Assessing and Enhancing Cultural Responsiveness in Reentry Programs Through Research and Evaluation

Why Does Cultural Responsiveness Matter for Reentry Programs?

Given the diversity of justice-involved populations across different jurisdictions around the country, reentry programs cannot assume a one-size-fits-all approach regarding the appropriateness of the programming for the clients they serve. Effective programs must be culturally responsive to their clients, considering characteristics such as race, ethnicity, nationality, religion, gender identity, and other factors that may collectively shape clients' service needs and reentry experiences. Culturally responsive programs address the varied beliefs, practices, and cultures of client populations through respectful and inclusive approaches. In corrections and reentry programming, cultural responsiveness ties into the "responsivity" component of the Risk-Need-Responsivity model (Bonta & Andrews, 2007). The model emphasizes that social characteristics of the individual (including race and gender) should be incorporated when tailoring an intervention to maximize the individual's ability to learn and the likelihood of positive outcomes, including reduced recidivism.

Although more research is needed, some studies have found that culturally responsive programs are more effective than others in achieving reductions in recidivism; improvements in program engagement; and, potentially, influences on such intermediate outcomes as education, employment, family relationships, self-esteem, and self-efficacy. A recent meta-analysis of several studies showed that culturally responsive programming yielded lower recidivism for formerly incarcerated indigenous people (Gutierrez et al., 2018), and a study by Shepherd and colleagues (2018) provided evidence that cultural engagement in a correctional setting was a significant factor in reducing recidivism among indigenous people. A recent qualitative study of a culturally responsive education program for recently incarcerated young Black men indicated that programs that affirm participants' cultural and social identities supported greater engagement in education, safe and supportive education environments, stronger relationships with instructors and staff, and potentially positive long-term outcomes (Lea et al., 2020) relative to programs that do not do so.

Applying a Racial Equity Lens in Reentry Program Evaluation

This resource brief is part of a three-part series intended to assist reentry programs that are interested in applying a racial equity lens to their research and evaluation activities. The other briefs, which can be found on the National Reentry Resource Center website, focus on (1) risk assessment and racial equity and (2) racial equity considerations when using recidivism as a core outcome in reentry program evaluation.

Key Definitions

Culture: Culture is the customs, traditions, shared experiences, or similarities that people have developed collectively over time in social groups. Culture commonly focuses on race, ethnicity, and nationality. It may also include sexuality, gender, religion, ability or disability, generation, geographic location, and more.

Cultural competence or responsiveness: Both are concepts used in numerous fields (education, mental health, criminology). Cultural competence and responsiveness combined is the provision of services with sensitivity and integration of the beliefs, norms, and values of clients' cultural backgrounds. It involves learning from and relating respectfully to people across cultures.

Diversity: Diversity refers to the inclusion of people from different backgrounds, most commonly women and people of different racial or ethnic backgrounds. Diversity can include any group that faces structural disadvantage in society.

Indeed, increased engagement in culturally responsive programming could be a key factor in whether the program achieves desired outcomes. Many consider culturally responsive practices to be critical for engaging formerly incarcerated individuals across different cultural backgrounds, including those identifying as African American, Native American, and Hispanic/Latinx, among others (LaFrance, 2004; Melton et al., 2014a; SAMHSA, 2020; Spencer & Jones-Walker, 2004; Stepteau-Watson et al., 2014; Vergara et al., 2016). Importantly, clients may also fall into multiple cultural groups (e.g., Black and Muslim), with these intersecting identities shaping their service needs and reentry experiences. By creating and implementing culturally responsive programming (in addition to addressing individual needs and learning styles), reentry programs can maximize the chances of program effectiveness across different cultural groups within their client populations.

