

EDC

Education
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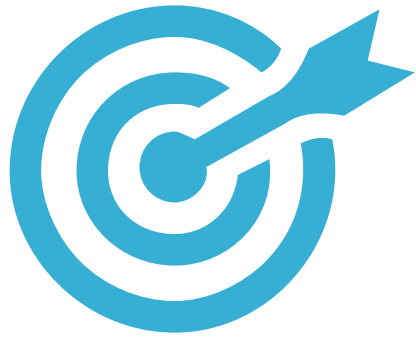
EVALUATION AND EQUITY: STRATEGIES AND PERSPECTIVES

ISBE 21st CCLC Spring Conference
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What we plan to talk about today



- ① Why equity matters in your evaluation
- ② Principles of culturally responsive evaluation
- ③ Considering equity into your data analysis

Why is it important to consider equity in your program evaluation?

- Current events increasingly shine a spotlight on systemic inequalities and social injustices.
- We need to pay attention to the way race shapes problem definition and solution as well as particular groups' access to opportunity
- 21st CCLC evaluators want to do high quality evaluations that are accurate, ethical, useful and used, and culturally-responsive and equitable evaluation practices can better ensure that happens.

Don't worry, the algorithm was designed to reflect our Society. So it will only be racist and unjust if our society is racist and unjust.



fresh spectrum

Excerpt from 2020 AEA Board of Directors Statement on Systemic Racism

“.....As evaluation professionals serving diverse communities worldwide, we must respond in a way that helps our communities feel heard, validated, and valued..... It is our collective responsibility to turn the lens on ourselves as individual professionals and as a field, looking at the ways our field and our practice perpetuates injustice. It is also our collective responsibility to step up and find ways to use our unique skills to dismantle racism and systems of oppression while creating healing and safe spaces to build bridges to a more equitable, democratic, and just future...People with power, change the system. As evaluators, some of us have the power to make the changes occur. Use your power for good.”

Culturally Responsive Evaluation

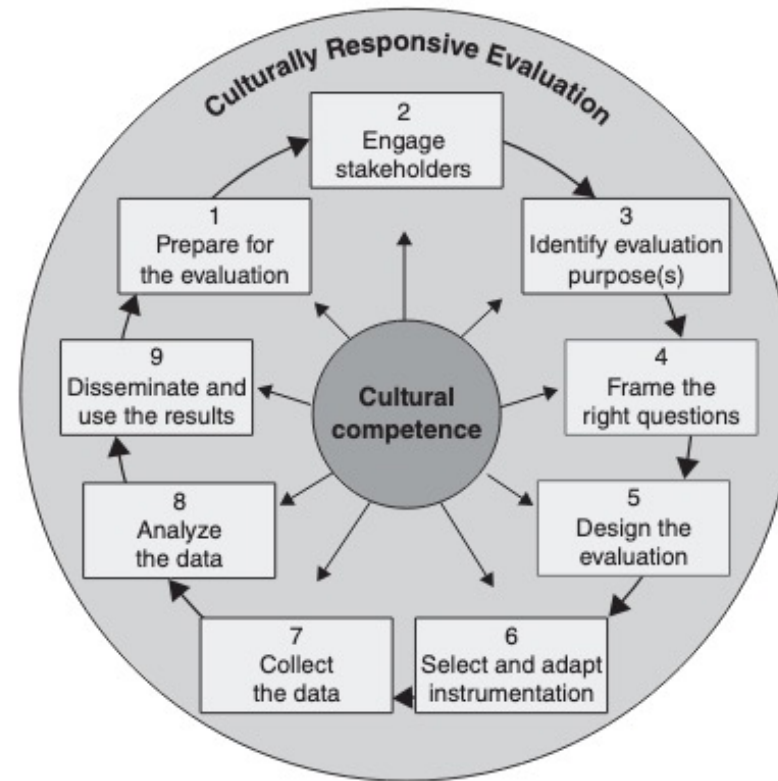
Takes into account the cultural context in which an evaluation takes place and requires evaluators to critically examine culturally relevant but often neglected variables across the entire evaluation process.

From Thomas and Campbell, 2021

Culturally Responsive Evaluation Framework

CRE is a *process*,
not a set of
particular
knowledge, skills,
or methods.

FIGURE 12.2. CULTURALLY RESPONSIVE EVALUATION FRAMEWORK.



