THE CALIFORNIA ENDOWMENT

MULTICULTURAL
HEALTH
EVALUATION

Commissioning Multicultural Evaluation: A Foundation Resource Guide

COMMISSIONING MULTICULTURAL EVALUATION:

A Foundation Resource Guide

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PREFACE

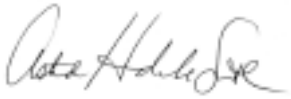
The California Endowment is strongly committed to multicultural health approaches as a crucial aspect of fulfilling its mission to promote the health and well-being of all Californians. As The Endowment has deepened its understanding of how to best develop and implement strategies that can meet the burgeoning needs of diverse communities, it has consistently relied on evaluation as an important tool within its grant-making repertoire. Evaluation has been critical to learning from innovative work taking place in the field and assessing the broader impact of our grant-making strategies.

The California Endowment's mission is to expand access to affordable, quality health care for underserved individuals and communities, and to promote fundamental improvements in the health status of all Californians. In its efforts to use evaluation as a tool for shaping and defining improvements to quality health care, The Endowment wanted to extend beyond traditional evaluation philosophies, approaches and methods, and work with evaluators who are aligned with the foundation's multicultural approach to improving the quality of health care. In particular, The Endowment wanted to learn more about how to employ evaluation approaches that consider the cultural context of the communities being studied and approaches that give a voice to the diverse communities.

In the Spring of 2001, The California Endowment's Evaluation and Planning Department launched the *Diversity in Health Evaluation Project*. This project was charged with both expanding its network of diverse evaluators, and generating research to identify barriers and opportunities for advancing multicultural evaluation within the health field. The project and its findings have already sparked dialogue throughout the field and generated a number of new resources in the area of multicultural evaluation (see the last section of this Resource Guide, "*Resources from the Diversity in Health Evaluation Project*.")

Two of the needs identified from this effort were tools and strategies that interested funders could easily access to integrate multicultural evaluation approaches into their own work. As commissioners of evaluation, what kinds of questions can funders ask that get to deeper issues of cultural diversity? What factors should they consider in hiring culturally competent evaluators? What role can funders play to ensure that community voices are heard and integrated into an evaluation's findings and recommendations? What does it take for a foundation to meaningfully integrate a multicultural approach throughout its grant-making evaluations?

This Resource Guide was developed as a starting point for answering some of these questions and others. The goal is to synthesize some of the best learning that we have come across to date, and to help foundation executives, program staff and other stakeholders to integrate a multicultural focus within their initiative and program evaluations. I hope this guide serves as a useful resource in your thinking and practice, and that it leads to further sharing about best practices in this area. I encourage you to share this resource with your colleagues.



Astrid Hendricks-Smith, Ph.D
Director, Evaluation
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INTRODUCTION

Philanthropic leaders agree that foundations' grant-making missions are inextricable from issues of cultural diversity because populations of color are overrepresented among the communities to whom many of their grants are directed.

—Foundation Leaders' Perspectives on Culturally Competent Evaluation, 2003

Rapid demographic shifts have profoundly affected mainstream institutions' capacity to effectively serve increasingly diverse target populations. Philanthropic organizations and community partners alike have increasingly recognized the critical need for multicultural program design, operation and service delivery systems that improve the educational, health and economic status of individuals of different race, ethnicity, economic status, gender, sexual orientation, age and immigration status. In pursuit of more effective solutions rooted in the cultural context of communities, a corresponding need has also emerged for evaluation theories, tools, approaches and methodologies that recognize, understand and capitalize upon the diversity within communities.

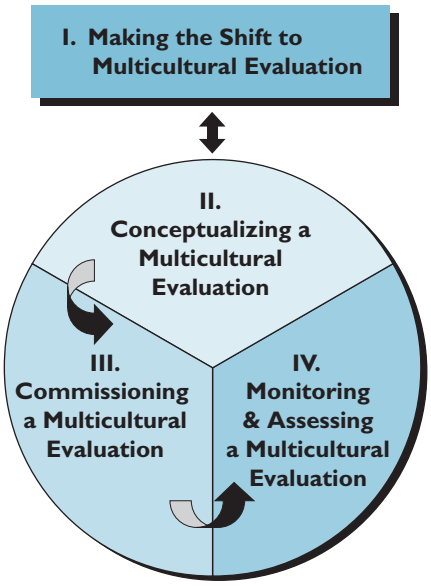
As institutions that are interested in supporting diverse and disadvantaged communities, a number of foundations have become especially interested in how multicultural evaluation can inform their grant making. According to philanthropic leaders, community-based organizations and evaluators, a multicultural approach to evaluation is critical for advancing knowledge on what makes programs work *for diverse communities*. Multicultural evaluation has the potential to involve, empower and benefit the communities who are the focus of the evaluation, as well as yield more accurate information and stronger analysis rooted in the perspectives of the populations being targeted.

This Resource Guide was designed to assist foundation staff with evaluations of initiatives and programs working with diverse communities. It has been developed as a "how-to" manual for incorporating a greater multicultural focus when commissioning an evaluation, and also as a resource of ideas for those interested in learning more about the topic.

While this project arose from The California Endowment's desire to engage in multicultural evaluation approaches to health care, this Resource Guide was developed to extend beyond the health field. The hope is that grant makers working in diverse communities *across multiple funding areas and disciplines* should find value in the ideas and strategies included in this guide.

Resource Guide Overview

This guide has been organized into four major sections that broadly correspond to key stages in conceptualizing and commissioning an evaluation:



- **Part I - Making the Shift to Multicultural Evaluation** provides a general orientation to multicultural evaluation for grant makers who may be either unfamiliar with multicultural evaluation, or simply looking for resources to "make the case" for multicultural evaluation approaches to colleagues or grantees. It provides definitions of multicultural evaluation and provides a framework for assessing institutional adoption of multicultural evaluation approaches.

- **Part II - Conceptualizing a Multicultural Evaluation** provides a concrete starting point for funders who are planning for an evaluation with a strong multicultural focus. This entails identifying key questions, audiences, intended uses, and determining appropriate budgets and approaches.

- **Part III - Commissioning a Multicultural Evaluation** focuses on factors to consider when issuing an RFP, reviewing proposals and selecting culturally competent evaluators.

- **Part IV - Monitoring & Assessing a Multicultural Evaluation** offers guidance on ongoing funder roles after a multicultural evaluation is launched.

Examples of strategies of how different funders have approached the process of commissioning multicultural evaluation are included in each section, as well as glossaries and checklists that may prove useful to funders in their efforts. In addition, throughout each section, the reader will be directed to additional resources that have been developed on multicultural evaluation designated by the sign below:

An important goal of this Resource Guide is to provide a menu of different options for funders to pursue. It may not be feasible for funders to implement all of the strategies included in this guide due to competing priorities. However, adopting a few or some combination of key ideas will provide concrete steps towards fulfilling funders' commitment to diversity.

A Note about Terminology

Although "multicultural evaluation," "culturally competent evaluation" and "multiculturally competent evaluation" are often used interchangeably in the literature throughout this guide, we will use the term "multicultural evaluation" to refer to a growing and distinct body of **evaluation philosophies, approaches and methodologies that are rooted in considerations of culture and diversity.** "Multicultural evaluation" is distinct from traditional evaluation of culturally competent health programs, the latter of which is *not* the focus of this guide.

PART I: MAKING THE SHIFT TO MULTICULTURAL EVALUATION

Part I of this Resource Guide presents a brief synthesis of the discourse taking place on multicultural approaches within the evaluation field. In particular, it offers principles and concepts for funders to consider in making the shift towards multicultural evaluation, or in continuing to deepen efforts in this direction. This section was developed for those interested in understanding the following questions: What is multicultural evaluation? Why should I use this approach to evaluate my grantmaking? What does multicultural evaluation look like within a foundation context? What is a realistic path for my foundation to take in shifting towards multicultural evaluation?

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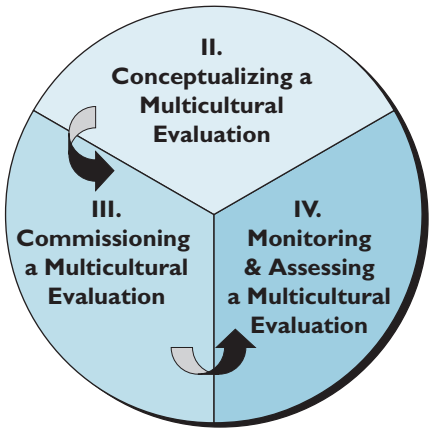
I. Making the Shift to Multicultural Evaluation
- a) Towards Multicultural Evaluation
- b) What is Multicultural Evaluation? Guiding Principles & Characteristics
- c) Multicultural Evaluation within a Foundation Context
- d) Where is My Foundation Along the Multicultural Evaluation Continuum?



The goal for this section is *not* to provide a comprehensive review of the theoretical literature on multicultural evaluation. Rather, it aims to present some basic information that can illuminate subsequent sections of this guide, which are more focused on the "how to" of conceptualizing, commissioning and implementing a multicultural evaluation. For those who are interested in pursuing further understanding of the theory, approaches and methodology behind multicultural evaluation, there is a list of useful references available at the end of this section.

Towards Multicultural Evaluation

Evaluation has come to serve a vital function for the social sector as foundations, policymakers and programs rely on evaluation as a tool for management, strategic planning and accountability. In recent years, however, there have been critical questions raised about how existing evaluation—still largely rooted in a Euro-centric

To review highlights of some of the discourse on multicultural evaluation, see other resources developed as part of this series commissioned by The California Endowment:

- ***Voices from the Field: Health and Evaluation Leaders on Multicultural Evaluation***, offers different perspectives on multicultural evaluation and how to advance this approach in the health field.
- ***Multicultural Health Evaluation: An Annotated Bibliography***, highlights key literature on the theory and practice of multicultural evaluation.
- ***Shifting our Thinking: Moving from Traditional to Multicultural Evaluation in Health***, documents proceedings from a roundtable convening of funders, evaluators and grantees recently held at The California Endowment.

All are available on The California Endowment Web site at www.calendow.org.

tradition—functions across diverse cultural contexts. For example, to what extent do existing evaluation frameworks and measures present valid findings across multiple dimensions of diversity such as race/ethnicity, economic status, gender, sexual orientation, age, religion, disability, or immigration status? How can the cultural contexts of diverse groups be better integrated in evaluation theory and practice?

Within the evaluation and research community, a growing body of literature discusses the theoretical underpinnings for cultural competence in evaluation. A number of professional conference sessions, academic journals and informal convenings have been dedicated to examining multicultural evaluation methodologies, measurement tools and measures, sharing strategies and promising practices for deepening a multicultural evaluation approach. Critical momentum is building as individuals and organizations—across multiple disciplines—come together around a collective vision for advancing multicultural evaluation as a strategy to support high quality research.

