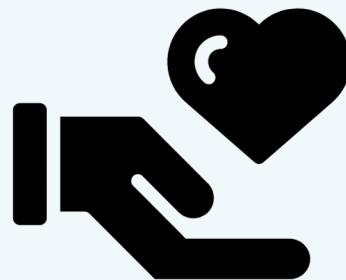
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Cultural Responsiveness

Terms cultural responsiveness (Hood, 1998) and cultural competence have become **ubiquitous**

Multicultural validity (Kirkhart, 2005; 2010)

Research and evaluation as **social justice**

An ethical imperative

Research toward the elimination of health and health care disparities

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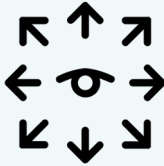
Cultural Responsiveness

**Agents of Change
Using Theory, Methods,
and Professionalism**
(Thomas & Madison, 2010)

**Identity, Role, and
Praxis**
(Boyce et al., in press &
Reid, et al., 2020)

**Oppositional
Consciousness**
(Neubauer & Hall, 2020)

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We Need to Be Reflective of Diversity, Power, and Privilege

Diversity increases creativity, excellence

The process of becoming multicultural is lifelong

Privilege can be a learning disability

(Symonette, 2004)

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"That person is a professional who, while believing strongly in his mission, recognizes the subjectivity of his assumptions, the limitations of his methods, and the irrationality of his behaviors, and who responds to being challenged by **questioning his own ways of thinking and doing**."
- Raphael Fischler
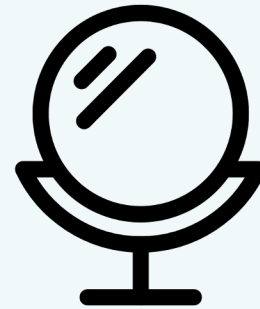
Importance of Reflective Practice

17
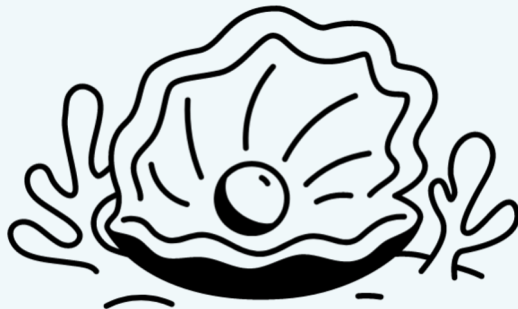
What is Reflective Practice?

"A state of mind, an ongoing attitude of life and work,
the **pearl grit in the oyster of practice and education**…

It enables us to make illuminative sense of where we are in our own practice, and our relation to our profession." (Bolton & Delderfield, 2018, pp. 1-2)

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Reflection in-action

Reflection on-action

19

A Dichotomy

2 Modes for Reflection

Individual

Collaborative

20

Reflective Practice...

- **Intentional, open, and authentic**
- **Bridges theory and practice**
- For becoming **wiser or better**
- Helps better **frame our inquiry**
- Helps us ask **good questions**

- **Challenges** assumptions, biases, ideologies, beliefs, and behaviors
- Engages, values, and voices **multiple perspectives**
- Engages **uncertainty** and puzzling situations

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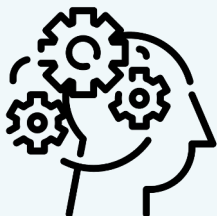
Reflective Practice...

- Deals in **moral judgment**
- Accepts **ignorance and mistakes** as a part of practice
- Builds **awareness and attentiveness** to context

- Requires **curiosity, humility, and authenticity**
- Is concerned with **taking ACTION**

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Blocks and Limitations to Reflection
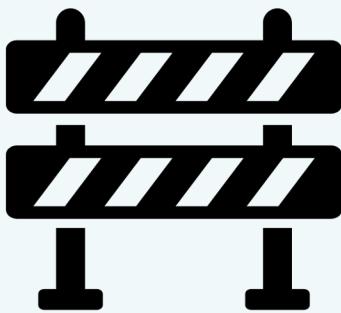
- Inexperience at imagining others' experience
- Not knowing how to express your reflective narrative
- Fearing incompetence, judgment, or ridicule
- Tiredness/overwork
- Lack of time
- Lack of motivation
- Topic is too heavy, touchy, or sensitive

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Reflective practice as a continuous process that takes strength of mind, grace, and forgiveness.

