

THE SPF PROCESS TOOL 1: THE SPF PROCESS WITH DEI CONSIDERATIONS

USE A STRATEGIC PLANNING PROCESS¹

The Strategic Prevention Framework (SPF) is a planning process that provides opportunities to address health inequities through the lens of culture and ensures that members of diverse population groups can participate in, and feel comfortable with prevention practices. It is important to include members of prioritized populations from the beginning, starting with planning a needs assessment and throughout the SPF to ensure their voices are clearly heard. The following considerations can help you with your DEI efforts within the SPF process.

- Assessment.** Identify populations vulnerable to behavioral health disparities and the health disparities they experience. Identify data gaps and make efforts to fill them. Develop plans to share and solicit input about assessment findings with members of these populations.
- Capacity.** Build the knowledge, resources and readiness of prevention service providers and community members to address disparities and provide culturally and linguistically appropriate services. Ensure understanding of the unique needs of populations experiencing disparities.
- Planning.** Involve members of your focus population as active participants and decision-makers in the planning process. Identify and prioritize factors associated with disparities. Incorporate effective evidence-based prevention interventions developed for and evaluated with an audience similar to your focus population.
- Implementation.** Implement evidence-based prevention strategies that target populations experiencing health disparities. Involve members of these groups in the design and delivery of these programs. Use expert consultation to adapt or tailor evidence based practices to be more culturally relevant. For example, create an in-person version of a virtual training or provide internet hotspots so that it is accessible to audiences with limited internet access.
- Evaluation.** Conduct process and outcome evaluations to determine whether prevention strategies have the intended impact. Track all adaptations of the strategies. Conduct follow-up interviews with program participants to better understand program evaluation findings.
- Cultural Competency.** Develop and maintain cultural competency by interacting effectively with people of different cultures. Ensure that efforts address the needs of all community members.
- Sustainability.** Engage in sustainability planning efforts with partners who represent and work with populations experiencing behavioral health disparities. Sustain processes that have successfully engaged members of these populations and programs that produce positive outcomes. Collaborating with other organizations and groups who share the same goals can help in this process.

¹ Section adapted from

<https://www.prevention.org/Resources/648ff313-5591-4528-8449-a883089d3e13/Delivering%20Culturally%20Responsive%20Prevention%20Resource%20Guide%20FY22%20FINAL.pdf>

CONDUCTING ASSESSMENTS WITH DEI CONSIDERATIONS

Conducting assessments is critical for addressing problems that communities face. We need to have a full understanding of the problems, and incorporating diversity, equity, and inclusion (DEI) considerations into our process of assessment is especially essential. The following guidelines can assist you in these efforts.

Identify Diverse Community Population(s) and Their Needs¹

Learning about the diverse populations and existing inequities in your community will help you identify characteristics and situations that place individuals at higher risk for your problem of interest. It will also help you identify factors that might mitigate those risks. An effective way to learn more about your community and their needs is to engage in a community driven approach. Community-based participatory research is one such approach, where community members are equal partners and actively involved throughout the research process, and within the assessment stage, it involves both primary and secondary, and quantitative and qualitative data.²³

- Use existing data to identify your service area and/or population's demographics (e.g., race and ethnicity, sexual orientation, gender identity, disability status, socioeconomic status, age group), community history, needs and trends overtime, and other related data. For example:
 - Use the U.S. Census to find demographic information on income, education, race and ethnicity, housing and other factors at national, state, county and smaller geographic area levels. <https://www.census.gov/>
 - Gather data from sources such as Youth Risk Behavior Surveillance System (YRBSS); Substance Abuse and Mental Health Services' (SAMHSA) Alcohol, Tobacco, and Other Drugs (ATOD) and National Survey of Drug Use and Health (NSDUH); Hawai'i State Department of Health's Hawai'i Health Data Warehouse; Hawai'i State Department of Education; Hawai'i State Department of Transportation's National Highway Traffic Safety Administration (NHTSA); Hawai'i Policy Map, 'Imi Pono Hawai'i Wellbeing Survey Dashboard; and Fatality Analysis Reporting System (FARS).