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An opportunity exists for foundations and others committed to working in diverse and disadvantaged communities to capitalize upon these growing efforts. The increasing racial and ethnic diversity of U.S. communities—in conjunction with evidence of persistent educational, economic and health disparities across diverse groups—has created a heightened sense of urgency for responsive grant-making strategies. Funders

are seeking solutions not only rooted in a community's culture, but also in its intersection with other dimensions of diversity such as economic class, religion, etc. Multicultural evaluation has the potential to assist funders to become more strategic and innovative in their grant making by yielding both valid and culturally relevant findings rooted in the realities of diverse communities.

Defining Culture:

Culture can include more easily observable elements shared within a specific population, such as language, art, food or literature. However, culture also includes a common set of beliefs, norms and values that guide and sustain communities to ensure their survival, health and well-being. These can include conceptions of family, justice, time, patterns of group decision-making or notions of leadership.

The American Psychological Association's multicultural guidelines present a useful definition of culture as the "embodiment of a worldview through learned and transmitted beliefs, values and practices."

What is Multicultural Evaluation?

Multicultural evaluation is, at its simplest, evaluation that integrates cultural considerations into its theory, measures, analysis and practice. In operational terms, multicultural evaluation requires conceptual frameworks that incorporate different world views and value systems. It engages in data collection strategies that take into account potential cultural and linguistic barriers; includes a reexamination of established evaluation measures for cultural appropriateness; and/or incorporates creative strategies for ensuring culturally competent analysis and creative dissemination of findings to diverse audiences.

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Multicultural evaluation, like traditional evaluation, prioritizes impartial inquiry designed to provide information to decision makers and other parties interested in a particular program, policy or intervention. In addition, multicultural evaluation aims to:

- Demystify issues of cultural difference so that relevant, culturally based knowledge can be brought to bear in problem solving and strategic planning.
- Distinguish the effects of race/ethnicity, immigrant status, age, socioeconomic factors, gender, sexual orientation, etc.
- Build diverse community members' and target populations' capacities for self-assessing community needs, cultural resources and solutions.

GUIDING PRINCIPLES FOR MULTICULTURAL EVALUATION

As much as principles stand as a professional cornerstone to create standards of excellence, a widely adopted set of principles for multicultural evaluation has not yet been formalized within the evaluation field. At the same time, philanthropic leaders, scholars, evaluators, practitioners and others are beginning to coalesce around a common set of principles for multicultural evaluation, Exhibit I-1 offers a synthesis of some of the key principles that emerged from *The Diversity in Health Evaluation Project*. These principles include:

- Inclusion in design and implementation
- Acknowledgment/infusion of multiple world views
- Cultural and systems analysis
- Appropriate measures of success
- Relevance to diverse communities

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These principles align closely with the five Guiding Principles adopted in 1995 by the American Evaluation Association as quality standards of practice for the profession: 1) systematic inquiry, 2) competence, 3) integrity/honesty, 4) respect for people and 5) responsibilities for general and public welfare. The guiding principles for *multicultural* evaluation, however, imply a higher threshold that takes into account these generally accepted standards of quality evaluation while overlaying explicit consideration of differences related to diversity in race/ethnicity, age, gender, sexual orientation, socioeconomic status, religion, disability and/or immigrant status.

The full version of the American Evaluation Association's principles for evaluators can be accessed at: http://www.eval.org/EvaluationDocuments/aeaprin6.html

EXHIBIT I-1
Guiding Principles for Multicultural Evaluation

Inclusion in design and implementation

- Multicultural evaluation is not imposed on diverse communities; communities understand and support the rationale for the research and agree with the methods used to answer key evaluation questions.
- Diverse beneficiary stakeholders are actively involved in all phases of the evaluation, including problem definition, development of research questions, methods chosen, data collection, analysis and reporting.
- To the extent possible, multicultural evaluation empowers diverse communities to do self-evaluation through intentional capacity building in evaluation.

Acknowledgment/infusion of multiple world views

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- Evaluators in multicultural evaluations have a genuine respect for communities being studied and seek deep understanding of different cultural contexts, practices and paradigms of thinking.
- "Expert" knowledge does not exclusively reside with the evaluator; the grantee and/or community being studied is assumed to know best their issues, strengths and challenges.
- The diversity of communities studied are represented in multicultural evaluation staffing and expertise whenever possible.

Appropriate measures of success

- Measures of success in multicultural evaluations are discussed and/or collaboratively developed with those being evaluated.
- Data collection instruments and outcome measures are tested for multicultural validity across populations that may be non-English speaking, less literate, or from a different culture.
- Multicultural evaluation data collection methods and instruments accommodate different cultural contexts and consider alternative or nontraditional ways of collecting data.

EXHIBIT I-1
Guiding Principles for Multicultural Evaluation

Cultural and systems analysis

- Multicultural evaluations take into account how historical and current social systems, institutions and societal norms contribute to power and outcome disparities across different racial and ethnic communities.
- Multicultural evaluations incorporate and trace impacts of factors related to racial, cultural, gender, religious, economic and other differences.
- Multicultural evaluation questions take a multi-level approach to understanding root causes and impact at the individual, interpersonal, institutional, cultural, system and policy level, rather than focusing the analysis solely on individual behavior.

Relevance to diverse communities

- Multicultural evaluations inform community decision-making and program design.
- Findings from multicultural evaluations are co-owned with diverse communities and shared in culturally appropriate ways.

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CHARACTERISTICS OF MULTICULTURAL EVALUATION

When considering characteristics of multicultural evaluation, it is important to note that multicultural evaluations build off core elements of sound evaluation practices, such as data-based inquiry, valid and reliable measures, or impartial assessment. Multicultural evaluation also reflects characteristics of quality evaluations based on guidelines set forth by the American Evaluation Association, such as strongly respecting stakeholders' self-worth, considering perspectives of a full range of stakeholders, and (where feasible) providing benefit to those who contribute data.

However, when the principles of multicultural evaluation are applied to all aspects evaluation—from the evaluator, to design and planning, to data collection, analysis, reporting and application of findings—this results in a significant shift in how evaluation is implemented. This is shown in Exhibit I-2 below.

EXHIBIT I-2
Characteristics of a Multicultural Evaluation

	Traditional Evaluation	→	Multicultural Evaluation
Evaluator			
Where Knowledge Resides	Formally trained evaluators are the experts.	→	Grantees, community members and formally trained evaluators each have expertise. Each knows best their issues and strengths.
Evaluator Role	Leader, judge, expert.	→	Facilitator, translator, convener.
Design & Planning	Evaluator presents design to commissioning entity for approval.		Prioritizes developing rapport and trust with stakeholders to engage them in an inclusive planning process that infuses multiple world views.
Data Collection	Conducted by evaluation professional.	→	Conducted by all players. Facilitated by the evaluator, stakeholders are often trained in some collection methods and implement them.
Data Analysis	Results and their meaning are analyzed by evaluation professionals.	→	Results and their meaning are derived with a focus on culture and system analysis.
Reporting	Written report, usually accompanied by brief presentation to commissioning entity.	→	Jointly disseminated and presented in nontraditional formats. Results have relevance and utility to diverse communities.
Application of Findings	Findings used as monitoring, judging device.	→	Findings used to build capacity of community and community organizations.

As shown on the preceding page, traditional evaluation is based on a long history in which formally trained evaluators implement needs or impact assessments based on established measures of what is "good practice." Multicultural evaluation is characterized by *reciprocity*. While still integrating their own expertise throughout the evaluation, the evaluator does not presume to understand the cultural context of diverse communities being studied. As a result, multicultural evaluation is characterized by a fundamental shift in how the evaluation is conceptualized and designed, how communities are engaged in the data collection and analysis, and how the findings from the evaluation are ultimately communicated and used.

"I try to tell people who approach being culturally competent with the idea that you are going to gain some academic knowledge that will take you into a community and work…is not the way to approach it. It is much more of a human endeavor of going in with an attitude of learning, not going in with an attitude that you've read 10 books and now you are an expert."

– Evaluator Joan LaFrance, quoted in *Voices from the Field: Health and Evaluation Leaders on Multicultural Evaluation*

"There is a push, sometimes – 'what's the recipe' or 'what are the ten things you have to do in every multicultural community?' My experience says that there is a contextualization that needs to happen."

– Evaluator Zoe Cardoza Clayson, quoted in *Voices from the Field: Health and Evaluation Leaders on Multicultural Evaluation*

CHARACTERISTICS OF CULTURALLY COMPETENT EVALUATORS

Closely related to understanding the principles and characteristics of multicultural evaluation, is defining the characteristics of evaluators that make them culturally competent. Articulating what exactly makes an evaluator "culturally competent," however, can be subjected to debate. *Attributes of cultural competence do not lend themselves to a "checklist" or a formula*. Rather, the multicultural knowledge, attitudes and skill sets that evaluators bring to their work can best be viewed as evolving "human" skills that are developed over time and practice. Some of these most often described characteristics are presented in Exhibit I-3.

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EXHIBIT I-3
Characteristics of Culturally Competent Evaluators

- **Experience in diverse communities.** While an evaluator may not necessarily be of the same cultural background as the communities they are evaluating, cultural competence involves a broader world perspective, often gained from experience living or working with different cultural groups.
- **Openness to learning about cultural complexities.** Culturally competent evaluators exhibit humility about what they think they already know and are open to in-depth understanding of the nuances and complexities of inter- and intra-cultural influences and variations.
- **Flexibility in evaluation design and practice.** Rather than coming in with prescriptive evaluation strategies, culturally competent evaluators realize limitations to established approaches and are willing to adapt to honor different cultural contexts.
- **Rapport and trust with diverse communities.** Culturally competent evaluators prioritize relationship building with diverse communities, rather than viewing them solely as data sources. Relationships are viewed as mutually beneficial.
- **Acknowledgement of power differentials.** Culturally competent evaluators acknowledge the various power differentials possible in an evaluation, including those between the evaluator and those being evaluated, or between the commissioning entity (often a foundation) and those being evaluated.
- **Self reflection for recognizing cultural biases.** Culturally competent evaluators take the time to become mindful of potential biases and prejudices and how they might be incorporated into their research.
- **Translation and mediation across diverse groups.** Culturally competent evaluators are skilled in translating jargon-laden evaluation findings to those who may not be trained in evaluation, or have high levels of education, literacy or English-language fluency. Likewise, evaluators must also be adept in communicating cultural paradigms and community voice back to funders.
- **Comprehension of historical and institutional oppression.** This knowledge is critical for designing evaluations that integrate how historical and current social systems, institutions and societal norms contribute to disparities among different communities.

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As part of the Diversity in Health Evaluation series, The California Endowment commissioned a paper focusing specifically on issues related to multicultural evaluation within philanthropy. See The California Endowment commissioned paper on *"Foundation Leaders' Perspectives on Multicultural Evaluation"* available through The Endowment Web site at www.calendow.org.