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Context

**Program
Theory**

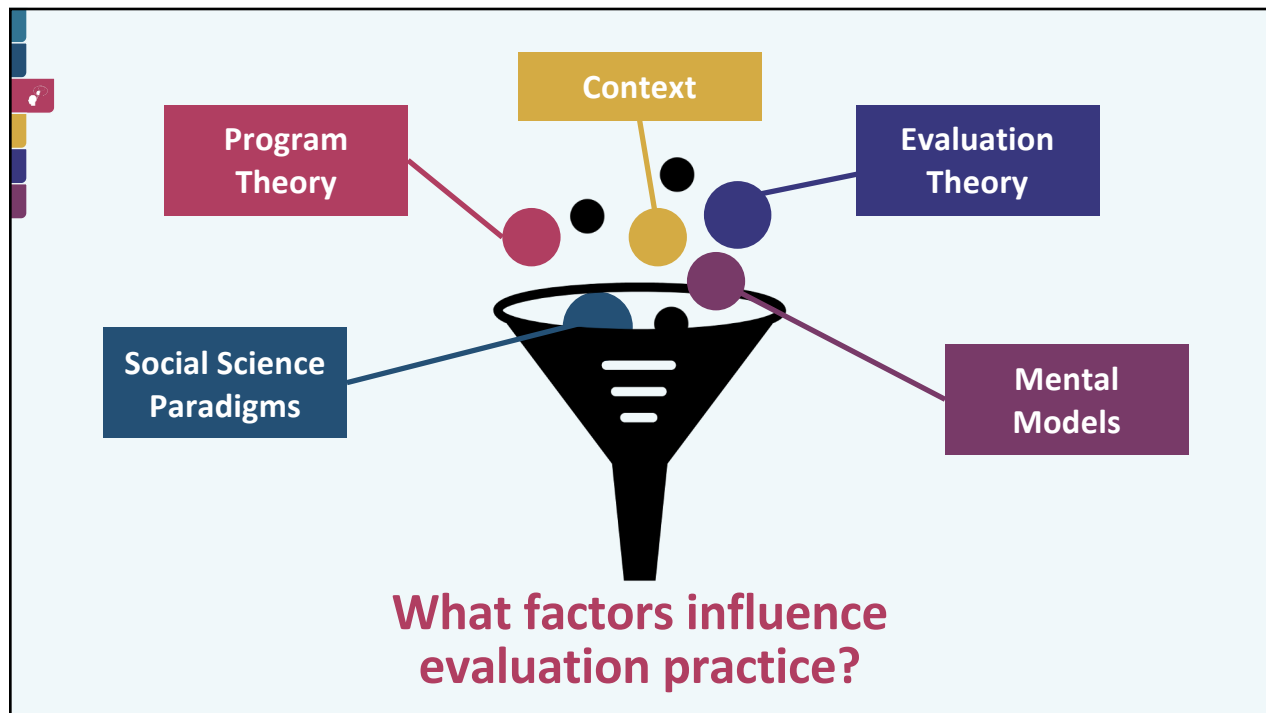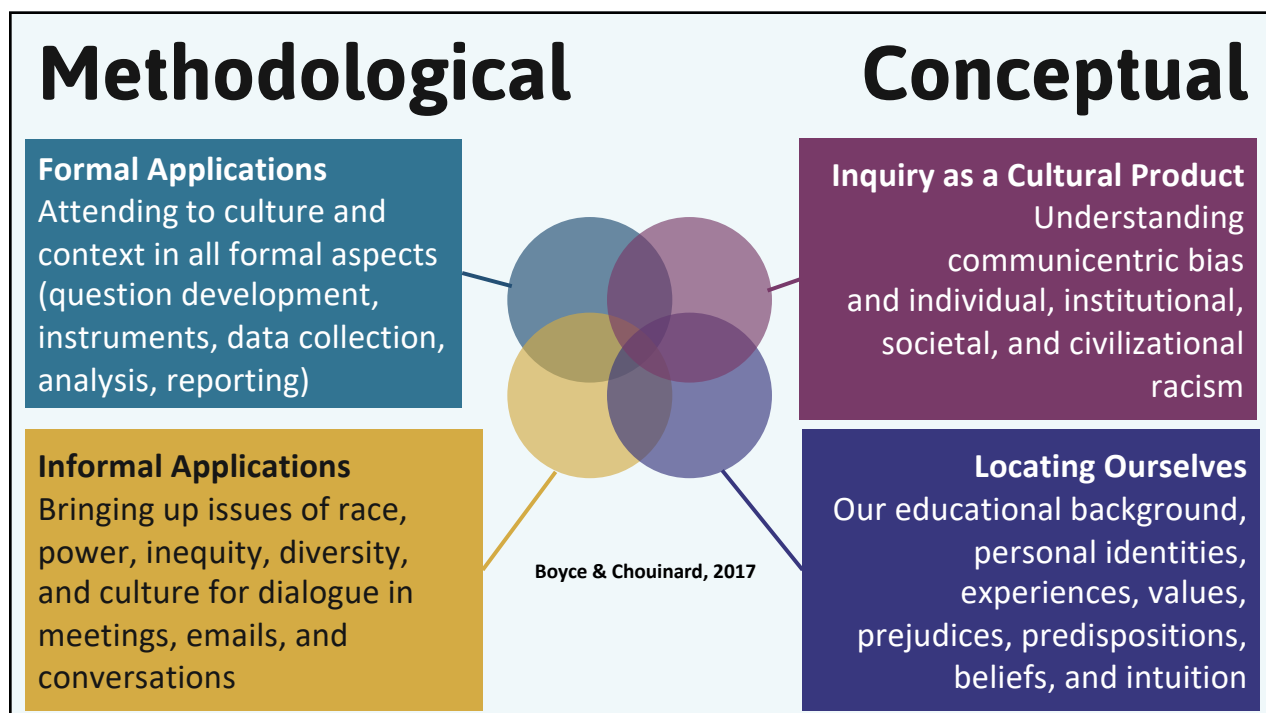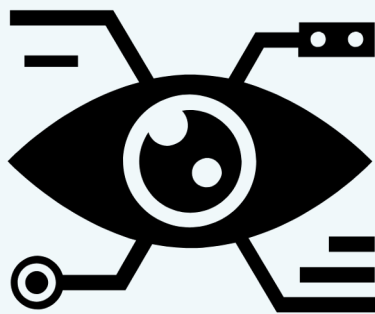**Evaluation
Theory**

**Social Science
Paradigms**

**Mental
Models**

What factors influence evaluation practice?