From Hood, Hopson, and Kirkhart, 2015

Characteristics of Culturally Response Evaluation

- Engages stakeholders to build trust and learn perspectives
- Pays attention to power differentials and names white privilege
- Centers the perspective of program participants and the community
- Uses mixed methods (qualitative and quantitative data)
- Considers culture and language in the design and selection of instruments
- Considers culture, language, and perspective in data collection and analysis
- Engages the community in the interpretation and use of evaluation findings

Discussion

You think about your community all the time in your program design and implementation. How does that carry through to your evaluation?



- ▶ What aspects of your program's community and context do you think are important to consider in your evaluations?
- ▶ How might you include elements of CRE in your evaluation activities?



CONSIDERING EQUITY IN YOUR DATA ANALYSIS

What does it mean to use an equity-focused approach in data analysis

Equity-focused evaluation focuses on judgements being made of the relevance, effectiveness, efficiency, impact, and sustainability of policies, programs, and projects concerned with achieving equitable results.

In other words, for 21st CCLC... is everyone participating and benefitting from your program?

From Thomas and Campbell, 2021



Re-visiting the ISBE 21st CCLC Program Objectives

1	Participants in the program will demonstrate increased academic achievement .
2	Participants will demonstrate an increased involvement in school activities and will have opportunities in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.
3	Participants in the program will demonstrate social benefits and exhibit positive behavioral changes .
4	The 21 st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.
5	Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance .
6	Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.
7	Projects will create sustainability plans to continue the programs beyond the federal funding period.



Re-visiting the ISBE 21st CCLC Program Objectives

Area	Questions to Consider
Participants*	<ul style="list-style-type: none">• Who is are the participants?• Which participants are benefitting the most?• Who is considered "in greatest need"?
Activities	<ul style="list-style-type: none">• Who are they designed by/for?• Who is participating in which activities?• What kinds of activities are counted and valued?
Staff/Professional development	<ul style="list-style-type: none">• How does staff reflect the community?• How does PD meet the need of different participant groups and activities?

What about **intersectionality**? Intersectionality is the interconnected nature of social categorizations such as race, class, and gender, creating overlapping and interdependent systems of discrimination and disadvantage.

*Participants includes both students and families

Discussion



What do you know about who is participating in and benefitting from your program?

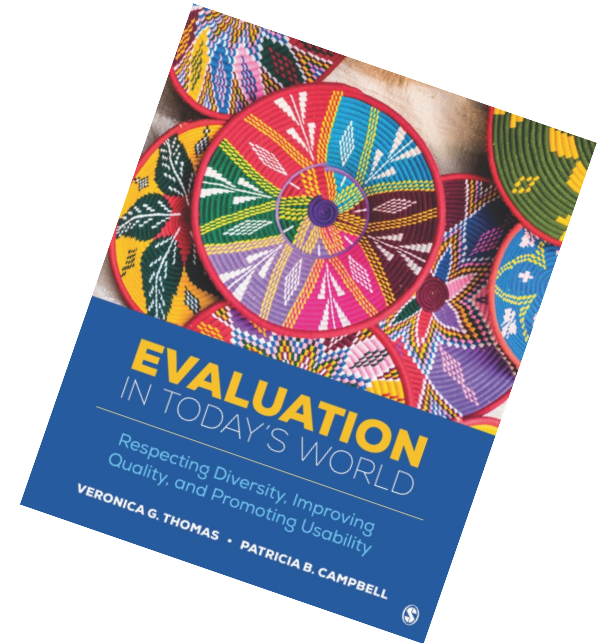
- Do you currently look at disaggregated* data? If so, what have you discovered?
- If you don't currently look at disaggregated data, what would you be interested in exploring?

***Dis-aggre-wha???** What is disaggregated data?

In education, disaggregation refers to the breaking down of student data into smaller groupings, often based on characteristics such as gender, family income, or racial/ethnic group.

Resources

- *Evaluation in Today's World: Respecting Diversity, Improving Quality, and Promoting Usability* by Thomas and Campbell
- [Resources for Culturally Responsive Evaluation from informalscience.org](https://informalscience.org/resources-for-culturally-responsive-evaluation/)
- [BetterEvaluation.org](https://www.betterevaluation.org/)
- [American Evaluation Association topical interest groups](#) (Disabilities, Indigenous People, Cross Cultural Evaluation)



QUESTIONS?

Contact the evaluation team with questions and suggestions:
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