For example, in a 2013 report on the strategies and success of Second Chance Act (SCA) grantees across the country, the Council of State Governments Justice Center discussed the benefits of a culturally responsive program serving the Oneida Tribe of Indians in Wisconsin: "Interventions are more effective when they take into account the race, ethnicity, gender, culture or other characteristics of the target population. By offering culturally relevant components, the program serves a unique role for the state's justice-involved American Indian population and helps ensure that these individuals succeed in their communities when they return from incarceration" (p. 11). Furthermore, because tribes are sovereign nations, additional steps are necessary to ensure that tribes are consulted to discuss features essential for culturally responsive components supportive of American Indian and Alaska Native reentrants returning to their tribal homelands (Melton et al., 2014b).

Reentry program research and evaluation activities are a key opportunity for programs to assess and identify strategies for improving cultural responsiveness by engaging in activities like documenting how programs incorporate culturally relevant components, policies, procedures, and activities. These activities could include collecting data that capture client perspectives; conducting objective assessments of program screening, recruitment, and intake processes; assessing the congruence between client and staff experience; and reviewing programmatic content. Research and evaluation studies *themselves* must be culturally appropriate to result in high-quality and unbiased information that helps inform program activities and determine program effectiveness (see Considerations for

Implementing a Culturally Competent Evaluation). In short, evaluations that incorporate culturally responsive approaches are better positioned to help programs become more culturally responsive, and vice versa. Research and programmatic approaches that create space for more meaningful and richer client engagement, while addressing the unique risks, needs, and strengths of clients with different cultural backgrounds, are likely to be more successful in achieving their goals.

This resource brief provides recommendations for assessing cultural responsiveness specifically within reentry programs through research and evaluation activities. It highlights data-driven strategies for improving cultural responsiveness in reentry programs, as well as strategies to enhance cultural competence.

Considerations for Implementing a Culturally Competent Evaluation

The American Evaluation Association's *Public Statement on Cultural Competence* in Evaluation (2011) offers several recommendations for developing and implementing a culturally competent evaluation. These should be kept in mind by research partners when designing and implementing culturally responsive research and evaluation activities.

- Ensure that the members of the evaluation team collectively demonstrate cultural competence in context for each evaluation.

- Select or create data collection instruments that have been (or will be) vetted for use with the population of interest.

- Engage in ongoing critical reflection on assumptions about what constitutes meaningful, reliable, and valid data and how these data are derived.

- Employ data collection and analysis methods that address cultural differences in how knowledge is constructed and communicated.

- Leverage existing intermediaries who can assist with collecting data from persons whose participation would otherwise be limited by language, abilities, or factors such as familiarity or trust.

- Engage and consult with those groups who are the focus of the evaluation in the analysis and interpretation of data to address multiple audience perspectives.

- Recognize that reporting at different stages of the evaluation may introduce new audiences who can require new culturally appropriate communication strategies.

- Tailor methods of reporting to stakeholder audiences in ways that address issues related to communication and language (may require multiple reports and reporting methods).

- Employ culturally appropriate approaches in the evaluation process, including feedback from communities affected by the program or evaluation.

Strategies for Assessing Cultural Responsiveness

1. Identify

Identify the different racial, ethnic, and cultural groups reflected in the client population.

The first step in assessing a reentry program for its cultural responsivity is identifying the cultural groups represented among the clients being served. This essential step reveals whether all groups who are eligible for your program are accessing and enrolling in the program. The service usage data helps to ensure that you are capturing necessary information to be able to demonstrate program access and usage, customize services, and monitor cultural responsiveness and cultural competence over time.

Specific research and evaluation activities to accomplish this could include the following:

- Identify the target service population for a given program on the basis of eligibility criteria. If possible, use available administrative data to determine the demographic composition (e.g., breakdown by age, race, ethnicity, gender identity) of the eligible population.

- Assess the demographic characteristics among currently (or cumulatively) **enrolled clients** in the program, including age, race, ethnicity, and gender identity.

- Compare the enrolled clients to the eligible population on demographic characteristics. This is important for determining whether any groups are underrepresented in your program relative to their proportions in the eligible population. Underrepresentation could indicate issues with a program's recruitment or intake procedures (e.g., marketing materials that dissuade certain groups from being interested in the program, intake staff who are not culturally competent). If it appears that certain eligible subgroups are not represented in your program, determine whether modifications to screening, recruitment, or intake procedures need to be made.