¹ Section adapted from <https://www.prevention.org/Resources/648ff313-5591-4528-8449-a883089d3e13/Delivering%20Culturally%20Responsive%20Prevention%20Resource%20Guide%20FY22%20FINAL.pdf>

² <https://www.policylink.org/sites/default/files/CBPR.pdf>

³ <https://www.nimhd.nih.gov/programs/extramural/community-based-participatory.html>

ASSESSMENT TOOL 4: CONDUCTING ASSESSMENTS WITH DEI CONSIDERATIONS

- Use primary data collection to identify and understand your community's current needs and inequities to establish baselines and monitor trends over time. Some examples include:
 - Interviews** can be used to explore substance use issues experienced by diverse populations. Interviews also offer excellent opportunities to build relationships, raise awareness and inform key community members about problems and prevention efforts.
 - Focus groups** can be used to have in-depth discussions about prevention-related topics with specific populations and offer an opportunity for marginalized groups to share their unique perspectives.
 - Surveys** are beneficial for collecting information across a large geographic area, hearing from as many people as possible and exploring sensitive topics. Surveys can be conducted via paper/pencil, phone, mailings or online.
 - Community mapping** can be a helpful tool to visually depict concerns and assets of communities. It can also help in visualizing differences in race/ethnicity, income level, geography, prevalence of disease/behavioral problems, and other factors and indicators.
- Think about other ways you can learn more about your community and their needs.
 - Examine the community contexts with the assistance of a variety of stakeholders (e.g., researchers, clinicians, community leaders, etc. with expertise in clinical, cultural, and epidemiological sciences).
 - Identify any disparities and make them apparent as you move forward in your efforts.
 - Understand relevant and cultural appropriateness of assessment strategies when learning about your community and the issues they face.
 - Learn about differences present in your populations, including different races, ethnicities, religions, abilities, genders, and sexual orientations so that you can accommodate differences during your assessment.
 - Explore different ability levels, including language differences, so that you can include assessment materials that are accessible and appropriate.

CAPACITY TOOL 5: CAPACITY BUILDING WITH DEI CONSIDERATIONS

CAPACITY BUILDING WITH DEI CONSIDERATIONS

Capacity building, which involves evaluating and strengthening resources, is essential in the Strategic Prevention Framework (SPF). A big part of capacity building is understanding the cultural contexts within which you work and how organizations, communities, and people are rooted in their culture. Getting a good grasp of culture and acknowledging that there are differences within such will help you be mindful of putting forth efforts that are fair for all. Incorporating diversity, equity, and inclusion (DEI) considerations into all steps of the SPF process is important, and the following guidelines can assist you in doing such when building capacity.

Build Trust and Relationships with Diverse Community Members¹

- Prevention is a piece of a larger puzzle. Delivering culturally responsive services and reducing health inequities require you to collaborate with your community on a continuum of care and to build and strengthen connections and partnerships with community members from diverse populations.
 - Prioritize building multicultural partnerships with the populations you serve to ensure culturally meaningful programming and emphasize common interests.
 - Invest the time needed to build authentic engagement, ownership, involvement and input from diverse community partners in prevention planning, implementation and evaluation.
 - Meet with community stakeholders in their own spaces and on their terms (for example, volunteer at events, make presentations at worksites).
 - Consider including community members whose experiences are relevant to your prevention efforts. Individuals in recovery can bring valuable insights.
 - Form strategic partnerships with community organizations working to increase health equity (such as public health agencies). You can work together to implement evidence-based strategies to address all aspects of a person's health and wellness and implement large-scale interventions.
 - Increase support and collaboration by sharing your prevention knowledge and data to inform community partners about needs for prevention resources and interventions and tell partners how they can help.
 - Leverage existing efforts whenever possible. For example, join an existing coalition with diverse community members across all community sectors.