Multicultural Evaluation within a Foundation Context

Foundation-commissioned evaluations may introduce *another layer of complexity* within multicultural evaluation that should be considered. The power imbalances inherent within both funder-grantee relationships and evaluator-community relationships require specific and explicit attention throughout the evaluation process.

The Evaluation Power Triangle (Exhibit I-4) highlights the major stakeholders traditionally involved in foundation-commissioned evaluations and illustrates the chain of accountability and subsequent power imbalances that can potentially exist between the funder, the grantee and evaluation communities.

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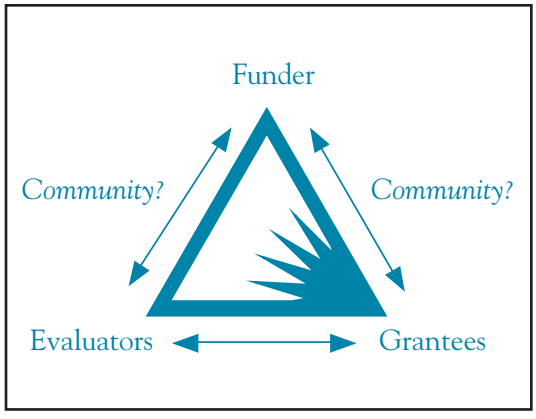
EXHIBIT I-4
The Power Triangle of Foundation-Commissioned Evaluation



Foundation program officers can feel immense pressure to show results from their investments to their boards. This priority can often drive the focus of foundation-commissioned evaluations. Grantees, while certainly accountable to the communities that they serve, are especially accountable to funders who provide programming and operational resources. Therefore, they may be afraid to speak up when funders ask for evaluations that are premature in their programming cycle. Evaluators are accountable to *multiple* stakeholders, playing the delicate role of balancing funder and grantee needs, while honoring ethical concerns for high quality research.

Subsequent sections of this Resource Guide present strategies for taking into consideration all of these power dynamics, while also lifting up the voice of the community—a key stakeholder rarely considered within the power triangle of foundation-commissioned evaluation.

Where is *My* Foundation Along the Multicultural Evaluation Continuum?

Understanding and implementing multicultural evaluation approaches is an *ongoing* process. A meaningful shift towards multicultural evaluation will be greatly determined by the individual and collective beliefs, experiences and will of the people within the foundation. Therefore, as with many personal or institutional journeys towards change, the path toward multicultural evaluation can be considered as a progression along a continuum.

Figure I-5 on the next pages maps implementation of multicultural evaluation principles (outlined earlier in this section) along a step-wise continuum. This continuum is adapted from stages of cultural competency developed for the service delivery field.[1] It assumes implementation of evaluation principles unfolding in four stages:

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- *cultural incompetence*, in which diverse cultures are unacknowledged in evaluation;
- *cultural blindness*, in which awareness of diversity may exist, but is not presumed to be a critical factor within evaluation design or implementation;
- *cultural sensitivity*, in which acknowledgement of cultural differences exists and steps are taken to incorporate cultural considerations within existing evaluation models; and
- *cultural proficiency*, in which the way that evaluations are designed and implemented are fundamentally shifted to honor and capitalize upon the diverse cultural contexts in which target populations exist.

[1] See for example: Bennett, Milton J. (1986) "A Developmental Approach to Training Intercultural Sensitivity." *International Journal of Intercultural Relations*. Vol. 10 (2).; Cross T.L., Bazron B.J., Dennis K.W., Isaacs M.R., (1989) *Towards a Culturally Competent System of Care:* Volume I. CASSP Technical Assistance Center, Georgetown University Child Development Center. Washington, DC; Mason, J. L. (1993). *Cultural Competence Self-assessment Questionnaire*. Portland, OR, Portland State University, Multicultural Initiative Project.

EXHIBIT 1-5
Continuum of Multicultural Evaluation (MCE)

MCE Principles	Cultural Incompetence	Cultural Blindness	Cultural Sensitivity	Cultural Proficiency
Inclusive Design and Implementation	Evaluation designed to be accountable to the board; community largely unaware evaluation is happening and is uninvolved in any aspect of the evaluation.	Communities may be involved in evaluation, but no consideration for representation of multiple and diverse community voices.	Recognizing different cultural contexts, evaluation gathers input from diverse communities, typically through one-time requests for feedback. Community members may feel that their input is tokenized.	Diverse communities are involved in meaningful ways from start to finish. Evaluation is accountable to *multiple* stakeholders, including grantees & community beneficiaries.
Acknowledgment and Infusion of Multiple World Views	Funder assumptions and beliefs drive the evaluation; different perspectives and world views not acknowledged.	Mainstream values, beliefs, perspectives drive evaluation; these are presumed to apply to diverse communities being studied.	Culturally competent evaluation strategies in place (i.e., translation of survey instruments; evaluators that reflect the diversity of community being studied; co-interpretation of findings). Evaluator still holds primary expertise.	Culturally competent evaluation strategies in place; evaluator approaches study with an intentional sense of humility; and "expert" knowledge is equally shared by evaluator and community being studied.
Cultural and Systems Analysis	Cultural and systemic power differences are not realized.	Cultural and systemic power differences are ignored.	Cultural and systemic power differences are acknowledged, but not analyzed.	In-depth analysis of cultural and systemic power influences on a community is incorporated into findings.

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EXHIBIT 1-5
Continuum of Multicultural Evaluation (MCE)

MCE Principles	Cultural Incompetence	Cultural Blindness	Cultural Sensitivity	Cultural Proficiency
Appropriate Measures of Success	Evaluation does not consider the diversity of data sources nor the relevance of methodology or measures.	Diversity may be acknowledged, but grantees and/or community success still judged using traditional methods and measures (often for the sake of "technical rigor").	While traditional evaluation measures may still be used, additional strategies are in place to strengthen multicultural validity of findings (i.e., multimethod data collection, diversity considerations incorporated in analysis).	Validity of frameworks, tools, measures tested across *multiple* cultural groups, languages, and contexts; they are accordingly modified and/or new measures developed.
Relevance and Utility to Diverse Community	Funder and/or evaluator priorities drive evaluation; results kept from communities because there is no recognition of their value to community or because it is assumed that they won't understand.	Results might be shared back, but with no consideration of how they might be interpreted or used. Results are not useful because they are not rooted in multicultural analysis.	Results consider cultural context and are shared with community, but community may not feel ownership of results and dissemination because of their limited role in the evaluation.	Because of joint development, results are culturally relevant and used constructively for program improvement for diverse communities. There is consideration of how to share findings in culturally appropriate ways.

This table is designed to be used as a diagnostic tool for funders as they engage in self-reflection and consider making a shift towards multicultural evaluation. Looking across the table, funders can think about the types of evaluations that they commission, and ask:

- Where do a majority of current evaluations of my grant making fall within this continuum?
- Organization wide, where do my foundation's evaluations tend to lie within this continuum? Are there specific multicultural evaluation principles that we are more advanced on than others?
- Finally, where do I want my foundation's multicultural evaluation focus to be *in the future?*

The subsequent sections of this Resource Guide are designed to help funders on their path towards culturally proficient multicultural evaluation. Specifically, as funders consider and implement the ideas, examples and tools presented in this Resource Guide, they may see greater movement towards a multicultural evaluation approach that supports their grant making.

RESOURCE TABLE 1-1
Additional Resources on Multicultural Evaluation

Following are some key references that might be useful to funders and others that are interested in seeking further understanding about multicultural evaluation. Many of the following were taken from The California Endowment's ***Multicultural Health Evaluation: An Annotated Bibliography,*** *available at www.calendow.org.*

Multicultural Evaluation, General

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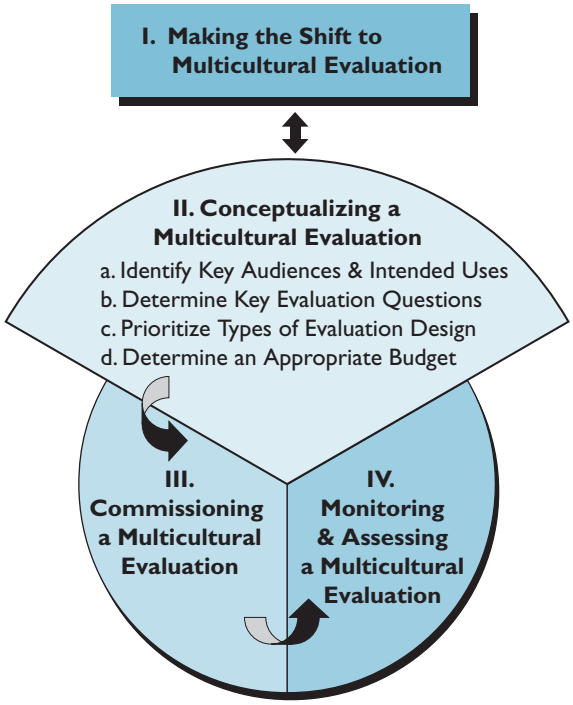
PART II: CONCEPTUALIZING A MULTICULTURAL EVALUATION

Conceptualizing and planning for an evaluation can often be a daunting task. Questions that funders might ask to guide themselves through this process might include: (1) Who are the intended audiences and what are the intended uses for the evaluation? (2) What are the key evaluation questions to be answered? (3) Will these key questions assist grantees and communities in building their own capacity? (4) How do you know if the approaches and methods proposed are sound? (5) How much should it cost?



Part II of this Resource Guide is designed to help funders answer these questions as they begin work in conceptualizing a multicultural evaluation.

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Step 1: Identify Key Audiences and Intended Uses of the Evaluation

Who are the intended audiences for an evaluation? As is the case with traditional evaluation, funders, policymakers and grantees (e.g., practitioners, service providers) represent key audiences. With multicultural evaluations, however, diverse community members or clients of programs are especially critical target audiences to consider.

From the perspective of each of the stakeholders above, different priorities may emerge. Exhibit II-1 identifies the major audiences within multicultural evaluation and their potential application of multicultural evaluation results. Recognizing this range of needs may allow funders to balance multiple (and sometimes competing) interests and ensure that each stakeholder benefits from the evaluation.

EXHIBIT II-1
Evaluation Audiences and Potential Intended Uses

Grantees →	• To be accountable to not only board, donors, but also clients & diverse communities • To attract additional funding to support making all programs effective in multicultural settings • To improve program planning & implementation informed by community input • To determine the effectiveness and adequacy of recruitment, intake and service delivery procedures in reaching diverse groups
Funders & Policy Makers →	• To provide accountability to foundations/boards *and* the community • To inform decisions about future investment in programs that are effective in multicultural settings • To determine any midcourse corrections • To inform policy development
Community →	• To determine if grantees are meeting the needs of diverse communities • To determine if grantees used resources wisely to benefit diverse communities

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Because of the potential power imbalances within foundation-commissioned evaluation (described in Part I), unless a foundation clearly prioritizes the needs of multiple stakeholders upfront, it is rare for evaluators, grantees, and—to a much lesser degree—*diverse communities* to assert their interests. Therefore, it is important for funders to play an active role in determining how a multicultural evaluation might serve the needs of multiple stakeholders.