- Determine whether your intake forms and client database already capture the necessary information to generate a full understanding of the cultural characteristics among the population you serve. In addition to standard demographics, determine whether other characteristics, such as nationality, religion, and sexual orientation, are being measured. If not, consider developing procedures to collect this information in a sensitive, respectful manner.

- Use available data to produce a detailed breakdown of the cultural background of the clients you are serving, including intersectional identities that may be relevant for programming purposes. This exercise will help you begin to understand the need for tailoring or customization of services for various subgroups of participants.

2. Learn

Learn about client perceptions, experiences, and needs directly from clients.

Many reentry practitioners are familiar with the challenges and experiences of reentering individuals. However, they may have less familiarity with unique experiences based on client race, ethnicity, culture, or other factors. These unique risk and protective factors can influence recidivism in different cultural subgroups, because these groups may experience reentry (and various social institutions) quite differently. Intentionally seeking out a greater understanding of the perceptions, experiences, and needs of your client population and their broader community will help you better understand how to close this gap.

Cultural responsiveness is achieved not only by looking at data but also by directly collaborating with individuals and families affected by reentry programs to identify and understand their needs, strengths, and culturally linked behaviors. Culturally responsive programs are driven by first-hand knowledge and an understanding of the varied needs of diverse families and communities, not by cultural stereotypes or generalized assumptions (FRIENDS National Center for Community Based Child Abuse Prevention, 2021). Once those needs have been identified, cultural responsivity also includes respectfully using the information in a way that honors the ideas and the people who offered them. Tribal communities in particular have experiences with providing input or feedback only to see the information go unused. That leads to feelings of not being valued, not being understood, or being purposely ignored.

The following research and evaluation activities can help reentry programs gain a deeper understanding of client perceptions, experiences, and needs by engaging clients and the broader community in the assessment process.

- Seek in-depth information from clients through **surveys, listening sessions, or individual conversations** on their connection to their culture and the extent to which the program facilitates such connections. It is critical to include specific questions in surveys and interview guides about what clients' cultural connections and perceptions are and how the program is facilitating those connections. This information can help identify necessary programmatic modifications. For example, a question about whether clients have access to key components of their culture before and after release could reveal the need for programmatic modifications. Clients who feel disconnected or cut off from their community may have a more difficult time maintaining long-term, positive benefits from programming. Table 1 provides sample questions on assessing cultural responsiveness.

  ♦ Develop and implement an **anonymous client satisfaction survey** to assess how clients feel about reentry program staff and the program components and services that are offered. This tool should be developed collaboratively with clients and staff (including pilot testing or informal cognitive interviewing) to ensure that the questions are appropriate, sensitive, and interpreted the same way by different cultural groups. Survey data should be translated into different languages to meet client needs, and responses should be collected anonymously (and, ideally, by an objective third party

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such as an external, culturally competent research partner) to ensure honest, open responses from clients.

♦ To enhance client information, consider conducting **listening sessions, talking circles, or focus groups** with local leaders, program staff, and community members from the same communities as your target population. This effort can allow program staff to glean additional insights on how best to support clients in their community as they gain a greater understanding of the community's experiences with reentry and the criminal legal system. Focus group participants who are not directly connected to the reentry program may be able to provide suggestions and feedback different from the insights of those who are receiving services. This approach might also allow the community members to feel more connected to the cause of supporting returning citizens and be a conduit for networking and strategizing on how best to support them in the future.

♦ Create additional mechanisms **for clients** to provide, on an ongoing basis, suggestions on improvements to reentry program services to better meet their individual and cultural needs. Make it a priority for staff to connect with clients individually to help foster a mutual respect for sharing ideas. Clients may identify innovative or different strategies to enhance learning about their experiences or potential program enhancements. Those may include social media strategies (e.g., sending links via Facebook Messenger); interactive options—such as reading circles, focus groups, or one-on-one discussions—should be offered to those who may be less interested in providing, or able to provide, written feedback.

