Welcome to today’s Coffee Break presented by the Evaluation and Program Effectiveness Team in the Division for Heart Disease and Stroke Prevention at the Centers for Disease Control and Prevention.

I am Derrick Gervin and I’m a health scientist in the Program Development and Services Branch here in the Division for Heart Disease and Stroke Prevention. I am wearing two hats in that I am serving as your moderator and one of your presenters today. It is my pleasure to introduce my co-presenters who are both in the Applied Research and Evaluation Branch – we are joined by Rashon Lane who is a behavioral scientist and Refilwe Moeti who works as a public health educator. So, welcome Rashon and Refilwe… and welcome to all of you who have joined us today.
Before we begin we have a few housekeeping items.

All phones have been placed in silent mode for this presentation which will last about 12 minutes. After the presentation, we will have a few minutes for questions. At any time during the session, you can send questions to the presenter by clicking on the tab labeled Q&A found at the top of your screen. A dialogue box will open and you can type in your question. Your question is private and can only be seen by the presenters.

We will answer as many questions as time permits. At the end of the questions, we will have a brief poll that will take about 1 minute. Since this is a training series on evaluation, we do hope you will complete the poll and provide us with your feedback.
Disclaimer: The information presented here is for training purposes and reflects the views of the presenter. It does not necessarily represent the official position of the Centers for Disease Control and Prevention.
Our coffee break serves as a preview to the recently released evaluation guide titled “Practical Strategies for Culturally Competent Evaluation.” This evaluation guide is one in a series of program evaluation guides developed by DHDSP to assist in the evaluation of heart disease and stroke prevention activities. Over the next couple of minutes Rashon, Refilwe and I will discuss the importance of cultural competence in evaluation, how the CDC framework for program evaluation in public health was used to guide this work and we will discuss how self-reflection questions, guiding questions, and vignettes are used throughout the guide. We will conclude the coffee break by sharing information about some of the tools and resources included in the guide followed by our standard Q & A period and poll questions. Feel free to reference the guide which is accessible through the Division’s Evaluation page so that as we move through each section you can follow along with us. The web link is also included at the bottom of the current slide.
This coffee break presentation is a brief introduction to cultural competence in evaluation and not a “how-to” training. You can obtain additional information about cultural competence in evaluation through the references and resources that will be shared and the end of this presentation.
So…. What is cultural competence?

The Department of Health and Human Services’ Office of Minority Health defines cultural competence as “A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.”

It is important to note that culture is not limited to race and ethnicity. Culture includes language, gender, age, religion, sexual orientation, and social class – and more generally any group’s values, norms and beliefs.
Cultural competence in evaluation is important because it acknowledges and respects different worldviews; it helps to ensure the validity and reliability of findings; it minimizes risks to participants; and it contributes to relevant and meaningful evaluation findings.
Here, we provide the following definition for cultural competence in evaluation, “A systematic, responsive inquiry that is actively cognizant, understanding, and appreciative of the cultural context in which the evaluation takes place... (SenGupta, Hopson, Thompson-Robinson, 2004)

Now... Rashon will provide additional information on how the guide, Practical Strategies for Culturally Competent Evaluation, can help you in implementing your public health strategies.
Thank you Derrick, in the guide you will find the that the CDC framework for Program Evaluation in Public Health is the framework that structures the guide. Using the CDC framework, we highlight how to apply a cultural competency lens in developing evaluation approaches and methods, and we provide relevant examples to each step in the framework, and additional resources.

Throughout the guide we stress the importance of stakeholder engagement and how cultural competence is essential for ensuring truly meaningful engagement. As evaluators, we have an ethical obligation to create an inclusive climate in which everyone invested in the evaluation fully participate in the evaluation. While we use the CDC framework for Program evaluation framework to structure the guide,
In the first two steps of the CDC Evaluation framework, evaluators are encouraged to learn about the communities in which they will be working with to evaluate a program or strategy. While it is important to understand and respect the diversity in each community, we also have to ask ourselves about our own personal bias that might impact an evaluation.