25

Methodological   Conceptual

Formal Applications
Attending to culture and
context in all formal aspects
(question development,
instruments, data collection,
analysis, reporting)

Inquiry as a Cultural Product
Understanding
communicentric bias
and individual, institutional,
societal, and civilizational
racism

Informal Applications
Bringing up issues of race,
power, inequity, diversity,
and culture for dialogue in
meetings, emails, and
conversations

Locating Ourselves
Our educational background,
personal identities,
experiences, values,
prejudices, predispositions,
beliefs, and intuition

Boyce & Chouinard, 2017

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Cultural Identity and Mental Models
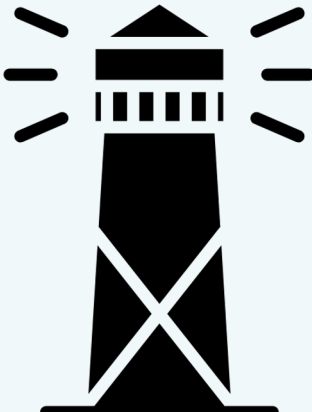
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Mental Models & Cultural Identity

Complex **multifaceted lens** through which we perceive and make sense of the world

Set of **assumptions, understandings, predispositions, values and beliefs** with which we approach our work and the world

Come from our **educational and personal background**, culture, experiences, values and beliefs

28

Locating Ourselves

Our lens influences all evaluation/research processes from design to implementation and interpretations (Milner, 2007)

You are the first data collection instrument!

Reflect on your own educational background, personal identities, experiences, underlying values, prejudices, predispositions, beliefs, and intuition
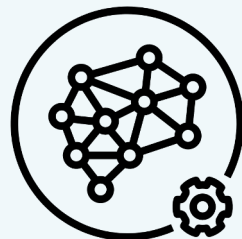
29

Becho Mental Model

E

No one is free when others are oppressed

WOMEN'S RIGHTS ARE HUMAN RIGHTS

NH University of New Hampshire Sociology

W WESTERN MICHIGAN UNIVERSITY

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Social Inquiry as Cultural Product

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Recognizing Social Inquiry as a Cultural Product

Examine the role communicentric bias (Gordon, Miller, & Rollock, 1990) and individual, institutional, societal, and civilizational racism plays in education and the social sciences (Scheurich & Young, 2002)
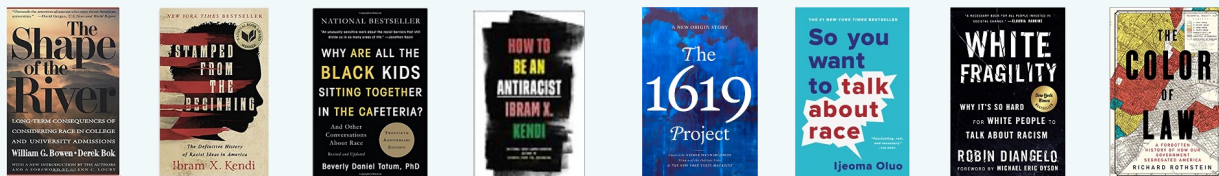
STOP

Stop "autoload" (Symonette, 2004)

Seek to understand the culture, context, historical perspective, power, oppressions, and privilege in each new context (Greene, 2005; Pon, 2009)
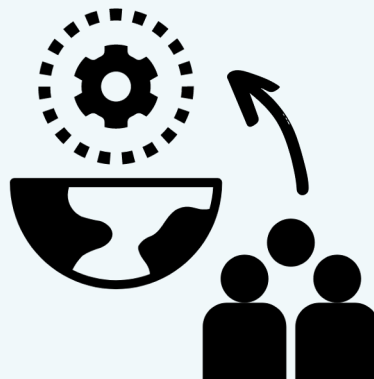
32

