



Conducting Equitable Evaluations

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Asking Questions

- Participant microphones are automatically muted upon entry to limit background noise, unintentional feedback, or interference.
- During this session, you may ask questions using the chat feature in Zoom.



- If your question is specific to your situation, or you need technical assistance, then the facilitator may respond to you directly in the chat panel.
- If your question is more general, then the facilitator will share your question with the presenter(s) so it can be answered at the appropriate time with the entire group.

Welcome!

While we are gathering, please answer the following in the chat:

- Name and pronouns
- Role with EIR
- What three words would you use to explain what equity means?





Purpose and Objectives

- Define equity and understand why it's important
 - Understand the link between power, oppression, and equity
- Understand CREE (culturally relevant equitable evaluation)
- Apply CREE principles to evaluations at various steps

Poll

How familiar are you with culturally responsive and equity focused approaches in research and evaluation?

Passcode: **qepbyn**





Defining Equity

Definition of Equity

Equity means providing people with **tailored support** to achieve the best possible life outcomes by **partnering with the people most impacted**—and partnering with them as decision makers to ensure that the systems governing their lives meet their needs in terms of access, rights, opportunities, and outcomes.

Equity accounts for historic and current inequities and leads to shared opportunity by targeting resources by need.

Source: <https://www.abtassociates.com/what-we-do/focus-areas/equity>



Key Elements of Equity

- Accounting for **historic** and **current** inequities and targeting resources by need
- Adhering to the **core principles** of “nothing about us without us” and “do no harm”
- Partnering with the people most impacted as **decision makers** to ensure that the systems governing their lives meet their needs
- Increasing the autonomy, voice, and resources of people who have been marginalized or excluded based on **gender, race, ethnicity, age, ability, sexual orientation, and other dimensions**
- Working with people to provide **tailored support** to achieve the best possible life outcomes



Equity Requires Changes in Process *and* Outcomes

PROCESS

All groups have **access to all resources and opportunities** necessary to improve the quality of their lives