Step 2: Determine Key Evaluation Questions

Once the key audiences and potential uses of an evaluation have been identified, the next step is to develop evaluation questions that reflect major areas of inquiry.

Who determines what evaluation questions to ask? Evaluation questions are typically guided by what a funder wants to know about the program being evaluated. The key in thinking through questions within multicultural evaluations is to again recognize how funders' interests may depart from other key audiences that have been identified and to incorporate their perspectives. For example, Exhibit II-2 illustrates different types of multicultural evaluation questions that might be of particular interest to different evaluation stakeholders.

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EXHIBIT II-2
Examples of Evaluation Questions by Audience

Grantees	Funders & Policymakers	Community
• Was the theory of change a correct one in making a difference for the diverse populations that are in need? • How effective are outreach and recruitment strategies? Were staffing and support services adequate to accommodate the special needs of the targeted populations? • Were there enough staff with appropriate cultural knowledge to make services effective for diverse groups? • What can be learned from this evaluation that can help grantees better serve the target populations?	• Did the funders' investment reach the intended populations? • What were the key outcomes of the investment? • Did the grantee fully understand the needs and strengths of the target populations? If not, what were the barriers to desired outcomes? • Was there enough technical, cultural and community expertise to effectively deliver services? • How might this model be successfully replicated in other communities? • How might lessons from this grant be applied for future grant making?	• Do the findings and conclusions resonate with the experiences of community members within the programs? Are the results valid? • How could the program have been implemented differently to better understand the social, cultural, political landscape of the community? • Are programs, funders and community definition of "success" aligned? Do they understand community goals and needs within this program?

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No one entity can be responsible for weighing all the different needs and interests within an evaluation. Some funders will therefore commit to engaging grantees and/or communities in a collaborative process to develop evaluation questions to include in an RFP for evaluators. More commonly, however, a funder will determine the questions ahead of time—keeping in mind potential questions of interest for grantee and community stakeholders. Then, after an evaluator is selected, the questions are refined and prioritized as part of an evaluation design process that includes community input. Since the evaluation questions set the stage for the rest of the evaluation process, it is important that they are determined and finalized by all beneficiary stakeholders.

In Practice:

In designing the evaluation for the Community Clinics Initiative (a joint project of the Tides Family of Organizations and The California Endowment), local evaluators were convened for an informal half-day session to draw upon their expertise and experience in conducting evaluations in this area. Not only did the meeting help to inform how this evaluation could be conceptualized, it also served a secondary benefit of introducing the foundation to potential evaluators. Evaluators were compensated for their time.

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What types of questions should be asked? Evaluation questions are highly dependent on the context of the program, strategy, or policy being evaluated. Evaluation professionals, however, often categorize what funders want to know into types of evaluation questions, the two most common being process questions and impact questions. An evaluation typically includes a mix of both, but—depending on the interests of the party commissioning the evaluation—some may focus more heavily on one or the other. Aligning both types of questions with a multicultural approach requires an acknowledgement of not only the unique perspectives, values, assets and challenges that diverse constituents might be bringing to the table, but also the cultural and political context in which any given intervention is taking place.

Process questions typically focus on obtaining information that will guide the formation or modification of the program. They are generally focused on explaining how an issue is defined, why it is important to address, and how the intervention or program is developed. Formative evaluation questions—when included alongside

impact questions—can also yield important contextual data about *why* a specific impact occurred. In addition to addressing general questions of what worked, what didn't work, and why, multicultural process questions can also do the following:

In Practice:

When requesting evaluation proposals for its Language Access Initiative, The California Endowment specified a desire for proposals that focused on measuring the collective and individual impact of its funded programs, as well as the overall funding strategy. The Endowment posed some additional research questions, however, that reinforced their desire for a multicultural approach in measuring impact. In particular, the foundation asked the evaluation to consider: What are the contextual issues in which in program operates? How does the context assist or hinder the program and desired change? and What did the evaluation team learn that could inform the field of practice about conducting culturally competent evaluations around language access issues?

- Assess evenness in experience across diverse populations.

  For example: looking at the racial/ethnic and gender breakdown of participants, are some groups accessing more or more intensive services? Why? Is there parity in client satisfaction across diverse groups?

- Examine how issues of diversity may influence how different populations access services, resources, etc.

  For example: what are potential cultural barriers to patients accessing services? Are outreach strategies culturally and linguistically appropriate? Do the assumptions behind this particular policy or program design hold true across diverse populations?

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- Acknowledge social and political factors related to historical oppression and its potential relationship to program or policy implementation.

  For example: how are issues of poverty, transportation access, low-wage work schedules, etc. incorporated into program/policy formation? What is the racial/ethnic/gender breakdown of staff and what are the implications for the community being served?

Impact evaluation questions are often of interest to funders who want to be able to demonstrate what was achieved as a result of their investment. Some perceive that impact questions may be less culturally competent simply because of their results-oriented focus. Assuming that impact evaluations utilize metrics that are appropriate to the community being evaluated, impact questions can yield valuable information that is

very much aligned with multicultural evaluation. For example, in addition to asking key questions about what resulted from an intervention and whether it met its goals, impact questions can also:

- Focus on program outcomes of specific populations.

  For example: given the high incidence of diabetes within the Native American community, how has this program raised awareness about the disease or reduced incidence for this particular population?

- Integrate an analysis of outcome disparities that may exist across diverse populations.

  For example: how does overall outcome data look similar (or different) when disaggregated by race? gender? class? What are other demographic factors that are correlated with particular outcomes?

- Contextualize outcome discussion within the every day realities of impacted groups.

  For example: how are disparities in outcomes for particular groups related to historical or systemic barriers, to institutional racism, to local economic or social policies, racial tensions within the communities, etc.

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Step 3: Prioritize Types of Evaluation Designs

Using the identified research questions as a guide, the evaluator is typically responsible for then selecting among myriad evaluation approaches and methods to determine which will best capture the needs, progress and cultural context of the community or program being evaluated.

The funder's role in this process is usually fairly limited; they will usually defer to the expertise of potential evaluators, primarily reviewing and reacting to various evaluation designs proposed. As the commissioner of the evaluation, however, funders can still voice overarching priorities with regards to a multicultural evaluation design, and provide some upfront guidance about the approach that they would like an evaluation to consider incorporating. In particular, the following are three high-level priorities that funders can consider when planning a multicultural evaluation:

1. MIXED-METHOD APPROACHES

Multicultural evaluation lends itself well to the incorporation of multiple approaches within evaluation studies. An evaluation that engages different combinations of both quantitative and qualitative approaches can deepen the richness, relevancy, and ultimately, the *accuracy* of the data being collected. Depending on the kinds of research questions posed, multicultural evaluation can draw from a variety of methods:

The Diversity in Health Evaluation Project commissioned a paper that highlights specific qualitative and quantitative research methods to aid researchers and evaluators in culturally competent data collection. Among these are Short Explanatory Model Interview (SEMI), protocol analysis, network analysis, HLM, geographic coding of census tracks, and confirmatory factor analysis. For more information, see Dr. Lonnie Snowden's paper on "*Toward Culturally Competent Evaluation in Health and Mental Health*" available through The Endowment Web site at www.calendow.org.

- *Quantitative methods*—such as surveys—typically allow for greater breadth by capturing data from more respondents at a lower cost. Particularly helpful when a hypothesis has already been well developed and the purpose of the evaluation is to test hypothesis validity, quantitative data such as survey information can be used to verify that the qualitative findings collected from a smaller set of individuals can be generalized to a broader community. While a pre-existing survey can be a useful starting point for evaluators, getting community input and testing multicultural validity of these instruments is critical.

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- *Qualitative* methods—such as interviews, focus groups, ethnographic studies or observations—are critical for capturing a rich level of data on the cultural context of the community being studied. As much as surveys can quantitatively document differences in outcomes, interviews or focus groups can be useful in gathering more nuanced information on *contributing factors*. Observation and ethnography are particularly well suited for capturing the nuances of cross-cultural nonverbal communication to get more accurate data, especially from cultural groups that might have more built in resistance to surveys. While qualitative, open-ended designs may be more conducive to unearthing unexpected culturally based findings, they can also be expensive and time consuming.

Again, funders should not be so prescriptive as to propose the specific methodology to implement an evaluation. Ultimately, finding the right balance between qualitative and quantitative approaches and determining specific culturally appropriate methods and tools within each, should be the evaluator's responsibility when responding to a Request for Evaluation Proposals (RFP). When possible, evaluators should make these determinations with input from grantees and community stakeholders. Funders can set the tone for proposed designs by conceptualizing and articulating priorities for a multicultural evaluation that engages a multi-method approach.

2. MULTI-LEVEL ANALYSIS

Multicultural evaluation examines issues not in isolation, but in the context in which they occur. The ecological model—which posits that outcomes are impacted by multiple overlapping social and environmental factors—has gained recognition in recent years as a framework that can be particularly useful to understand the multiple contexts of multicultural evaluation. By placing a person's behavior change within a multi-level, complex system, the ecological model provides multiple leverage points for evaluators to address various contextual factors in both the implementation and evaluation of programs. For example, health disparities can be associated with various social and environmental inequalities such as low socioeconomic status, lack of employment and insurance, poverty, discrimination and racism, and powerlessness.[1]

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[1] From Glanz, K. and B. K. Rimer (1997). *Theory at a Glance: A Guide for Health Promotion Practice*. [Bethesda, Md.], U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Cancer Institute

Within an ecological framework, individual behavior is determined by five levels of influence:

- **Intrapersonal** – individual characteristics, such as knowledge, attitudes, self-concept, skills and developmental history.
- **Interpersonal** – relationships with primary social groups, including the family, peer networks and the workplace.
- **Institutional** – social institutions with organizational characteristics, such as management styles, work schedules, and economic and social resources.
- **Community** – primary social groups to which an individual belongs, such as families, friendship networks and neighborhood, and relationships among social groups and organizations within a defined boundary.
- **Public policy** – local, state, national, and international laws and regulations that affect individual health.

When applied to evaluation, this model can be particularly useful for funders who are interested in supporting interventions in diverse populations that go beyond individual behavior change outcomes. By broadly conceptualizing a multicultural evaluation that simultaneously addresses these multiple levels, funders can be better positioned to understand the complexity of factors that influence successful funding strategies and outcomes. For example, funders can gain important insight about lower access to health care services within particular communities through evaluations that examine factors such as the following: alternate cultural-based health practices present within the community; institutional practices such as English-only intake forms; a lack of diverse representation among health care providers; or mistrust of service providers as official agents of governmental agencies.

