

Daylight Project: Project Evaluation Proposed Cultural Competency Indicators

- I. **Indicators of Project-level Cultural Competency – adapted from: SAMHSA indicators, Fieldstone definition of cultural/linguistic competence**
 1. Project staff, i.e., implementers, if you will, have **knowledge about, understand, and have experience with** the target population, including culture(s) - traditions, customs, attitudes and all that that encompasses¹.
 2. Project staff have had **training** in cultural, linguistic competence, broadly and specifically, for the target population.
 3. Project develops **internal structures, processes, as well as strategic intent and dedicated planning** aimed to ensure that the project can work effectively across diverse stakeholder groups, i.e., set of congruent behaviors, practices, policies, and skills and the ability to adapt to various cultural groups within the **context** of a diverse and changing environment
 4. Efforts are made to **staff/lead the project with members of the target population**
 5. Efforts are made to **engage members of the target population(s)/community(ies)**.
 6. **Communication**, i.e., language and materials/media (e.g., print, audio-visual) are culturally and linguistically appropriate for the target population(s)and stakeholders
 7. **Community representation/partnership** - The population/community targeted to receive services should be a planned participant in all phases of program design. There should be an established mechanism to provide members, reflective of the target group to be served, with opportunities to influence and help shape the project's proposed activities and interventions. A community advisory council or board of directors of the organizations (with legitimate and working agreements) with decision-making authority should be established to affect the course and direction of the proposed project. Members of the targeted group should be represented on the council/board.
 8. **Evaluation** - Program evaluation methods and instrument(s) should be appropriate to the population/community being served. There should be rationale for the use of the evaluation methods and instrument(s) that are chosen, and the rationale should include a discussion of the validity of the instrument(s) in terms of the gender/age/culture of the group(s) targeted. The evaluators should be sensitized to the culture and familiar with the gender/age/culture whenever possible and practical.
 9. **Overall Implementation**: Taken together, there should be objective evidence/indicators that the project leadership understands the cultural aspects of the community that will contribute to the program's success as well as willingness and commitment

¹ - Referencing the 2002 NCCC definition of culture, the 2001 OSAP definition of cultural competence, and the definition from the Fieldstone Alliance.

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II. Indicators of Cultural Competency of the Project Evaluation - compiled by Lydia Prado, Ph.D.

- The evaluator has taken time to learn about the community/culture group being evaluated (e.g., the cultural norms and experiences of the identified group).
- The evaluator has identified and is working with a cultural translator (person with expertise/involvement/membership regarding the identified community).
- The evaluator listens to stakeholders, observes thoughtfully and asks questions respectfully.
- The evaluator asks about previous experiences with research and evaluation as well as lessons learned (regarding the cultural group affected by the evaluation.)
- The evaluator understands the meaning of concepts or items from the perspective/s of the various stakeholders.
- The evaluator consults with expert translators and interpreters.
- The evaluator pilots questions and instruments.
- The evaluator has taken time to build trust and relationships to better understand the cultural group/s and cultural context.
- The evaluator fosters collaboration among all the stakeholders to encourage a comprehensive and more inclusive perspective.
- The evaluator stays attuned to the dynamic context in which the evaluation is being implemented.
- The evaluator is mindful of the dynamics of privilege and power in evaluation.
- The evaluator accepts that there are status differences among stakeholders.
- The evaluator strives to demystify evaluation and makes the purpose of evaluation clear.
- The evaluator creates a comfortable setting for evaluation participants.
- The evaluator partners with others who have expertise that compliments his/her own.
- The evaluator carefully considers terms and concepts used and is aware if they reduce or perpetuate existing prejudices.
- The evaluator carefully examines the demographic variables used in the analysis.
- The evaluator considers contextual conditions and structural equities/inequities.
- The evaluator conducts a three part evaluation including: Context, Implementation, and Outcomes.
- The evaluator promotes evaluation as a vehicle for program improvement (internal use) as well as accountability (external use)
- The evaluator has engaged the community being evaluated in every stage of the evaluation itself, from design, identification of goals, interpreting findings, reports, to published pieces.
- The evaluator has the skills necessary for obtaining cultural information from participants.
- The evaluator understands how his/her statuses (e.g., SES, gender, race) differ from the people being evaluated or using the evaluation.
- The evaluator is able to shift between multiple perspectives, acknowledging the narrowness of a singular, dominant paradigm.
- The evaluator understands the profound way in which culture (including racial identity, class background) shapes worldview, values and norms and thereby impacts the meaning of any evaluation.