Recognizing Social Inquiry as a Cultural Product

Discuss books, articles, and chapters related to epistemologies of difference, racialized discourses, history of racism, and critiques about the nature of social inquiry
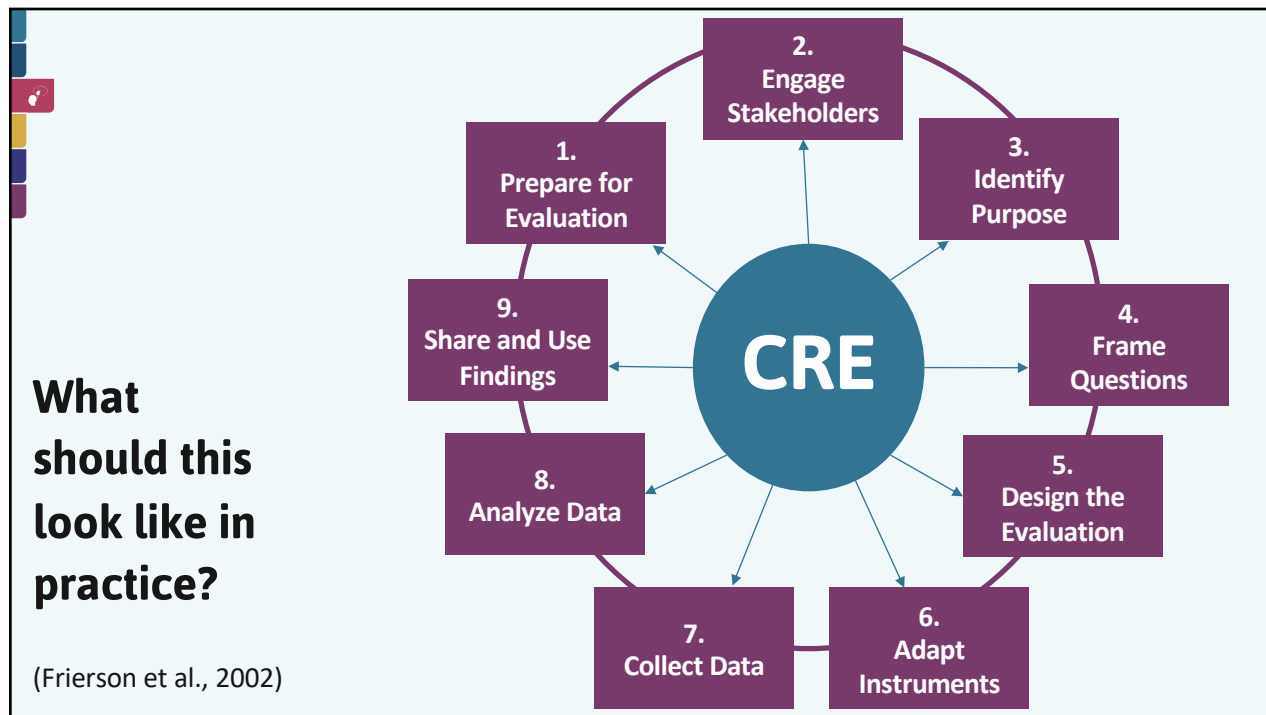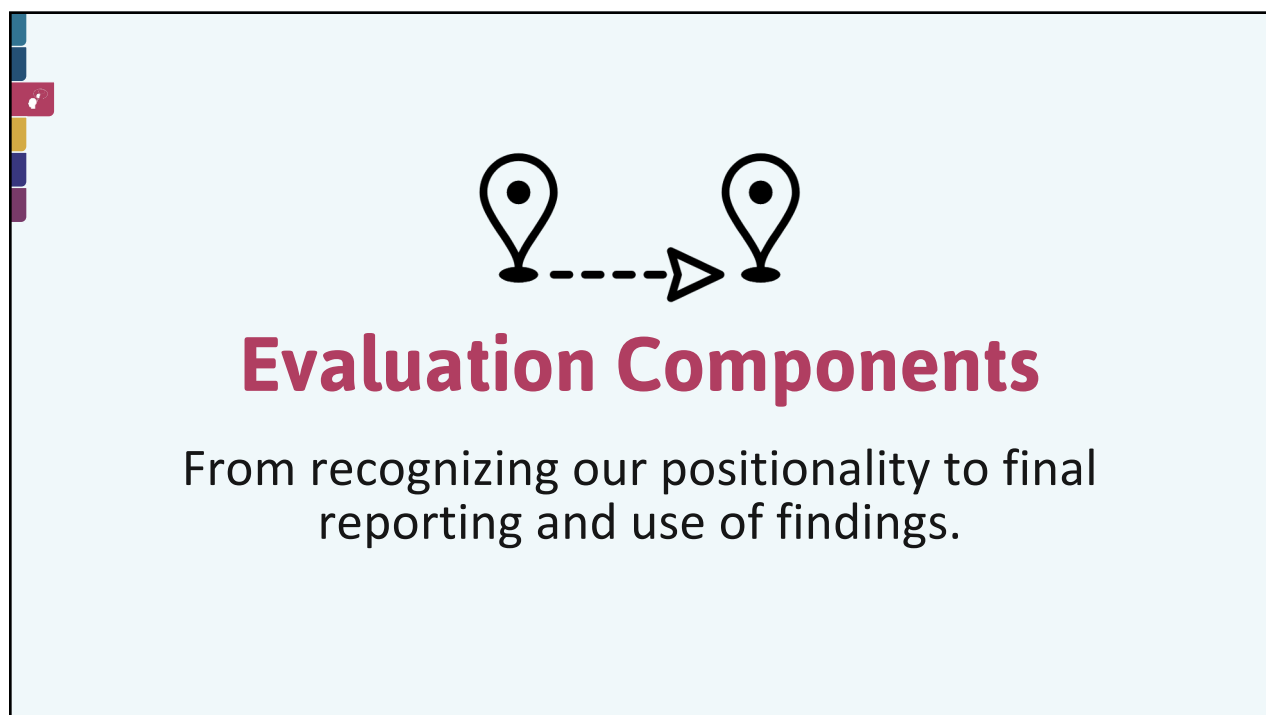
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Overview of Culturally Responsive Evaluation and Key Tenets

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What should this look like in practice?