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3. COMMUNITY ENGAGEMENT

Given the high value multicultural evaluations place on community expertise, another key consideration for funders planning for an evaluation is the level of grantee and/or community involvement. "Involving community" can mean a range of actions, from hiring community members as evaluators or advisors, to convening grantee staff or other community groups to brainstorm evaluation questions, to holding open-invitation town meetings to discuss preliminary findings with community members. These steps can provide critical feedback on evaluation tools, methodology and even on the findings themselves. For example, community representatives might flag issues of cultural appropriateness of specific survey questions, point out cultural biases that might arise because of an interviewer's gender, ethnic background, etc., or provide historical context on findings that emerge from the data.

Putting it Into Practice:

In an evaluation of Detroit's East Side Village Health Worker Partnership, evaluators were selected because they were either residents of the community or had been involved with the project for many years. These trained evaluators guided the evaluation, but also used the "organic" process of engaging community partners in all phases, including development of research questions, study design, and interpretation and dissemination of results through meetings, community events and partnership retreats.

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Community involvement can be taken to a greater level, in which diverse members of the target population are trained as data collectors and either collect data on their own or partner with the evaluator when collecting data. Community members are either brought on staff or are paid a stipend for their efforts. Also referred to as "participatory" or "empowerment" evaluations, this type of approach requires a committed investment to building capacity of community representatives—both to maintain the technical quality of the data, as well as to leave the community with skills to continue to conduct self-assessments.

Predicated on a shared fundamental belief in people's capacity to create knowledge about — and solutions to — their own experiences, many in the evaluation field have articulated a close relationship between multicultural evaluation and "collaborative," "participatory" and "empowerment" evaluations. Key literature on these approaches is included in *Multicultural Health Evaluation: An Annotated Bibliography*, available through The California Endowment Web site at www.calendow.org.

Undeniably, the more time devoted to facilitating high-quality community involvement, the greater the potential cost. Resource availability and time pressures often limit the extent of stakeholder involvement throughout the evaluation. In their final evaluation design, the evaluator will have to weigh trade-offs to determine at which points in the evaluation's implementation community involvement is most critical. In conceptualizing the evaluation, however, the funder may also want to consider the trade-offs to ensure that both the timeline and resources dedicated to a given evaluation are adequate to meet their priorities for community engagement. Exhibit II-3 lists some questions that can serve as a guide for this process.

EXHIBIT II-3
Guiding Questions to Assess Trade-Offs for Community Engagement in Evaluation

- What is the nature of this evaluation and the sensitivity of the information being collected? Would data collection efforts be enhanced by members from the community serving as data collectors?
- Do established multicultural instruments and measures already exist in this area? To what extent will community input be required to ensure cultural sensitivity in data collection instruments and/or measures?
- How open is this community to outsider inquiry? Is it critical that community members are involved in the data collection process, or can outsiders from the community be trained to be sensitive to the cultural nuances that exist when interacting with members of the community?
- How great is the chance that the data may be misinterpreted, and should preliminary results be discussed with community members to ensure accurate interpretation?
- Will issues of distrust present in this community require stakeholders to play a role in disseminating results for the evaluation to be accepted and used by the community?

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Step 4: Determine an Appropriate Budget

A final step in conceptualizing an evaluation is determining an appropriate budget. Costs for evaluations can vary widely; the evaluation field generally recommends that anywhere from five to 20 percent of the original project budget be set aside for evaluations, but this percentage is highly dependent on the evaluation questions and proposed methodology.

The cost of underwriting a well-developed multicultural evaluation has been a subject of debate. One of the arguments that has been used against adopting multicultural evaluation approaches has been that they are "too expensive." Specifically, multicultural evaluations tend to cost more than traditional evaluations, since they typically can:

- Require specialized expertise (e.g., about cultural practices in addition to evaluation expertise).
- Involve more people (e.g., key stakeholders from service organizations and the community).
- Require more time for relationship and trust building.
- Use multiple data-gathering methods and involve multiple sites.
- Involve evaluation capacity building and training.
- Require additional layers of analysis.
- Require translation services.

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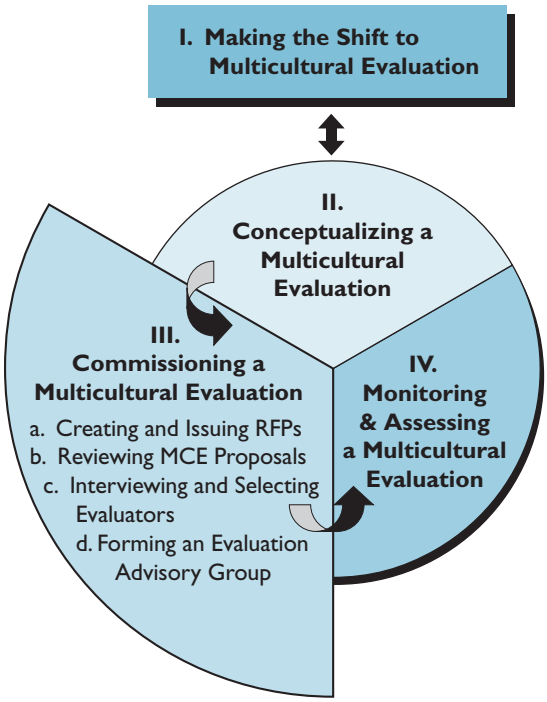
> *We haven't made the argument for the societal costs of culturally incompetent evaluation yet. But the way we would make it is to say that it costs money to have ineffective interventions because there are more adverse outcomes and less satisfaction. That ultimately costs….more money for providing the service.*
>
> – A Foundation Executive, quoted in The California Endowment's *Voices from the Field Report*

On the other hand, some point out that traditional evaluations are "deceptively" less costly. Proponents of multicultural evaluation argue that multicultural evaluations gather more accurate data, produce better analysis and therefore more meaningful results. Collecting culturally "incompetent" data risks that the evaluation may draw inappropriate or incorrect conclusions, breach trust with the communities the funder wants to reach, and ultimately work against social change that incorporates multicultural world views and realities.

PART III: COMMISSIONING A MULTICULTURAL EVALUATION



With groundwork laid by conceptualizing a multicultural evaluation, this section focuses on the actual process of *commissioning* the evaluation. The success of any foundation's grant making investments in part relies on the selection of an evaluator who will yield useful information for Board decision-making and for program improvement—*and* an evaluator who reflects the foundation's priorities and philosophy on diversity. Assuming that most foundations already have procedures in place to assess traditional criteria of qualified evaluators, this section outlines the key steps to ensure that *multicultural* criteria of quality are also included when commissioning an evaluation.

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Step 1: Creating and Issuing a Request for Proposals

One of the findings from The California Endowment's *Diversity in Health Evaluation Project* is the important role that funders play in setting the stage for multicultural evaluations. While some evaluators may come with a strong interest in conducting multicultural evaluation, ultimately, many design their evaluations based on the priorities articulated by the funder. Correspondingly, if a funder expresses an interest in multicultural approaches, an evaluator can see this as license to be creative about proposing an evaluation design that integrates a multicultural approach at multiple levels.

The Request for Proposals (RFP) is an important opportunity for a foundation to express their value of evaluation designs that honor the diversity of communities. Evaluators with expertise in multicultural evaluations will take cues from both the ***evaluation questions*** that are posed in the RFP and the ***type of information requested about the evaluator's background and expertise***.

HOW CAN FUNDERS SIGNAL AN INTEREST FOR MULTICULTURAL EVALUATION APPROACHES?

There are multiple places within a typical Request for Proposals where funders can demonstrate an interest in multicultural evaluation approaches. For example:

- **Background/Problem Statement -** In the description of the initiative or the need that it addresses, an RFP can demonstrate an interest in specific target populations, a philosophy around diversity and/or social justice, as well as an understanding of the social context in which multicultural populations exist. For instance, a funder who acknowledges how inequitable resource distribution and/or institutional racism affects disparities in outcomes across diverse communities, opens the door for evaluators to pursue those contextual factors in designing the evaluation.

- **Philosophy/Approach for Conducting Evaluations in Diverse Communities -** Especially when cultural competence is at the heart of a particular program or initiative, some funders request a separate "philosophy/approach" section within the proposal response. For example—in addition to workplan, budget organizational qualifications, etc.—a funder can request that the prospective evaluator articulate their philosophy or approach to evaluation generally, or their philosophy or approach when conducting evaluation within diverse communities more specifically.

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Resource Table III-1 at the end of this section includes a modified Request for Proposals issued by an actual funder who was interested in seeking culturally competent evaluation consultants.

- **Required Evaluator Skills and Competencies -** Within this section that is fairly common to most RFPs, some funders explicitly require "expertise and experience working with diverse communities," "proven cultural competencies in working with diverse institutional settings and cultures," and/or "knowledge of participatory evaluation designs and methods."

- **Evaluation Staffing -** In addition to requests for resumes, some funders specifically request that prospective evaluators discuss the "diversity of their proposed team."

WHO SHOULD RECEIVE RFPS?

While this decision will ultimately depend on the foundation's overall evaluation needs, some national and regional foundations have developed in-house ***databases of evaluators*** to quickly determine appropriate individuals or groups to send their RFPs

In Practice:

The California Endowment, the W.K. Kellogg Foundation and other funders have developed in-house databases of evaluators that program staff can access through either their foundation's evaluation department or online through their intranet. These databases are intentionally populated with diverse evaluators with expertise in the foundation's grant making areas. Database searches provide program officers and grantees with an initial diverse pool of evaluators that can be further screened for multicultural evaluation expertise.

when the need arises. Some of these databases are set up with searchable fields that can help foundations find evaluators who might have multicultural evaluation expertise. For example, some track "race/ethnicity" of the evaluator and/or "expertise with diverse communities" to serve as proxies of evaluators who may have multicultural evaluation expertise.

Other databases list specific multicultural evaluation approaches (such as "participatory evaluation," "community-based evaluation," "ethnography," or "storytelling methods") among other areas of methodological expertise tracked within the database. Given the low levels of diversity within the evaluation workforce, the American Evaluation Association's (AEA) *Building Diversity Initiative* has compiled a database of evaluators of color with a range of expertise across multiple content areas that can be accessed via CD-Rom.

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Step 2: Reviewing a Multicultural Evaluation Proposal

The proposal is an important tool for making initial assessments of evaluators' qualifications and can provide valuable insight into the multicultural aspects of a prospective evaluator's *philosophy and approach* to evaluation. Therefore, this represents an important opportunity to assess to what extent an evaluator not only acknowledges and discusses the diversity of the target community, but also considers culture, race, ethnicity, gender, etc. in the design and methodology. However, the proposal can be a somewhat limited tool for assessing whether a prospective evaluator is truly culturally competent. The nuances of interpersonal skills and cultural dexterity—such as the openness to learning or humility of a data collector—may be best demonstrated in-person or through references from former clients or community partners.