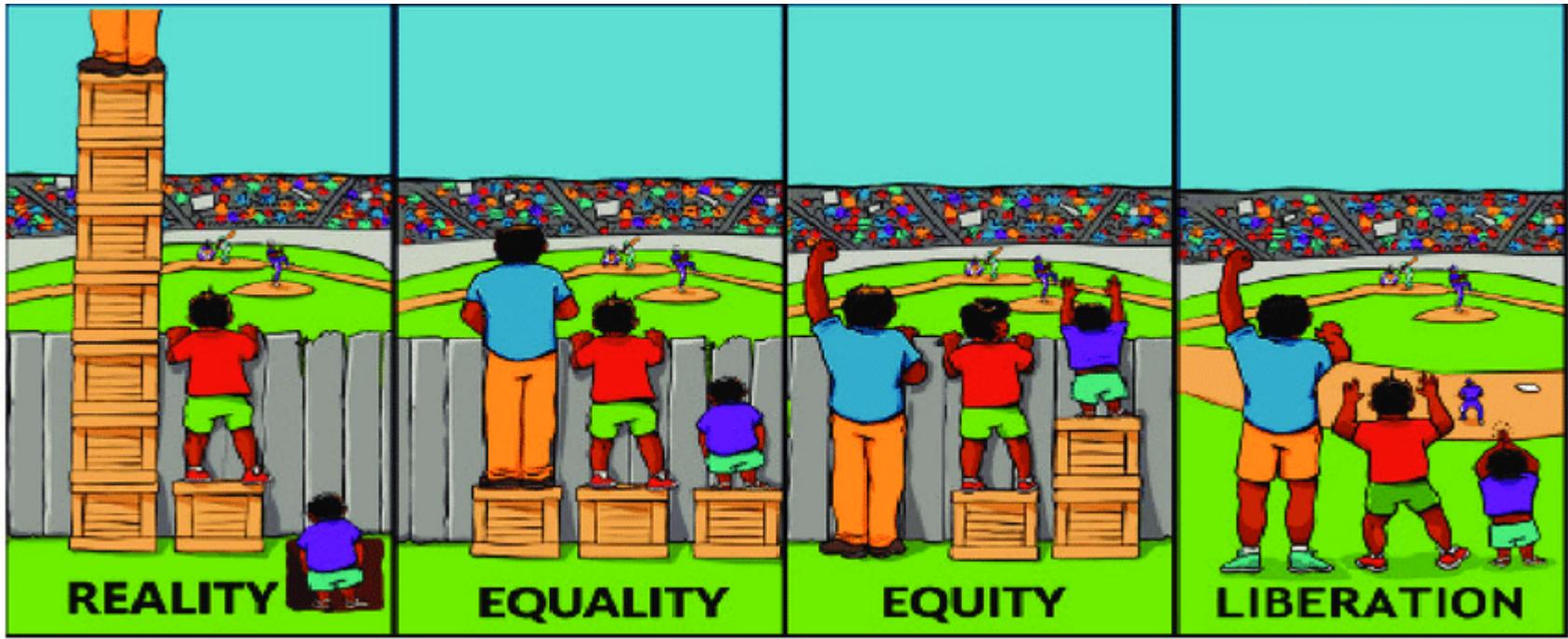


OUTCOMES

Differences in life outcomes cannot be predicted on the basis of race, class, or other dimensions of identity



What Does Equity Look Like?





Some Additional Definitions For Understanding and Realizing Equity

- **Diversity**

- Ways in which human beings are similar and different, including but not limited to identities, social positions, lived experiences, values, and beliefs.

- **Inclusion**

- Culture that creates an environment of involvement, respect, and connection in which the richness of diverse ideas, backgrounds, and perspectives is valued.

- **Accessibility**

- Ensuring equitable access to everyone along the continuum of human ability and experience.

- **Culture**

- Cumulative body of learned and shared behaviors, values, customs, and beliefs common to a particular group or society.



Social Identity Affects Experiences and Access to Resources

- People experience the world differently and are treated differently based on their social identity (e.g., gender, age, race, disability, sexual orientation, etc.).
- This impacts all our daily lives and our access to resources, including the resources and services provided through the work we do.
- Understanding this helps us reach the right people at the right time with the right support.



Consequences of Exclusion Based on Social Identity

- Exclusion happens because of power inequality at micro and macro levels (within households, communities, institutions, nations, etc.)
- How people experience and are subject to exclusion and vulnerability varies
- People may experience
 - Small inconveniences
 - Lack of opportunities
 - Barriers to participation
 - Discrimination
 - Rigid social roles
 - Negative health outcomes
 - Extreme poverty
 - Fear for safety
 - Risk of sexual and physical violence

What's at Stake?

Examples of Inequities



Persons living with disabilities live in poverty at more than twice the rate of people without disabilities

Since 1950, there has been no progress toward income or wealth equality between Black and white households

American Indian/Alaskan Native individuals have an average life expectancy that is five years less than that of the general population

LGBTQ + youth of color are overrepresented among youth experiencing homelessness

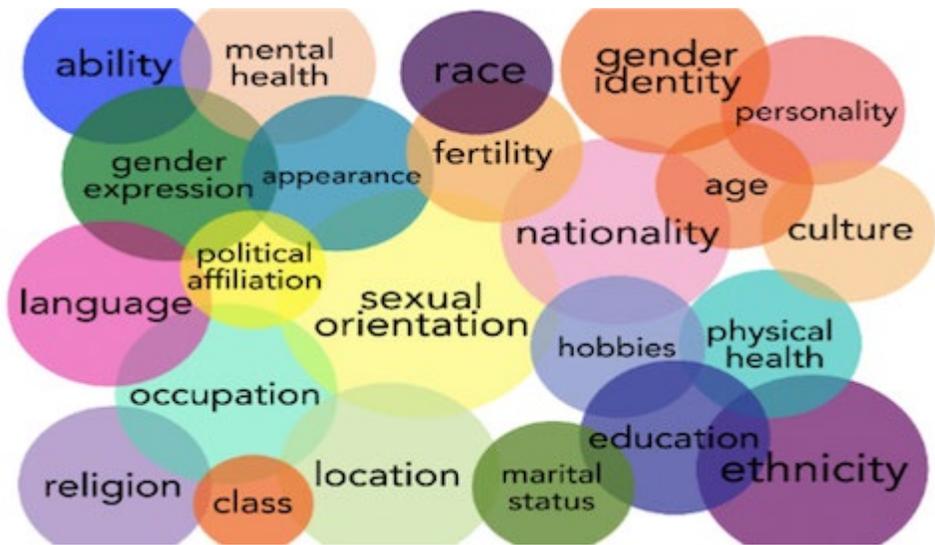
Schools in predominantly BIPOC communities are more likely to resemble prisons than learning institutions