Table 1. Sample Questions For Clients – Assessing Program Cultural Responsiveness

Indicate how much you agree or disagree:	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. Staff ask about my home life.	O	O	O	O	O
2. Staff are interested in my culture.	O	O	O	O	O
3. Staff provide visual examples when explaining things.	O	O	O	O	O
4. Staff use language that I can understand when talking to me.	O	O	O	O	O
5. The program helps people like me / in my community / with my background.	O	O	O	O	O
6. The program is connected to my community or cultural needs.	O	O	O	O	O
7. Staff acknowledge my religious / spiritual needs.	O	O	O	O	O
8. Staff respect my gender identity.	O	O	O	O	O
9. The program allows for anonymous feedback.	O	O	O	O	O
10. I feel supported and respected by partner agency staff.	O	O	O	O	O

3. Explore

Explore program engagement and program effectiveness for subgroups of program participants.

In addition to collecting data directly from clients on their perceptions and experiences with the programs, mature programs may have the opportunity to objectively assess client engagement and outcomes using existing data.

- Compare levels of program engagement for the various client subgroups being served. If the program maintains records on program completion or other measures of program engagement (e.g., number of treatment sessions attended), such measures can be compared for various client subgroups. This may provide some sense of whether the program appears to have difficulty retaining or engaging certain types of clients, which could indicate potential issues with cultural responsivity.

- Compare outcomes for the various client subgroups being served. If outcome data (e.g., recidivism, employment, housing) are available and lend themselves to analysis for various client subgroups, this analysis could help reveal whether the program appears to be equally effective for clients of diverse backgrounds.[1] Disparities in outcomes may suggest the need for critical examination of why certain clients are doing better than others.

Less established programs should consider building these types of analyses into their research and evaluation plans so that when they begin enrolling clients, early comparisons can be made and opportunities for program modifications can be identified.

4. Assess

Assess diversity and perspectives in reentry program staff.

Reentry program staff are extremely influential in helping clients succeed. Once a program develops a strong understanding of the cultural perspectives in its client population, it should also assess staff diversity and perspectives. A culturally responsive program should employ staff that reflect the client population in terms of demographics, cultural background, and lived experience. Successful programs continuously provide staff with training and coaching to improve cultural competence. Ongoing staff assessment, training, and coaching enables programs to make services more culturally responsive and enhance relationships between staff and clients.

Specific research and evaluation activities related to assessing staff diversity and perspectives include the following:

- Review the cultural representation of program staff members. In this assessment, the congruence between the demographic and cultural characteristics of the staff and client populations should be considered. For example, staff may be predominantly from one social or cultural group and clients may be from a completely different one.

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[1] Note that when making these comparisons, a best practice is to conduct within-group analyses involving a matched comparison group. That is, compare improvements in outcomes among treatment group members within a particular racial or ethnic group with the outcomes of comparison group members in the same racial or ethnic group, rather than comparing results for treatment group members in different racial or ethnic groups.

> "All [programming] is culturally responsive. The question is: to which culture is it currently oriented?"
> —Gloria Ladson-Billings

- Assess how staff members' backgrounds and experiences reflect those of the client population. For example, are there staff members with relevant lived experience (e.g., formerly incarcerated or family of incarcerated individuals)? Do staff members have diverse educational backgrounds? Do staff have prior experience with mental health or substance use issues among their family and friends? Do staff members live in neighborhoods similar to those of their clients?

- Assess staff knowledge and views on organizational cultural responsiveness through anonymous staff surveys. Numerous publicly available surveys assess cultural competence of staff, usually across four areas: knowledge, skills, behaviors, and attitudes. These surveys often cover topics such as knowledge of specific concepts related to the field (e.g., criminal justice); interactions with clients; language and access; and stereotyping, racism, and sexism.[2] Some national or mainstream surveys may not have questions relevant to every population (e.g., knowledge of tribal governments), and questions will need to be added to the existing surveys to make them appropriately responsive. This activity can help identify strengths and weaknesses in various aspects of the organization's culture and create the opportunity for implementing strategies for enhancing cultural responsiveness.