Resource Table III-2 at the end of this section provides a sample guideline for scoring multicultural evaluation proposals.

The questions in Exhibit III-1 below are presented to help foundation staff as they review proposals and determine a short list of prospective evaluators to bring in for an interview. These questions would supplement the typical questions that a foundation may use when reviewing proposals, which typically include: Does this evaluator have the required expertise? Demonstrated experience in diverse communities? Is the evaluation design feasible within our grant making context? Does the philosophy behind the evaluation align with the foundation's? Is the budget appropriate and reasonable?

EXHIBIT III-1
Checklist for Reviewing Multicultural Evaluation Proposals

- ☐ Does the proposal discuss the target population within this evaluation? To what extent does the proposal reflect knowledge about the cultural and historical context of the community being studied?
- ☐ How are different cultural perspectives incorporated in the design, analysis and reporting stages of the evaluation?
- ☐ How do the proposed methods consider the cultural context of diverse communities? How are the tools informed by the community being studied? How are survey instruments going to be translated, if at all?
- ☐ Especially in evaluations assessing a program's effectiveness, how are dimensions of a program's cultural competency and community responsiveness considered as criteria to measure? How are systemic barriers to accessing services and/or achieving outcomes to be acknowledged and addressed?

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Step 3: Interviewing and Selecting Culturally Competent Evaluators

Ultimately, selecting the appropriate evaluator for a particular evaluation is as much an art as it is a science. The selection process entails finding the right balance of expertise—substantial knowledge in the content area of interest, experience with a wide range of research approaches and methods, and the ability to navigate evaluations with a high degree of cultural competency.

Recognizing that each evaluator selection is ultimately dependent on the specifics of the evaluation itself, funders can think about assessing potential evaluators across three dimensions:

- ***Knowledge***: Does this evaluator understand the target population? Does the evaluator understand what is culturally acceptable and/or stigmatized? Does the evaluator possess deep knowledge of groups' history (e.g., for immigrant groups—circumstances from where they came from and how they came here)?
- ***Skills***: Is this evaluator able to adapt methods to reflect understanding of the target population, their value systems? Does the evaluator possess the cultural competency to understand how to communicate with the people in the community who have different education backgrounds, language and comprehension?
- ***Attitude***: Is this evaluator capable of showing respect and openness to listening to what the issues are? Is the evaluator willing to relinquish his/her stance as an "expert" and assume the role of learner?

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Assessing potential evaluators across these dimensions will largely rely on the intuition of those conducting the interviews. Exhibit III-2 however, presents some questions for foundation staff to consider asking during the interview that might reveal critical clues about an evaluator's approach, expertise and philosophy around multicultural evaluation. Another strategy for assessing the cultural competency of potential evaluators is to ask for references from communities with whom they have worked with in the past.

EXHIBIT III-2
Checklist for Interviewing a Prospective Evaluator

- ☐ ***Experience:*** Tell me about your experience in working with diverse communities. Do you have references from these diverse communities or past clients whom I can contact?

- ☐ ***Evaluation Design:*** How does your proposed study design honor voices of diverse community members? How do you plan to reach individuals who are less acculturated and reflect the values and perspectives that are more traditional to the community? How will you find the best suited person to conduct the interview/implement the survey? How will you set up the encounter? What steps will you take to build trust? What will be your approach to collecting data in a culturally appropriate and non-offensive way?

- ☐ ***Evaluation Staffing***: Tell me about your evaluation team. Are there members of your team who either come from or have done extensive work within this community? If you don't have people on staff, how do you propose bringing on others who are informants, community advisors or brokers who could translate and verify data? How do the proposed interpreters represent different roles and status in the community? (e.g., business people, homemakers, etc.) Is the interpreter trained well enough to elicit answers that are hard to talk about? (e.g., war experiences, depression, etc.).

- ☐ ***Analysis and interpretation***: How does your staff consider the nuances of language in data collected to interpret the information correctly? (e.g., awareness of coded or alternative language used to discuss sensitive topics.) Do you plan to enlist members of the community to help interpret and analyze the data and double check the analysis? Do you plan to increase external validity through sharing written products and analyses with those you study?

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THE QUESTION OF SEEKING DIVERSE EVALUATORS

While race or ethnicity of a prospective evaluator is not always a reliable proxy for cultural competency, many funders have found this as one of several key criteria to be useful when selecting potential evaluators. Evaluation teams that are composed of professionals who reflect the community are seen as important for a number of reasons.

- ***Diverse staff often possesses knowledge about their own culture that extends beyond familiarity with that which is observable (e.g., food, music, dress).*** These staff may have an intimate understanding of the core belief systems, behavioral patterns and practices that guide communities through first hand experience.
- ***Sharing a particular racial or ethnic background helps evaluators to be more sensitive*** to particular issues because there is a likelihood that they themselves have faced similar situations (e.g., racial discrimination and heightened awareness of power differentials that exist between majority and minority communities). This awareness of cultural differences and nuances are likely to shape how they develop or adapt outcome indicators and valid cross-cultural measurements of program "success" or "failure."
- ***Appearance matters***. When community members see an evaluator from their ethnic or racial background, they are more likely to think that s/he is someone with whom they can identify and trust, and who represents an evaluation that will respond with greater sensitivity to their concerns.

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> *"It isn't easy for non-minority evaluators to understand issues of inclusion and power…More often than not, non-minority evaluators are more geared toward the bottom line, getting efficient and effective answers, sacrificing the sloppy and often tough work of understanding context and would more favor taking the shortcut."*
>
> – Evaluation Leader in
> The California Endowment's
> *Voices from the Field Report*

Therefore, many funders will explicitly ask about the diversity of not only the principal investigators of a proposed evaluation, but also probe about the racial/ethnic composition of the data collection team. In cases where a team is not visibly diverse, funders will ask about the team's experience within diverse communities, as well as how the team proposes to navigate potential barriers that might arise as they navigate cultural differences in their work.

Step 4: Forming an Evaluation Advisory Group

Recognizing the challenge in finding evaluators with the right mix of technical expertise and meaningful knowledge about the community being studied, many funders have formed evaluation advisory groups of grantees and impacted community groups to work closely with evaluators that they hire. This advisory group could consist of community leaders and others who might have a stake in the evaluation. Members would be engaged at key points in the evaluation, such as designing the study, reviewing data collection instruments, co-analyzing data, or reviewing reports.

These evaluation advisory groups can be valuable to funders even *before* an evaluator is selected. For instance, evaluation advisory groups have played critical roles in giving feedback on the types of qualities that they would value in an evaluator, recommending potential candidates, developing hiring criteria for prospective evaluators, reviewing evaluation proposals, and even participating in the interview and selection process.

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In Practice:

The Ford Foundation and the Innovation Center for Community and Youth Development created an inclusive process to design and evaluate a major initiative promoting positive youth development among marginalized youth. A working group of grantees was established to work with the intermediary organization. They collaborated to develop selection criteria, which included evaluator expertise in diverse communities and a multicultural and inclusive approach to evaluation of grantee and youth partners. This working group played a prominent role in selecting the initiative evaluator.

RESOURCE TABLE III-1
Excerpts from a Sample Request for Proposals

Following is specific language taken from an actual Request for Proposals (RFP) that has particular emphasis on culturally competent evaluators, a multicultural evaluation design, and local knowledge specific to California. Criteria especially relevant to multicultural evaluations are indicated by an asterisk (*).

I. Background on the Foundation and Program or Initiative

II. The Evaluation

III. Expected Methods and Strategies of the Evaluation

The methods and strategies for the evaluation should be:

- *__Multi-method__ and __Multi-level__.
- *__Culturally appropriate__ – identifying and assessing important contextual and circumstantial variables influencing project processes and outcomes.
- **Watchful for project milestones and patterns of development** – being careful to pick up on the nature of how the projects are developing. For instance, are projects developing smoothly, or is there alternation between smooth and rough patches? Do they take one step forward only to be thwarted or pushed back two or three steps? Are there any patterns to this?
- **Watchful for *unanticipated* outcomes** – identifying other events and/or outcomes (positive or negative) which occurred that projects had not anticipated or intended.
- **Open and supportive** – creating an atmosphere of openness and communication about what works and what does not work, and why this is the case. The identification of legitimate program efforts which do not work, and coming to an understanding of why they do not work, is valuable information.

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IV. Eligibility

Applicants should have familiarity with California populations. Minority, women-owned, and emerging businesses are encouraged to apply.

V. Application Procedure

VI. Contents of the Letter of Qualification

A. Evaluation Philosophy*

- *What do you/your team see as key philosophical issues when evaluating cultural diversity programs and initiatives which support underrepresented populations in California?

B. Commitment To Evaluation Philosophy

- What have you/your team done in the past, or plan to do for this current evaluation contract, that will address the philosophical issues which you have identified in Section A above?

RESOURCE TABLE III-1
Excerpts from a Sample Request For Proposals

C. General Evaluation Experience

D. Evaluation Experiences Specific to This Project

- *Specify what in you/your team's background prepares you to do this project which involves culturally diverse populations?
- *What has been you/your team's history working with institutions/agencies/programs which seek to support culturally diverse, underrepresented, populations?

E. Team Leadership, Support and Organizational Capacity

F. Evaluation Design and Implementation Plan

G. Scope of Work and Timeline

H. Budget

VII. Criteria for Review of Applications

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We will review the Proposal in accordance with the following criteria (there is no significance to the ordering of these criteria). The applicant:

- Followed all instructions in the RFP.
- *Resides in the state where we fund and shows evidence of expertise in working with culturally diverse communities.
- Shows evidence of skills and ability to conduct complex evaluations.
- *Demonstrates depth and breadth of evaluation knowledge, skills and experience with the subject of this grant-making initiative, as applied to cross-cultural and/or underserved populations.
- *Shows evidence of skills and ability to partner with diverse communities and stakeholders.
- *Presents a team of knowledgeable, culturally competent, staff who provide the evaluation with reasonable levels of effort.
- *Demonstrates an ability to work with individuals and/or organizations who may hold diverse perspectives.
- *Demonstrates expertise in developing and using appropriate evaluation designs, methods of data collection, data interpretation and feedback systems for these populations.
- *Evidences skills in developing accurate, timely, and quality evaluation products aimed at diverse audiences, including community members, institutional stakeholders, policymakers and/or funders.
- *Presents ideas for an evaluation approach which are constructive and compatible with the philosophy of the program, and which incorporate the parameters discussed in the RFP.

RESOURCE TABLE III-2
Sample Guidelines for Scoring Proposals

The following shows weighting of difference expertise and experiences on a 100 point scale.