African Americans are incarcerated at more than 5 times the rate of whites

The national GDP could be 14% or \$2 trillion higher if the wage disparity between white and BIPOC employees were eliminated

Black women are twice as likely to experience maternal death at childbirth than white women, and Black infant deaths are 2.3 times higher than white infant deaths

Centering Intersecting Identities is an Essential Element of Equity





Understanding Culturally Relevant & Equitable Evaluation

Defining Culturally Responsive and Equitable Evaluation (CREE)



"CREE requires the integration of diversity, inclusion, and equity in all phases of evaluation....CREE is an approach that 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 social change."

Expanding the Bench, 2022

Recommendations for Bringing an Equity Perspective and Lens to Evaluation



Examine one's own backgrounds and biases.

Make a commitment to dig deeper into the data.

Recognize that the research process itself affects communities and that researchers have a role in ensuring research benefits communities.

Engage communities as partners in research/evaluation and give them credit.

Guard against the implied or explicit assumption that white is the normative, standard or default position.

Source: https://www.childtrends.org/wp-content/uploads/2019/09/RacialEthnicEquityPerspective_ChildTrends_October2019.pdf

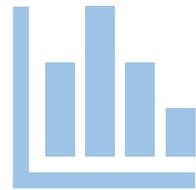


Applying CREE Principles to Evaluation at Various Points

Applying an Equity Perspective at Different Points in Evaluation



Collaboration and
team building



Evaluation Design



Data Collection
and Analyses



Dissemination



Collaboration and Team Building - Prepare for the Evaluation



Be informed about
the sociocultural
context

History

Formal and informal power relationships

Communication and relational styles



Assemble an
evaluation team
whose collective
lived experience fits
the context

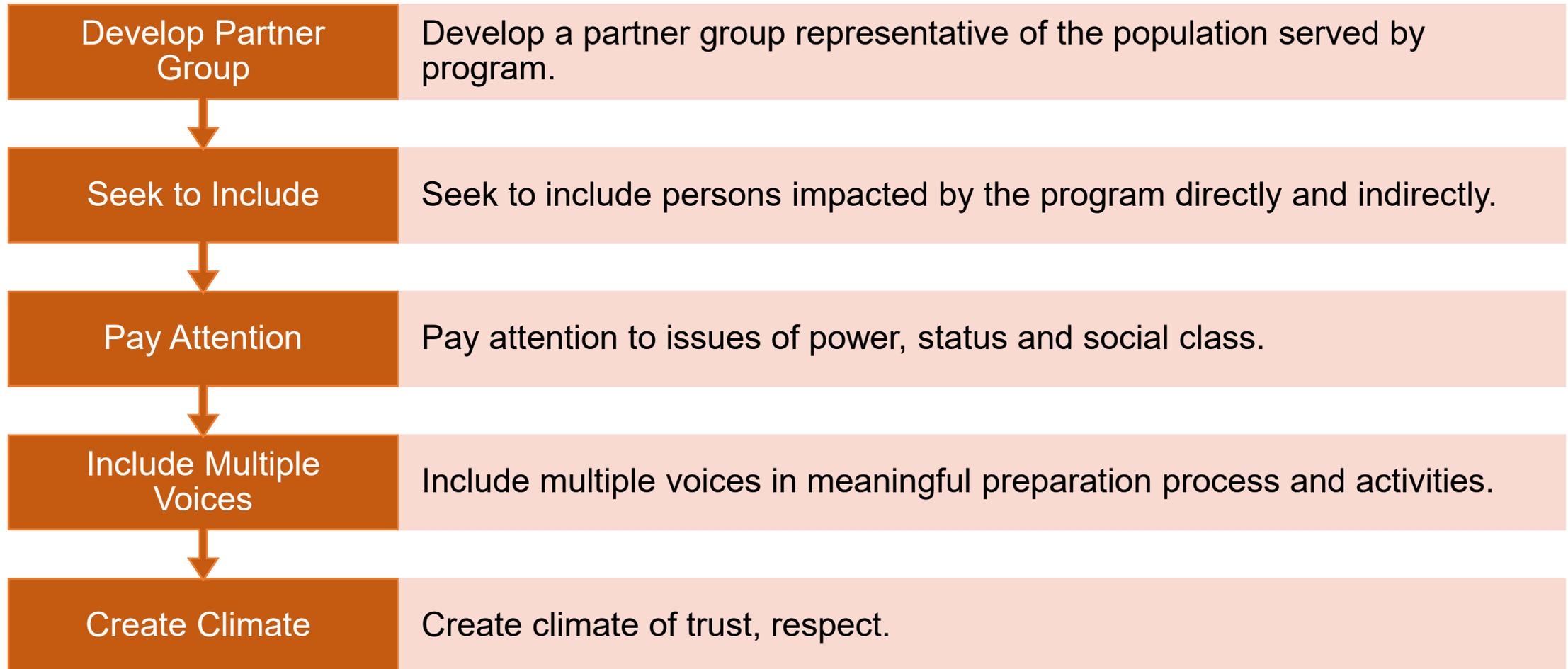
*Awareness of own cultural values, assumptions, prejudices,
stereotypes*