By doing this we better understand if we are addressing or raising issues with community members in a culturally appropriate manner. If we are unsure, asking them will show respect and our desire to learn more and understand better.

During this ongoing reflection process, we should acknowledge that all of us belong to many cultural groups, and these groupings are not static. We can identify a number of personal characteristics that might influence our perceptions.

Self-Reflection Questions
To help us explore our own identity, we can ask ourselves the following self-reflection questions:

- Where am I from (nationality, region, and heritage)?
- What are my beliefs, values, and religious and political orientations?
- What is my biological sex and gender identity?
- What is my age group?
- What is my social class?
- What do I see as resources I can use in this evaluation?
- What do I see as potential opportunities, challenges, or conflicts for this evaluation?
- What stereotypes do I hold?
Each section of the guide also provides a set of guiding questions that you may use in the development and implementation of your evaluation. Consider asking yourself these questions as your walk through each stage of your evaluation to ensure that you’re implementing culturally competent strategies throughout your work.

Based on the answers to these questions, alternate options for developing your evaluation or collecting data may need to be considered. One approach that you may consider is including a co-evaluator from the community in which you’re working in. A co-evaluator can be useful in developing strategies for how to improve upon each of these areas.
Throughout the guide you will find vignettes that provide examples on how other programs approached cultural competence in their evaluation practice. In each vignette you will find a synopsis of several evaluation issues that evaluators face and learn from their successes and challenges. We hope that these vignettes will resonate with your work and that these approaches for addressing cultural competency can be incorporated into your work.

Next, Refilwe will continue to walk you through others areas of the guide that might be useful in looking at cultural competency.
At the end of the Guide, there is a 2-page Tip Sheet that can be used as a stand-alone resource to share with your partners. This Tip Sheet contains important excerpts from the Guide. For example, it has the definition of cultural competence, the self-reflection questions for evaluators that are fully described in the Guide’s section on “Engage Stakeholders,” and four overarching guiding principles of cultural competence in evaluation, which are: 1) Evaluations cannot be culture free; 2) Cultural competence requires reflection on one’s own cultural position; 3) Competence in one context is no assurance of competence in another; and 4) Cultural competence fosters trustworthiness. Lastly, the Tip Sheet presents tips and accompanying guiding questions for each of the six steps of CDC’s Evaluation Framework.
There are several references that were used to develop the Guide, and they can serve as additional resources. For example, there is a reference, including a website link, to American Evaluation Association’s Public Statement on Cultural Competence in Evaluation. Other examples of references include an article that provides an overview of cultural competence in evaluation and an indigenous evaluation framework.
Appendix C in the Guide has various resources and tools on this topic, such as the “Roadmap for Collaborative and Effective Evaluation in Tribal Communities” and the web site for “The Evidence Base for Cultural and Linguistic Competency in Health Care.”
Thank you Refilwe and thank you Rashon! As a next step in this work we’d really like to hear how our funded programs are working to establish cultural competence in evaluation. Once identified, these programs could serve as a resource to others that are interested in this work. Please feel free to share information with us regarding strategies, practice frameworks or models that you have used to establish cultural competence in evaluation. You can email us directly at e-mail addresses listed on this slide.

Next Steps
To share lessons learned regarding cultural competence in evaluation, please email us at:

Dgervin@cdc.gov
Rlane@cdc.gov
Rmoeti@cdc.gov

Access the Guide Here:
http://www.cdc.gov/dhdsp/docs/cultural_competence_guide.pdf
So... Please stay with us for questions and a few poll questions.
If you have suggestions for future topics or questions in general, please email us at: AREBHeartInfo@cdc.gov

As we are always looking for feedback and input if you have suggestions for future topics or questions in general, please contact the e-mail address above.
The next coffee break will be held on February 10, 2015. Information will be e-mailed to you on how to access the next coffee break.

Thank you again for joining us and have a terrific day everyone. This concludes today’s call.