5. Review

Review program components and services with an eye for appropriateness for your client population.

Once the first few assessment activities have given you a good understanding of the cultural groups represented in your client population, a systematic review of program components and services can help identify whether each program offering meets the needs of your client population and determine the need for adaptations.

- Take inventory of each program component and service (including curricula) and use existing literature to assess the extent to which they were developed for use with the populations being served. If they were not developed for use with your client populations, assess whether they have been successfully used with your populations by other programs and whether adaptations have been recommended by other practitioners.

- For each program component and service, assess the extent to which the offering addresses diverse cultural needs and builds on cultural strengths. For example, do pre-release services support clients' cultural and community connectedness? Does reentry programming build on community and cultural strengths, such as local entrepreneurship for employment, prioritized family reunification, or other strengths identified by clients or community members?

- If you have obtained client feedback on specific program components and services, use this information to inform your critical review. For example, do certain client subgroups perceive certain programmatic offerings more negatively than others. If so, does this suggest a need for adaptation? Does client feedback highlight gaps in program components (e.g., use of cultural healing resources)? If you have not obtained client feedback on specific program offerings, consider involving clients in this review to make sure their perspectives are being captured.

[2] As a starting point, the Center for Substance Use Treatment's guide for improving cultural competence includes a section on different tools for assessing cultural competence in staff and organizations. It is available at https://www.ncbi.nlm.nih.gov/books/NBK248429/

Strategies for Enhancing Cultural Responsiveness

The results of the assessment activities described above will identify where your program should focus its efforts to address any problems with cultural responsiveness. This section highlights four strategies that can help improve cultural responsiveness in reentry programs to address program needs, gaps, wants, and enhancements. Research partners and program staff should work together to apply data-driven enhancements (i.e., guided by the assessment activities) to improve cultural responsiveness and to measure the impact of those changes.

1. Build

Build in culturally responsive oversight of your reentry program and evaluation activities.

A community advisory board comprising a variety of stakeholders can support programs to attain or enhance cultural responsivity. The board can provide guidance on both programmatic and evaluation activities to ensure the success of each, as well as provide a level of accountability for programming and staff development. Specific recommendations regarding this oversight include the following:

- Include staff, current or former clients (e.g., recent graduates), and members from the client community (including those with lived experience similar to that of clients, as well as community activists or leaders).

- If a similar board currently exists, conduct a systematic review of this board to ensure that all interested and impacted parties are equally represented and engaged.

- Provide training to increase board members' understanding of what reentrants need or want.

- Share the results of your assessment activities with the board to get their feedback on high-priority adaptations or modifications.

- Engage with this board early and regularly throughout the grant period. See sidebar for strategies for keeping members engaged.

- Leverage the board to inform programmatic strategies and research and evaluation activities by eliciting their suggestions.

Tips for Keeping Board Members Engaged

- Provide childcare and meals during meetings, if possible.
- Compensate board members' time to foster and support ongoing participation.
- Make mentoring available for new members.
- Establish clear goals, plans, and timelines in order to avoid wasted time and ineffective work.

2. Adapt

Adapt program components as needed to ensure cultural responsiveness.

Reentry programs should work with their research partners to use the results of client feedback and other assessment activities described previously to inform program adaptations. Clients, line staff, representatives from partner agencies, and community advisory board members should be involved in this process together. Specific activities may include the following:

- Use the assessment results to identify cultural and community strengths that can be supportive to client needs (e.g., community organizing, local music or cultural programs/festivals, parenting or family support efforts, faith-based programs).

- Determine whether adaptations to curricula or program components are needed and identify the specific adaptations to be implemented. At a minimum, program materials should be appropriately translated into the languages used by clients and their families. Other examples could include revamping assessments to include cultural strengths and goals, such as reconnecting with family, learning a traditional language, or using cultural skills in music or art to start a small business.