Not merely about matching demographics



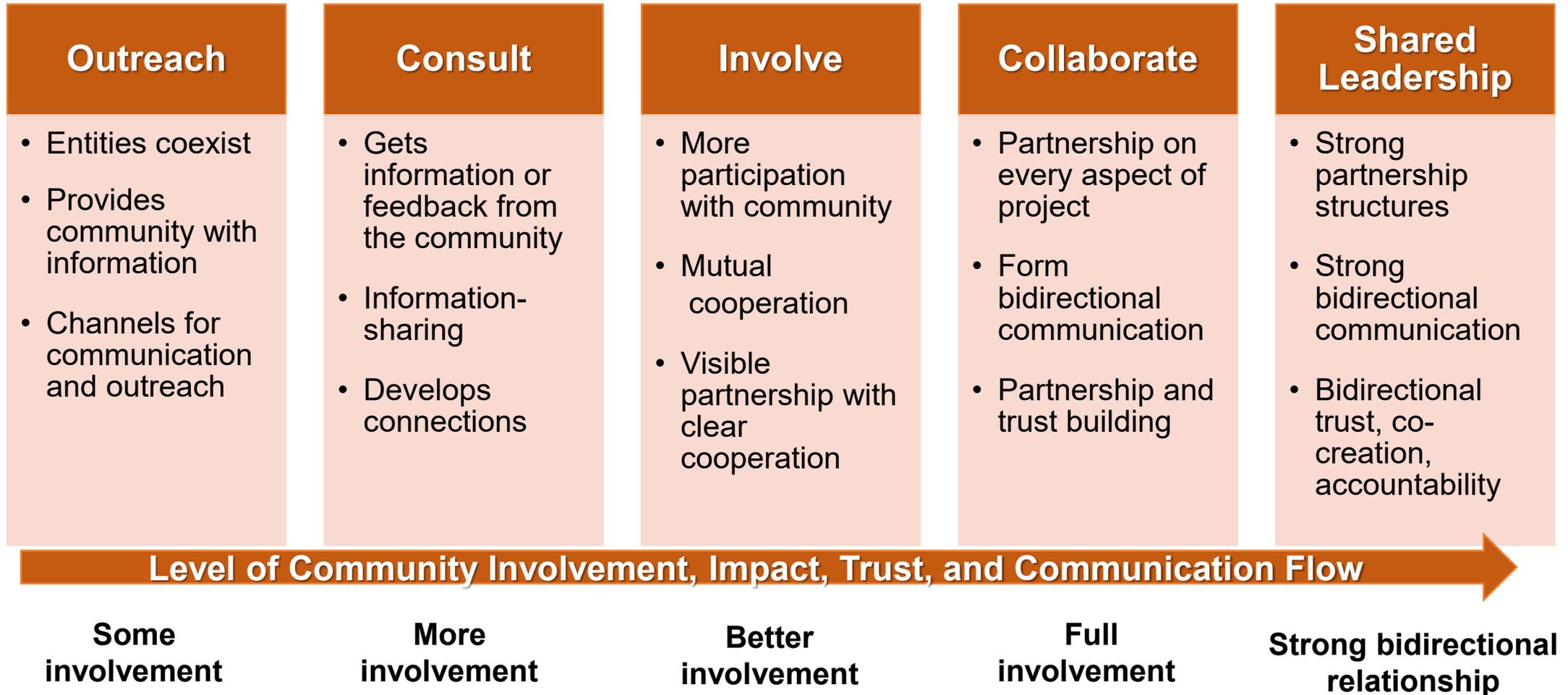
Collaboration and Team Building

- Engage Stakeholders





Participatory Research Community Involvement Continuum

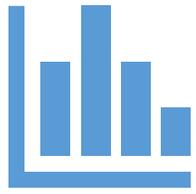




Equity in Team Building



What questions would you ask?