A. Evaluation Philosophy (5 points)

- What does the evaluation team see as key philosophical issues when evaluating policy-based programs for underserved, culturally diverse populations in California?
- What have the evaluators done in the past, or plan to do for this current evaluation contract, that will address the philosophical issues which they have identified above?

B. General Evaluation Experience (10 points)

- Evaluation team's collective past and current evaluation experience, including major products or deliverables

C. Evaluation Experience Relevant to This Project (15 points)

- Evaluation team's background and experience that prepares them to do this project
- Evaluation team's history working with institutions/agencies/programs that seek to support culturally diverse, underrepresented, populations

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D. Team Leadership, Support and Organizational Capacity (20 points)

- Evaluation team's/agency's/organization's/firm's capacity to do this evaluation
- Partner organization(s) or professionals, as well as anticipated structure of collaboration
- Level of commitment (percent of time) expected from each team member

E. Evaluation Design and Implementation Plan (30 points)

- Preliminary evaluation design and methods for this project (Guidelines in RFP: culturally appropriate, multi-method, multilevel, context-sensitive, watchful for milestones and patterns of development, watchful for unanticipated outcomes, open and supportive)
- Implementation plan for the proposed evaluation design and methods
- Additional questions/elements that should be added to this evaluation

F. Scope of Work & Timeline (10 points)

- A preliminary evaluation schedule for this project (including activities and deliverables)
- Persons or organizations responsible for completion of activities

G. Budget (10 points)

- Provide a preliminary budget plan for this evaluation project for the first 12 months. The budget should be organized around the proposed evaluation activities in Part F, as well as percent (%) of time dedicated for persons or organizations responsible for completion of activities.

PART IV: MONITORING & ASSESSING A MULTICULTURAL EVALUATION

Once the evaluation has been commissioned and the evaluator selected, the funder still remains a committed and engaged stakeholder within a multicultural evaluation. Many have acknowledged that while easily articulated in the abstract, actual implementation of multicultural evaluation principles and strategies can be quite challenging. Therefore, a funder can play an important role in ensuring that the evaluation is being held accountable to multicultural evaluation goals set out in the beginning of the evaluation. An engaged grant maker can also authorize necessary changes to an evaluation to ensure that it can be modified to meet emerging challenges and issues.

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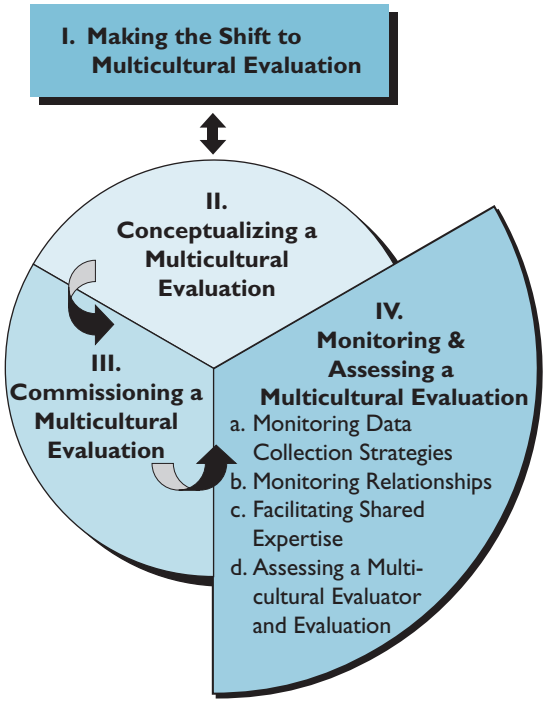

Recognizing the many competing priorities that may limit a funder's time, this section will highlight some areas in which funders might consider playing an active role during and after an evaluation's implementation.

Step 1: Monitoring Data Collection Strategies

The very nature of multicultural evaluations implies a level of flexibility such that the data collection strategies honor the needs of the funder, evaluator, grantee and the community itself. While these stakeholders may have collaboratively discussed strategies for data collection during the evaluation design phase, some issues are unpredictable. Ongoing reflection on the successes and challenges of specific data collection strategies may allow the evaluation to be modified and, ultimately, strengthen the quality of the data being collected.

In Practice:

Recognizing potential limitations of hiring evaluators that are not from the communities themselves, The Colorado Trust feasibility study created an advisory board of individuals who were members of the immigrant and refugee groups being studied. The advisory board participated in data gathering, instrument review and sample selection. They also participated in data analysis and double-checked translations and interpretation of interview responses.

It is important for both the evaluator and funder to engage in an ongoing reflection process. Because the evaluator might face various constraints (i.e., staying on budget or barriers to implementing data collection strategies), involving the funder helps to hold the evaluator accountable to key multicultural data collection techniques (as difficult as they may be to implement) or help make mid-course corrections where needed. Additionally, a funder might consider creating opportunities, as a neutral party, for grantees and/or community members to raise concerns about the evaluation. Exhibit IV-1 articulates some potential questions that a funder may reflect upon—and in some cases—pose directly to the evaluator or grantee.

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EXHIBIT IV-1
Funder Check-In Questions for Assessing Data Collection Strategies

- Is the evaluator collecting information that is consistent with the multicultural focus of the evaluation plan?
- Would diverse community informants say that the data being collected accurately represents their point of view and experiences?
- What aspects of the multicultural evaluation are challenging for evaluators to implement? What changes are the evaluators considering to address these challenges? How—if at all—might these changes compromise cultural competence or technical rigor within the evaluation?
- What are lessons learned so far on effective strategies for collecting data from multicultural populations? How can the evaluation further capitalize upon these lessons?

Step 2: Monitoring Relationships within Multicultural Evaluation

Interpersonal relationships have been described as the crux of a successful multicultural evaluation, and represent a second area where funders can play a critical monitoring role during an evaluation's implementation. But how does a funder know if there is genuine community input and collaboration? What can a funder do to ensure trust and equality in the relationship between the evaluator and grantees?

To the extent that a funder has opportunities for observing interactions between the evaluator, program staff and community members, they view first-hand the dynamics between each of the stakeholders. *Does program staff express interest and ownership over the evaluation? Does the evaluator exhibit flexibility in deviating from their own conceptions of how the evaluation should unfold? Are data collection activities and/or meetings open and safe places for stakeholders to express different world views? To disagree with each other? Who is speaking in interactions? Who is listening?*

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Since it is more likely that a funder will not be able to witness most interactions between evaluators and the communities that they are studying, funders may want to be proactive in developing an *ongoing process* for checking in with evaluation stakeholders. Proactively reaching out to grantees is critical. Grantees can feel so excluded from an evaluation that they see their participation in evaluation as a "requirement of the grant" versus something that should be useful for them. In these cases, they may be reluctant to assert any dissatisfaction with the evaluation process unless directly asked. Exhibit IV-2 provides guidance on the types of questions that a funder may choose to pose to a grantee in the interest of candid feedback on the evaluation.

EXHIBIT IV-2
Funder Check-In Questions for Assessing Relationships

- How is the evaluation going from your perspective?
- Is/was the data collection very burdensome? What level of input have you had in the design of data collection instruments? In the data analysis?
- Is the evaluator providing findings and/or feedback that is useful to you in your program efforts?
- Do you feel that the cultural context of your community is being understood and acknowledged?

Step 3: Facilitating Creation of Shared Expertise

In Practice:

An important focus within the evaluation of The California Endowment's Mental Health Initiative is relationship-building between the evaluator and each of the 46 grantees. The evaluator, grantees and foundation program officer meet regularly—these opportunities deepen the quality of the evaluator's data collection and analysis, as well as gives grantees timely feedback to inform local program needs. The funder also gains from these meetings; for example, these meetings reinforced the strategic direction of the initiative by confirming the role of cultural stigma of mental illness in preventing community members from seeking services.

As stated earlier, one of the most difficult shifts to make within multicultural evaluations is to shift assumptions of who holds expert knowledge. Multicultural evaluation operates on the principle that—while evaluators have important expertise—those on the ground have the best understanding of what is taking place in their communities and that expertise should drive the evaluation.

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Presumably, if a funder has hired a culturally competent evaluator, this principle is integrated within the evaluation's design and data collection activities. With a true shift towards multicultural evaluation, however, there are opportunities for the *funder* to take specific actions in support of this principle:

- Support regular opportunities for evaluator and grantees/community members to convene. The purpose would be for evaluators to 1) share emerging findings with grantees and community members and 2) invite co-interpretation of the meaning and potential implications of those findings.

- Do not "sign off" on drafts of deliverables until grantees or community members have had a chance to review all draft products and deliverables submitted to the foundation.
- Hold meetings between foundation program staff, evaluators and grantees about evaluation findings and its implication for future foundation grant making.

Step 4: Supporting Dissemination of Evaluation Findings

Careful consideration about key audiences and how they might benefit from evaluation findings usually takes place at the start of a multicultural evaluation. The *evaluator* is then primarily responsible for following through with commitments to report back findings to target populations in culturally appropriate and meaningful ways. Funders, however, can monitor how evaluation findings are being disseminated and take specific actions to maximize their utility. Specifically, funders can:

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- Check in with evaluators and grantees to ensure that mutual exchange is taking place throughout the evaluation's implementation. Encourage evaluators to share findings in a timely way to respond to specific grantee needs (e.g., reporting to funders and/or boards). This can increase the usefulness of findings.
- Follow up with evaluators to ensure that they have appropriate resources to present findings in the most accessible way to diverse audiences. Especially at the close of evaluations, the evaluator may want to defer to what is most expedient versus considering more effective, but perhaps more costly alternatives such as: one-on-one meetings with grantees, community forums in their local geographic context, multi-media presentations, or translation into multiple languages.

In Practice:

Committed to regularly reporting back to communities in culturally appropriate ways, Stafford Hood, co-director and founder of Relevance of Assessment in Cultural Evaluation (RACE) at Arizona State University, asked funders and evaluators, "Why do we have to be necessarily limited in how we report evaluation findings? Do we want to present our evaluation findings in a way that is most useful to the people who plan to use the information?"

At a conference, he asked his team to present findings in a non-traditional, multi-media format. They incorporated evaluation findings into collages, slides, poetry and music. "This is much more labor intensive than folks are generally accustomed to, but…if I gave a 50 page report to an African American community versus the presentation that included substantive poetry, collages, slides, which one do you think would be internalized most? Will the information be communicated in a way that is more likely to be used? That is the bottom line."

Finally, funders may want to consider who has access to the final evaluation report that is officially owned by the foundation. While many may choose to keep evaluations of grant making "confidential," colleagues and other evaluators can benefit from learning from others' grant-making successes or failures in diverse communities. Further, especially as more funders commission *multicultural* evaluations, any insight on multicultural evaluation practices, or any newly developed multicultural data collection instruments or measures, are invaluable to share with the field.