(Frierson et al., 2002)

2.
Engage
Stakeholders

1.
Prepare for
Evaluation

3.
Identify
Purpose

9.
Share and Use
Findings

CRE

4.
Frame
Questions

8.
Analyze Data

5.
Design the
Evaluation

7.
Collect Data

6.
Adapt
Instruments

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Evaluation Components

From recognizing our positionality to final
reporting and use of findings.

36

Informal Actions and Methods (Evaluator Role)

37

Components for Consideration within an Evaluation

➜ **Evaluator role**
➜ **Interaction with stakeholders**
➜ Background and context
➜ Evaluation purpose and audience
➜ Evaluation approach
➜ Key evaluation questions
➜ Evaluation design
➜ Instrumentation
➜ Evaluation data collection and analysis methods
➜ Reporting and communication

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What is Our Role as Evaluators?

Methodologist

Content expert

Theorist

Evidence seeker

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What is Our Role as Evaluators?

Methodologist

Content expert

Theorist

Evidence seeker

Advocate

Critical friend

Networker
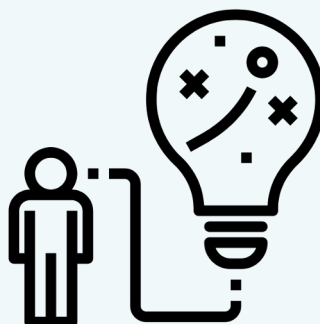
Change agent

Community organizer

Communicator
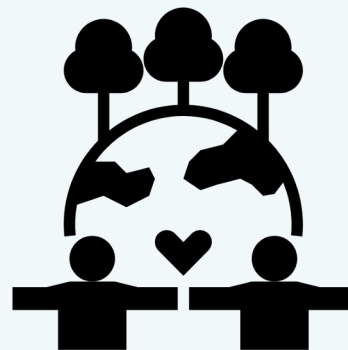
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It's How You Show Up