Evaluation Design – Why Design with Equity in Mind



1

Evaluation and evaluative work should be in service of equity.

→ *Production, consumption, and management of evaluation and evaluative work should hold at its core a responsibility to advance progress towards equity.*

2

Evaluative work can and should answer critical questions about the:

→ *Ways in which historical and structural decisions have contributed to the condition to be addressed*

→ *Effect of a strategy on different populations*

→ *Effect of a strategy on the underlying systemic drivers of inequity*

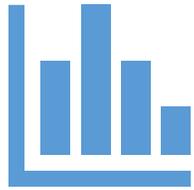
→ *Ways in which cultural context is tangled up in both the structural conditions and the change initiative itself.*

3

Evaluative work should be designed and implemented commensurate with the values underlying equity work:

→ *Multi-culturally valid*

→ *Oriented toward participant ownership.*



Identify Evaluation Purpose



Document Program Implementation

- How well is the program connecting with its intended communities?
- Is the program operating in ways that are respectful of cultural context?
- Are program resources equitably distributed?

Document Progress Towards Goals

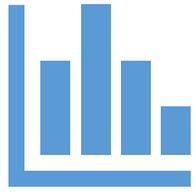
- Who is benefiting from the program, and are these benefits equitably distributed? Who is burdened by the program?
- Is program theory culturally sensitive?

Evaluate Implementation

- Capture cultural nuances
- Examine contextual correlates of participant outcomes

Evaluate Effectiveness

- Examine differential outcomes for populations
- Center intersectionality in understanding group differences



Design the Evaluation



Build design appropriate to both evaluation questions and cultural context.

Construct control or comparison groups in ways that respect cultural context and values.

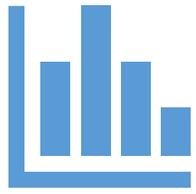
Identify, develop or adapt instruments for the local context.

Establish evidence of reliability and validity.

Language and content of instruments should be culturally sensitive.

Use best translation practices, validating both semantic and content equivalence.

Norms must be appropriate to the group(s) involved in the program.



Equitable Evaluation Design in Practice



What questions would
you ask?



Data Collection and Analysis: Ensure Data Equity & Data Inclusivity



Data equity



Data inclusivity



Collect the Data

Procedures used to collect both qualitative and quantitative data must be responsive to cultural context.

Recognize how cultural identifications of the evaluation team affect what they can hear, observe.

Shared lived experience provides optimal grounding for culturally-responsive and equitable data collection.





Analyze the Data



- Understanding cultural context is necessary for accurate interpretation.
- A cultural interpreter may be needed to capture nuances of meaning.
- Stakeholder review panels can more accurately capture the complexity of cultural context, supporting accurate interpretation.
- Examine outliers, especially successful ones.
- Remember that data are given voice by those who interpret them





Equitable Data Collection & Analysis in Practice



What questions would
you ask?



Reporting and Dissemination



Be aware of how
you express things

Say what you mean
Use person-first language

Understand
variation within
groups

Do not assume differences by race, ethnicity, or other groupings
Acknowledge intersectionality and within-group differences

Provide context on
structural inequity

Acknowledge structural inequities that may be related to findings



Disseminate and Use the Results



Cultural relevance and responsiveness increases both the truthfulness and utility of the results.

Maximize community relevance of findings; invite review by community members prior to dissemination.

Communication mechanisms must be culturally responsive.

Inform a wide range of stakeholders.

Make use consistent with the purpose of the evaluation.

Consider community benefit and creating positive change.



Equitable Dissemination in Practice



What questions would
you ask?

For Further Discussion

What questions do you have about CREE and the framework?

How can you use this framework in the work you're doing?





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