Step 5: Assessing the Evaluator and the Evaluation

Some foundations have implemented processes for assessing each evaluator who is hired by the foundation. These processes may range from informally tracking evaluator success against a set of predetermined criteria to more elaborate assessment systems with formal rating sheets. Typically, these assessments take place at the end of an evaluation, when the program staff or evaluation manager at the foundation assesses the evaluator. Ideally, foundations also ask grantees (and, if applicable, communities) for their input on their overall satisfaction with the evaluator and evaluation process.

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The cultural competence of an evaluator is one criterion among many that a funder can evaluate an evaluation consultant against. Exhibit IV-3 articulates an example of the type of assessment criteria that a funder typically considers when assessing evaluators, *with multicultural criteria in italics*.

EXHIBIT IV-3
Evaluating Evaluators: Sample Assessment Criteria

Topics	Questions
Match of Content Expertise with Project	Did the evaluator(s) possess the appropriate content area knowledge to design and capture essential information from the project or initiative? *Did the evaluator possess adequate levels of understanding about the cultural context of the community and/or target population being studied?*
Soundness and Feasibility of Research Methods	Were the methods used appropriate and effective? Did they present valid findings? *Did research methods consider the cultural diversity of the community being studied?*
Respect for Grantee & Communities	Did the evaluator display adequate respect for grantees and/or the communities studied? *Did the evaluator exhibit facility with cross-cultural interactions?*
Relationship with the foundation	Did the evaluator maintain a positive relationship with the foundation staff? (e.g., a responsive, open and professional attitude?)
Ability to Meet Deadlines	Did the evaluator work sufficiently to honor agreed upon deadlines?
Fiscal Responsibility	Did the evaluator complete the work promised on budget and provide sufficient reporting of project status throughout?
Communication Skills	Did the evaluator display competent written and oral skills throughout the project and final deliverables?
Utility of Recommendations & Product	Are the products of the evaluation/research informative, interesting and of added value to foundation understanding and decision making? *Are they useful to the grantee/community being studied?*
Overall Satisfaction	How satisfied are you with the performance of this evaluator? Would you hire this evaluator again or recommend this evaluator to a colleague?

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Finally, the close of an evaluation can also give a funder the opportunity to come full circle, step back, and assess the implementation of the evaluation within the context of their broader goals related to multicultural evaluation. Exhibit IV-4 presents some final questions for funders to reflect upon as they close an evaluation.

EXHIBIT IV-4
At the Close of a Multicultural Evaluation: Questions for Funder Self-Reflection

- What was done differently within this multicultural evaluation? What were the trade-offs?
- To what extent did a multicultural focus within this evaluation yield better data to inform my strategic grant making in diverse communities? To facilitate quality program improvement within the communities that I fund?
- Are there lessons from the process of conceptualizing, commissioning or implementing this evaluation that can be applied to existing and/or future multicultural evaluations?

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PART V: SUMMARY

Foundations—as innovators, leaders and social entrepreneurs—play a critical role in valuing diversity and developing responsive solutions to societal inequalities. Similarly, foundations play significant roles in creating and defining state-of-the-art evaluations that mirror their grant-making values and priorities. Foundations can model their interests in diversity to grantees and colleagues through decisions and actions that reflect a paradigm shift towards multicultural evaluation.

This Resource Guide begins by describing what a ***shift from traditional to multicultural evaluation*** might look like within a foundation context. In Mertens' (2003) forward-looking exposition of evaluations in the new millennium[1], she relays that the essence of multicultural evaluation is not the methodologies used, but *whose* questions are addressed and *which* values are promoted. Moreover, multicultural evaluations "have shades of difference in terms of the emphasis on deliberate inclusiveness of groups that have historically experienced oppression and discrimination on the basis of gender, culture, economic levels, ethnicities/races, sexual orientation and disabilities." Multicultural evaluation differs from conventional evaluation in that it makes a conscious effort to build a link between the results of the evaluation and social transformation. Through deliberately supporting evaluations that focus on (1) culture, (2) multicultural principles of evaluation, and (3) power relationships, funders can become more aware of how their decisions, values and actions result in evaluations that move from cultural *incompetence* to cultural *proficiency*.

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[1] Mertens, Donna M. (2003). The Inclusive View of Evaluation: Visions for the New Millennium in *Evaluating Social Programs and Problems: Visions for the New Millennium*. S. Donaldson and M. Scriven. Mahwah, NJ, Erlbaum Publishers.

The remainder of the Resource Guide suggests a number of key steps that can transform how a funder commissions evaluations to capitalize upon the richness that multicultural evaluation has to offer their grant making. Specific steps, strategies, tips and examples are organized into three broad phases of funder-commissioned evaluation:

- Conceptualizing a multicultural evaluation;
- Commissioning a multicultural evaluation; and
- Monitoring and assessing a multicultural evaluation.

Once funders have identified their values, priorities and principles for working with evaluators, the process of ***conceptualizing a multicultural evaluation*** calls for careful and deliberate attention to identifying key audiences who may traditionally have not had a say on the intended uses of evaluation. Funders can also play pivotal roles in defining appropriate evaluation questions that critically examine the influence of culture, history, discrimination and inequitable access to high quality services and opportunities on diverse groups. Within this process, funders can work to become more cognizant of their role in influencing the selection of certain types of evaluation designs (e.g., prioritizing community engagement, combined methodological approaches, and multi-level analysis). In this phase of planning an evaluation, funders must also be alert to how their evaluation budgetary decisions may dictate whether sufficient time and resources are allocated to allow a culturally sensitive perspective to emerge.

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In the process of ***commissioning a multicultural evaluation,*** funders can use strategic framing language when issuing evaluation Requests for Proposals (RFPs) that reflect their priorities for multicultural evaluation designs. Further, in order to support multicultural evaluation priorities, a funder can screen and select culturally competent evaluators who have expertise and a track record in working with diverse communities and who present thoughtful evaluation proposals grounded in considerations of diverse cultural contexts.

Once the evaluation is in place, funders can continue to play a role in ***monitoring and assessing the implementation of a multicultural evaluation***. Specifically, funders can take responsibility to ensure that data collection strategies stay true to the original multicultural evaluation design plans. Funders can also monitor the relationships between the evaluator and key stakeholders, as well as the process by which the evaluator makes meaning out of evaluation findings with the help of impacted groups. Lastly, in order to build upon the lessons learned from each experience, funders may want to devote time to assess both the evaluator's multicultural effectiveness and their own experience with multicultural evaluation.

As form typically follows function, the evaluation field has grown and expanded its repertoire of culturally competent techniques to keep pace with innovative grantees that are pushing the frontiers of culturally competent programming. A true shift to a multicultural paradigm will take time. The extent to which some or all of the steps of commissioning multicultural evaluation are incorporated into evaluation practice will determine if foundations are harbingers of the shifts that can revolutionize the evaluation world.

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PART VI: RESOURCES FROM THE DIVERSITY IN HEALTH EVALUATION PROJECT

In an effort to increase the knowledge base and the field of multicultural evaluation in health, The California Endowment launched the *Diversity in Health Evaluation Project*. Spearheaded by Social Policy Research Associates, this effort included the development of a series of commissioned papers and reports now available through The California Endowment. These publications can serve as important resources for a variety of audiences—funders, practitioners, evaluators, researchers, and policymakers—interested in tapping into the latest knowledge in this field.

Below are descriptions of each publication. To download or order these resources please visit The California Endowment's Web site: www.calendow.org.

I. Commissioned Papers

Overview of Multicultural and Culturally Competent Program Evaluation: Issues, Challenges & Opportunities
Dr. Rodney Hopson, Duquesne University

This paper reflects on the history and significance of the current movement to incorporate multiculturalism and cultural competence into the field of evaluation. The paper was commissioned to:

- Highlight the emerging focus on culture in evaluation;
- Set the stage for identifying the tenets of culturally competent evaluation; and
- Suggest important considerations for designing appropriate programs, standards and measures.

Toward Culturally Competent Evaluation in Health and Mental Health
Dr. Lonnie Snowden, University of Southern California

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This paper is on culturally competent methods to research and evaluate treatment and care. The paper includes:

- An outline of the four dimensions of assessing cultural competence and specific research questions that might arise within these potential domains of focus.
- Examples of some available and culturally responsive methods that evaluators might access in addressing these research questions.

Foundation Leaders' Perspectives on Culturally Competent Evaluation
Dimitri Kaasan

Communities are being called upon to absorb, integrate and embrace people from different races and cultures. To help learn from and better support organizations working with different communities, foundations are demanding and/or developing the internal capacity for culturally competent evaluation. Notable foundation executives were interviewed for this paper to:

- Explore the role that philanthropy can and must play in practicing and disseminating culturally competent evaluation; and
- Stimulate discussion about the prospects for the field of multicultural evaluation.

II. Voices From the Field: Health and Evaluation Leaders on Multicultural Evaluation

Social Policy Research Associates

Culled from interviews with health and evaluation leaders around the country, this report was created to capture the perspectives, knowledge and expertise of health and evaluation leaders on culturally competent evaluation, as well as elicit implications for advancing this new approach to evaluation. The goals of this report are to:

- Document how key health and evaluation leaders define both characteristics of culturally competent evaluators and evaluation approaches;
- Focus on how multicultural evaluation has evolved within the field of health; and
- Raise awareness of the issues and barriers to continue to advance multicultural evaluation within the health field.

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III. Multicultural Health Evaluation: Literature Review and Critique

UCLA School of Public Health

This literature review by a research team from UCLA School of Public Health seeks to answer the following: "What is the current state of multicultural health evaluation?" In addressing that question, the analysis and critique of published literature is designed to further the reader's understanding of the field. This paper is meant to:

- Serve as a resource for those interested in deepening their understanding of multicultural evaluation in health; and
- Provide examples of promising models of evaluations within the published literature that are based in multicultural evaluation approaches.

IV. Multicultural Health Evaluation: An Annotated Bibliography

Social Policy Research Associates

This annotated bibliography is meant to serve as a resource guide for those interested in deepening their understanding of multicultural evaluation in the health field. This bibliography was written to:

- Provide guidance for conceptualizing, designing and implementing multicultural health evaluations; and
- Assist those interested in promising models of culturally competent evaluation.

V. Shifting Our Thinking: Moving from Traditional to Multicultural Evaluation in Health

Social Policy Research Associates

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This compendia documents the proceedings from the "Shifting Our Thinking: Moving from Traditional to Multicultural Evaluation in Health" Roundtable held in August 2003 at The California Endowment. Panel presentations, reprints of select speeches and a "fishbowl" discussion with the project's distinguished advisory group are included. The goals of the summary are to:

- Share discussions on how culturally competent evaluation targets the needs of our diverse society and addresses disparities; and
- Develop strategies to transform principles of multicultural evaluation into practice; and
- Extend learning and build a broader evaluation community.

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