In **communication** and language use

Willingness to engage sometimes **difficult conversations**

Importance of **assertiveness** and **responsiveness** (Bolton & Bolton, 2009; Smith, 2021)
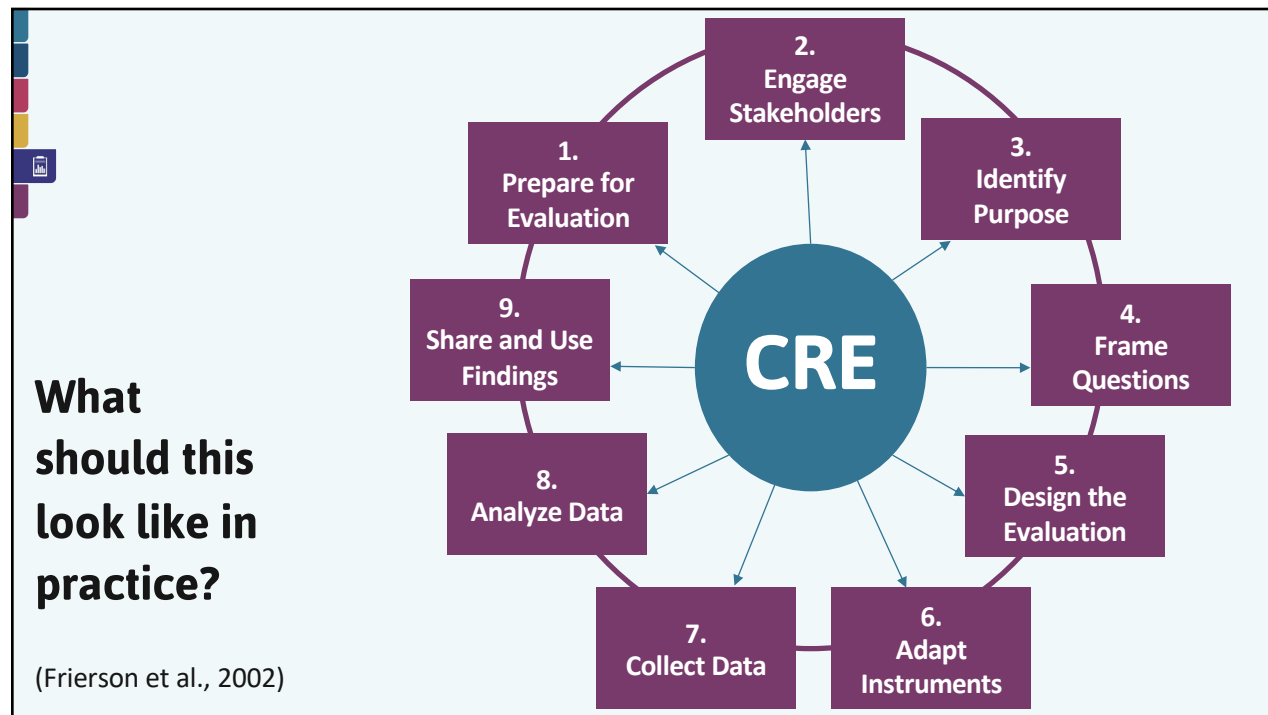
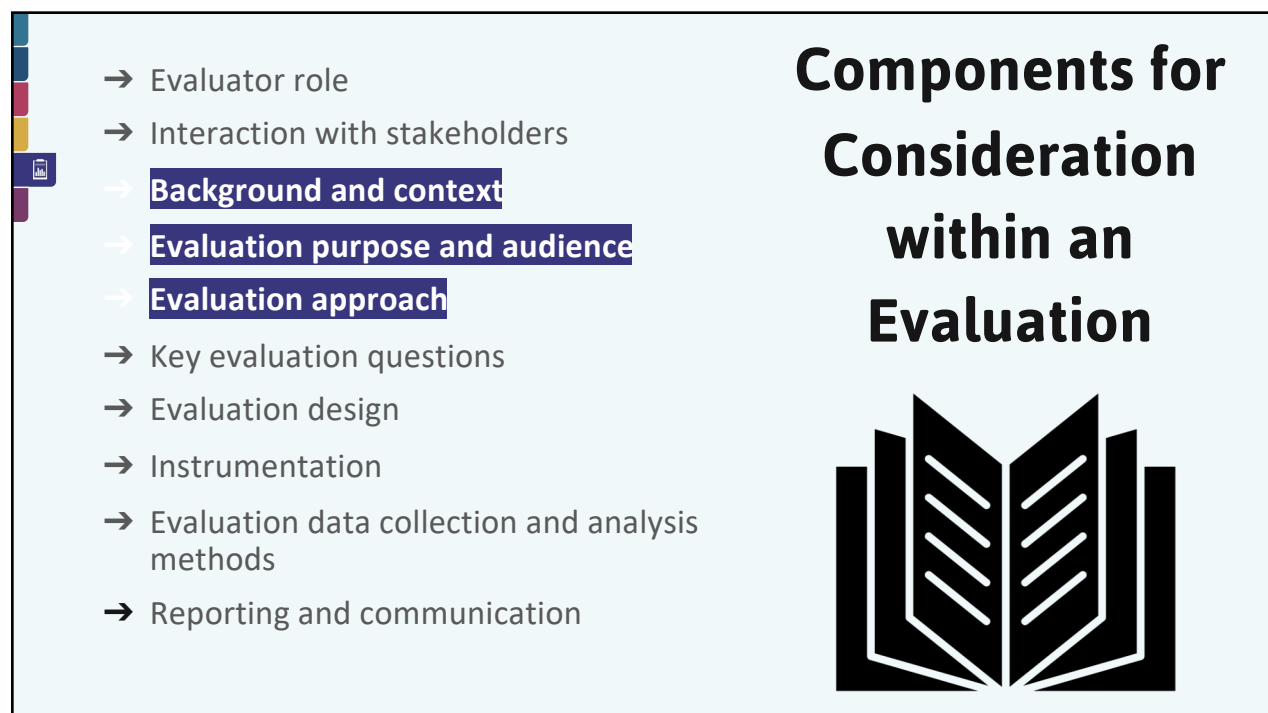Bringing **ourselves** and our identities into our work

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Formal Actions and Methods

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Slide 43

What should this look like in practice?

(Frierson et al., 2002)

- 1. Prepare for Evaluation
- 2. Engage Stakeholders
- 3. Identify Purpose
- 4. Frame Questions
- 5. Design the Evaluation
- 6. Adapt Instruments
- 7. Collect Data
- 8. Analyze Data
- 9. Share and Use Findings

CRE

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Slide 44

Components for Consideration within an Evaluation

➔ Evaluator role
➔ Interaction with stakeholders
➔ **Background and context**
➔ **Evaluation purpose and audience**
➔ **Evaluation approach**
➔ Key evaluation questions
➔ Evaluation design
➔ Instrumentation
➔ Evaluation data collection and analysis methods
➔ Reporting and communication

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Background and Context

Program / project context
Community
Historical
Political
Environmental
Organizational
Cultural

Evaluations don't happen in a vacuum

Importance of program theory and logic models

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Purpose(s) of Evaluation

Many goals of evaluation

Being explicit about values

Some Different Purposes
Decision Support or Accountability
Program Improvement, Organizational Learning or Change
Knowledge Generation or Contextual Understanding
Social or Political Change

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Evaluation Audience
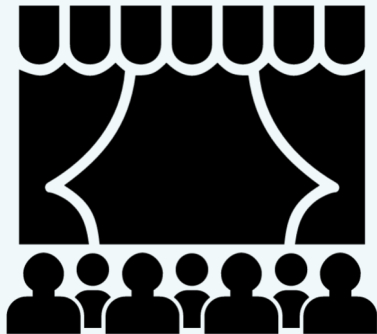
For whom is the evaluation primarily intended?

Whose interests and needs are (should be) addressed by the evaluation?

Those with decision, authority, and responsibility?