- Develop strategies for building and supporting access to culture for clients. Building on clients' desire to access, strengthen, or maintain cultural connections, programs should consider leveraging existing cultural or community strengths as resources for clients. For example, local centers of worship or interfaith organizations could provide material and social support for returning citizens. Other existing organizations or programs, such as those focusing on youth, women, parenting, or specific communities, can also provide sources of connection and community engagement for clients.

- Regularly evaluate the impact of adaptations and programmatic modifications to make sure that they are achieving the desired impact.

3. Prioritize

Prioritize hiring staff with diverse backgrounds or lived experience.

The staff assessment described earlier may reveal that the current staff composition is *not* reflective of the diversity of the clients being served. Program leaders may therefore want to make data-informed changes to their hiring practices (to be implemented in the next round of hiring) to allow for a deeper level of understanding of and connection to the clients and communities they serve. The benefits of diversifying staff include increased creativity by having a variety of perspectives, increased productivity, improved client engagement, improved employee engagement and insights into the issues that affect clients, reduced employee turnover, and a potential for reductions in racism or implicit bias within the organization and program. Diversifying a work environment can also boost your organization's reputation by engendering goodwill with your community and industry (Hanks, 2018). Strategies for

Prioritize
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Reverse Mentoring

In reverse mentoring, a senior staff person (or board member) receives feedback and guidance from a more junior staff member or a program participant who has lived experience that the senior staff person does not have. Because the mentorship often focuses on issues of racial justice, cultural sensitivity, and equity, reverse mentorship could be very useful for enhancing cultural responsiveness among reentry programs. In addition to benefiting program participants (by ultimately resulting in a more culturally responsive program), it is also mutually beneficial for the mentor (providing exposure to leadership staff) and protégé (providing greater awareness of racial and cultural experiences among the target population).

hiring diverse candidates include the following:

- Recruit through nontraditional outlets such as community centers and other organizations, as well as from among former clients, existing staff, and board members.

- Review hiring criteria to account for lived experience (possibly in lieu of educational criteria). Consider adopting a "Ban the Box" policy if you have not already done so. These policies provide applicants a fair chance at employment by removing conviction and arrest history questions from job applications and delaying background checks until later in the hiring process.

- Consider hiring clients who have successfully completed the program, especially those who may have been natural mentors to others or who have strong professional skill sets.

- Train existing staff on best practices in staff supervision, management, and collaboration as the staff grows and diversifies. Consider "reverse mentoring" (see sidebar) as a strategy for building cultural competence among program leadership.

- Consider how new staff members will fit into the decision-making process to ensure that a diverse hire will be a truly valued addition and to maximize opportunities for growth.

4. Improve

Improve organizational and staff capacity to provide culturally responsive, trauma-informed services.

Staff assessments may reveal the need for efforts to improve organizational and staff capacity to provide culturally responsive programming to the client population. Program and research staff should use the data gathered in the assessment stage to

- inform staff supervision practices and coaching sessions (e.g., on strengths and shortcomings, as well as plans for how they can work with diverse clients);

- guide conversations about culturally responsive practices within the organization, including possibly hiring external consultants or cultural experts to facilitate challenging dialogues; and

- identify trainings and educational activities about diversity and cultural competence to offer staff.

Staff training is important for a program to be able to provide culturally responsive support to clients. Racial trauma (see sidebar on next page) is a particularly critical topic in which program staff must develop proficiency, as it can affect virtually every aspect of a person's well-being. Its effects on mental health—PTSD, anxiety, depression, negative thoughts about self, sensitivity, and reactivity—are well-documented (Sugarman et al., 2018; Villines, 2020). The effects of racial trauma have substantial implications for reentry program effectiveness, as unaddressed trauma among members of minority communities makes it difficult to focus and remain socially engaged and compliant with treatment protocols (Morgan & Freeman, 2009). Therefore, to be culturally responsive, reentry programs should consider the following strategies for addressing racial trauma:

• Provide training to staff on how trauma, including racial and historical trauma, manifests in clients, community members, and fellow colleagues.