Those involved in developing and implementing?

Those who benefit or lose from the allocation of resources?

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Components for Consideration within an Evaluation

→ Evaluator role
→ Interaction with stakeholders
→ Background and context
→ Evaluation purpose and audience
→ Evaluation approach
→ **Key evaluation questions**
→ **Evaluation design**
→ **Instrumentation**
→ **Evaluation data collection and analysis methods**
→ **Reporting and communication**

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Evaluation Matrix

Efficient and visual representation of evaluation

Ensures alignment of questions and data collection methods

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Evaluation Questions

- Program theory
- Outcomes
- Communication
- Implementation
- Sustainability
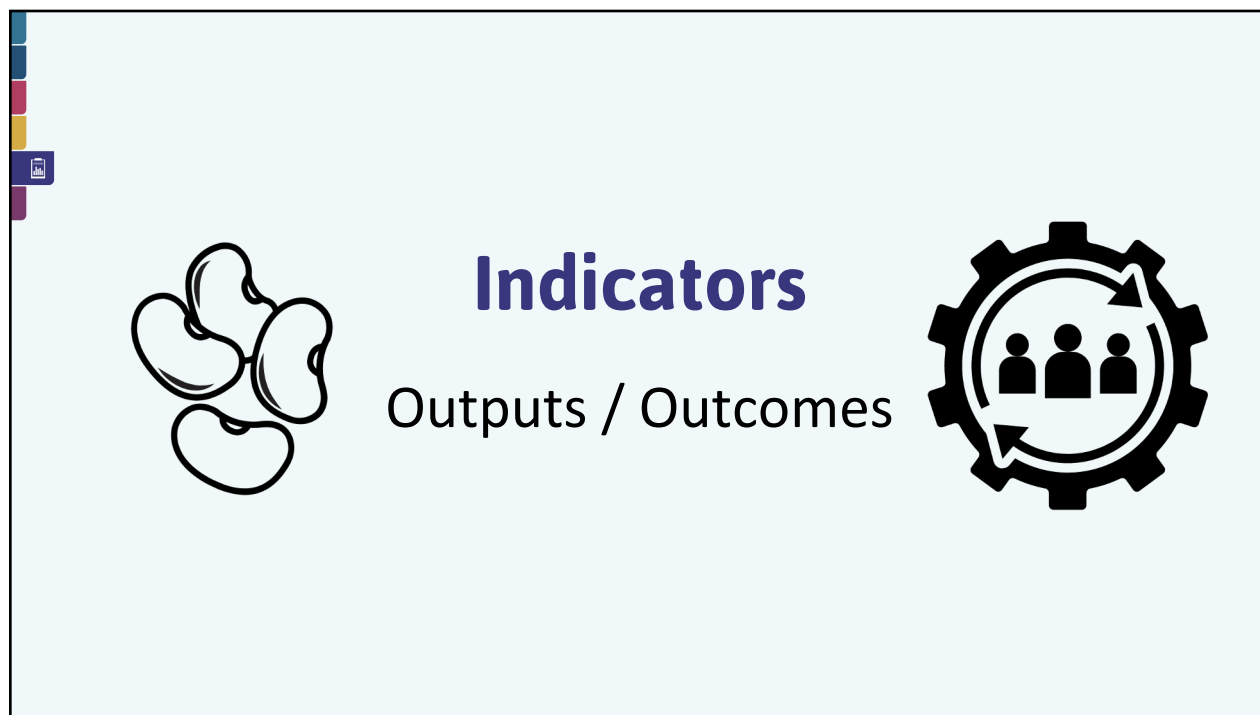- DEI, anti-racism, climate, access
- Effectiveness
- Organization
- Others based on context & needs

50

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Answering the questions...

How will I know if the program **worked**?

How will I know if the program has been **successful**?

What will have **changed**?