• Widen the program referral network of trauma-informed clinicians and community providers, particularly those with expertise in the cultural groups represented in the client population.

Racial Trauma

Racial trauma is a type of historical and collective trauma that happens at the level of a population or community (Dove, 2021). Thus, potential historical origins include the genocide of Native Americans, the enslavement of Black people, the terrorism of the post-Reconstruction era, and the refugee-like experience of the Great Migration or the Trail of Tears. Trauma is transferred through generations via biological, familial, societal, and cultural factors (both within the group experiencing the trauma and from the ongoing influence of other groups) and experienced at the community level. Today, the most discussed community-level traumas for Black Americans are deadly racial profiling and unequal treatment in the U.S. justice and prison systems (Racial Trauma and Therapy, n.d.). Beyond historical trauma, Native Americans experience ongoing marginalization of their communities; overrepresentation in justice systems; and the continuing effects of policies and practices that were intended to strip them of their land, culture, traditions, and personal identity. In addition, Latinx and Asian Americans suffer from race-based stress and aggressions that contribute to the effects of racial trauma.

Conclusions and Further Reading

The recommendations outlined in this brief are intended to provide a starting point for grantees who are interested in making their reentry programs more culturally responsive to the clients being served. Grantees who are interested in further reading on the topics discussed in this brief may find several additional resources helpful:

- Centers for Disease Control and Prevention: *Practical Strategies for Culturally Competent Evaluation: Evaluation Guide* 🔗
- Georgetown University: National Center for Cultural Competence 🔗 (resources and self-assessments)
- Center for Culturally Responsive Evaluation and Assessment 🔗: Bibliography on topics including cultural competence in evaluation, the culturally responsive evaluator, and multiculturalism and cultural competence in evaluation
- The Colorado Trust: *The Importance of Culture in Evaluation: A Practical Guide for Evaluators* 🔗
- Beyond Rigor (mission: Improving Evaluations with Diverse Populations): links to context, tools, and resources
- "Culturally responsive evaluation as a form of critical qualitative inquiry" 🔗 (from *Oxford Research Encyclopedia of Education*)
- Institute for the Study and Promotion of Race and Culture:
    - "Racial Trauma Is Real" manuscript 🔗
    - Racism Recovery Plan Steps infographic 🔗
- Seton Hall University: Resources for healing and coping with racial trauma 🔗
- Iowa Cultural Understanding Assessment: Client Form 🔗
- Center for Substance Abuse Treatment: *Improving Cultural Competence* 🔗 in treatment and human service settings (Treatment Improvement Protocol [TIP] Series, No. 59)

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The Evaluation and Sustainability Training and Technical Assistance Project

The Evaluation and Sustainability Training and Technical Assistance (ES TTA) Project supports Second Chance Act (SCA) grantees in conducting more rigorous evaluations that lead to data-driven program improvement and demonstrated impact and that support programs' long-term sustainability. For more information about the project, contact ESTTA@rti.org.
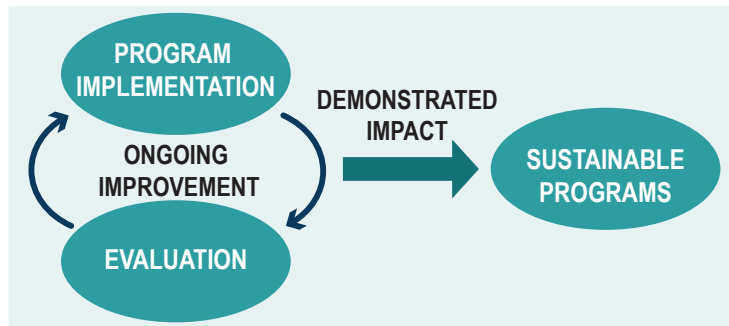
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