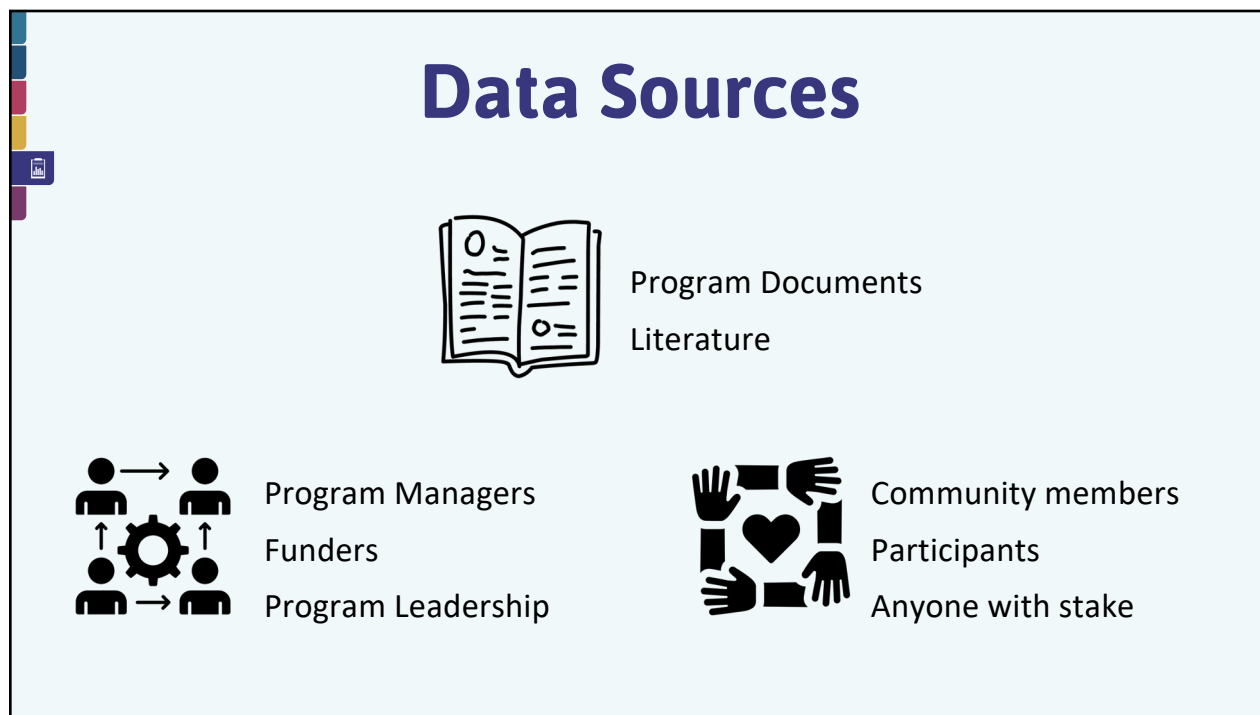53

Then consider...

Who will you talk to?

Where will you look for the data?

How will you collect the data?

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Data Sources

Program Documents

Literature

Program Managers

Funders

Program Leadership

Community members

Participants

Anyone with stake

55

Data Collection Methods

Surveys

Assessments

Focus Groups

Interviews

Observations

Document Review
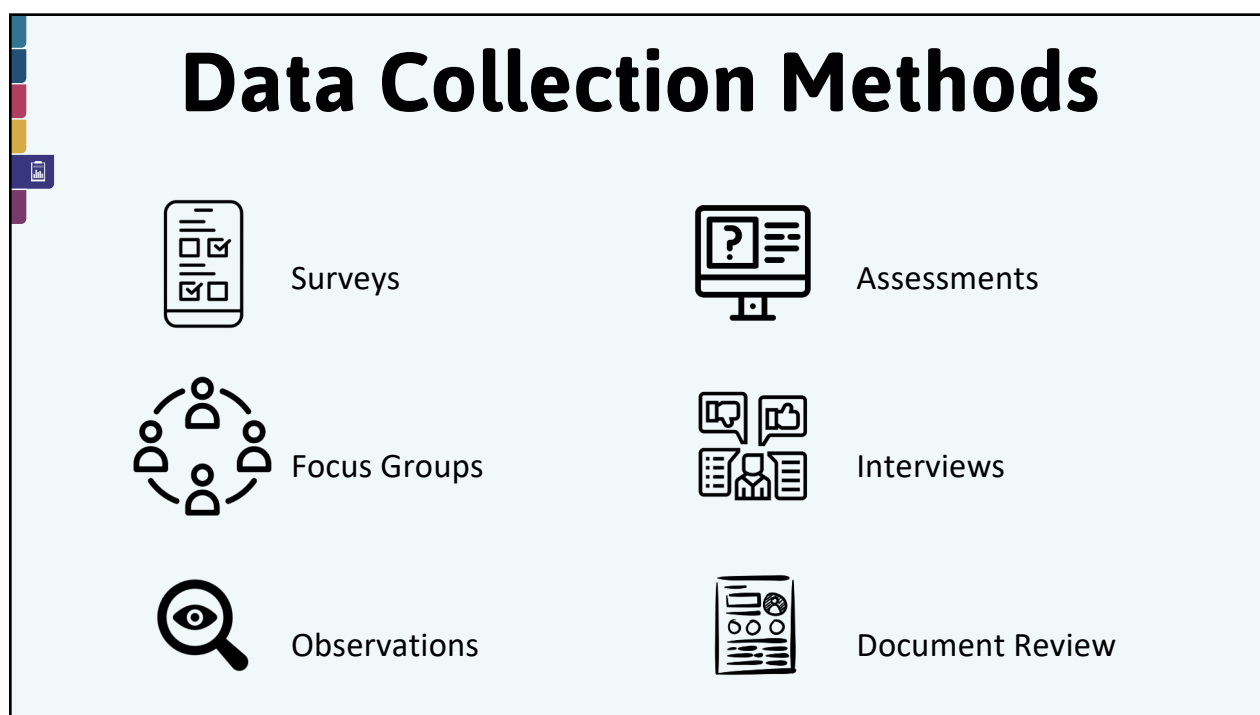
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Results-Sharing and Use

Remembering the importance of intentional communication

Multiple Groups
PIs
Funders
Project Staff
Administrators
Students

Multiple Formats
Informal conversations
Reports
Memos
Presentations
Town Halls
Community Events

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Questions

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Thank you so much!

Feel free to reach out to us...

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