¹ Section adapted from <https://www.prevention.org/Resources/648ff313-5591-4528-8449-a883089d3e13/Delivering%20Culturally%20Responsive%20Prevention%20Resource%20Guide%20FY22%20FINAL.pdf>

CAPACITY TOOL 5: CAPACITY BUILDING WITH DEI CONSIDERATIONS

Infuse Cultural Responsiveness within Your Organization Structure

- To transform knowledge about cultural responsiveness into practical action, consider the following steps to create a sustainable program or organizational structure.
 - Assess your program's current level of cultural responsiveness. Where are the gaps? What knowledge, skills and resources can you build on?
 - Establish a program vision that articulates principles and values for culturally responsive prevention services.
 - Develop cultural responsiveness goals, action steps and a timeline for achieving them.
 - Create a team that promotes a positive multicultural work environment.
 - Use the Culturally and Linguistically Appropriate Services (CLAS) Standards to design and implement culturally responsive policies and procedures. For example:
 - Develop and sustain organizational leadership that promotes CLAS and health equity through policy, practices and resource allocation.
 - Recruit, promote and support culturally and linguistically diverse leadership, program staff and volunteers.
 - Educate and train leadership, program staff and volunteers in culturally and linguistically appropriate policies and practices on an ongoing basis.
 - Identify barriers to cultural responsiveness at work in your organization. Consider what's not working or what may hinder your efforts towards cultural responsiveness.
 - Continually evaluate your program's progress (measure outcomes) and make adjustments to achieve your cultural responsiveness goals. What will success look like? How do you know you are on the right track?
 - Adjust styles and methods of communication to the cultural group(s) you are working with. Communication norms will vary within and between cultural groups based on class, gender, geographic origins, religion, subcultures and other factors.
 - Offer language assistance to individuals who have limited English proficiency or other communication needs at no cost to them.
 - Inform individuals that language assistance services are available.
 - Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals or minors (for example, children or other younger relatives or friends) as interpreters should be avoided.
 - Offer services and materials in a variety of languages based on the needs of your community. For example, host events in Spanish, separate from events hosted in English and provide materials in both English and Spanish.

CAPACITY TOOL 5: CAPACITY BUILDING WITH DEI CONSIDERATIONS

For more information, please visit the [National Center for Cultural Competence on Self-Assessments](#), the [Community Toolbox's section on Multicultural Collaboration](#), and the [Prevention Technology Transfer Center Network](#).

CULTURALLY RESPONSIVE AND EQUITABLE EVALUATION (CREE)¹

Equitable evaluation is a culturally responsive evaluation method that does not consider culture as a subjective factor needing to be controlled. Instead, it explicitly acknowledges culture and context when assessing program effectiveness. Equitable evaluation relies heavily on engaging community members, including those who are involved in community engagement, participate in prevention programs, and provide evaluation data. According to the [Equitable Evaluation Initiative](#), evaluation efforts should be in service of equity, and evaluators should consider the following aspects while developing their evaluation approach:

- Diversity of their evaluation teams, including cultural backgrounds, disciplines, beliefs, and lived experiences
- Cultural appropriateness and validity of evaluation methods
- Involvement of community members in the evaluation design, implementation, and dissemination, including selection of evaluation questions and indicators
- Ability of the evaluation design to reveal structural and systems-level drivers of inequity (present-day and historical)
- Degree to which communities have the power to shape and own how evaluation happens

Strategies to Practice Equitable Evaluation

State, tribal, and community leaders can use the following questions to apply CREE practices at each stage of the evaluation process.

Evaluation Process Step	Guiding Questions
Putting together an evaluation team	<ul style="list-style-type: none"> • Are proposed team members culturally and racially diverse? • Do they represent different backgrounds and beliefs and have lived experience with the issue at hand? • What types of training or capacity building are necessary to enable all members of the evaluation team to participate in the evaluation?
Evaluation purpose(s) and audience(s)	<ul style="list-style-type: none"> • Does the overall evaluation purpose explicitly reference progress toward equity at multiple levels (e.g., individual, structural, or systemic)? • Do evaluation audiences include the under-resourced and other populations served?
Evaluation questions	<ul style="list-style-type: none"> • Has the organization involved community members in the identification and prioritization of evaluation questions? • Do the evaluation questions consider the extent to which different groups experience community engagement and prevention services differently?
Outcomes and indicators	<ul style="list-style-type: none"> • Have community members participated in the identification of outcomes and indicators? • Are outcomes and indicators meaningful and relevant to community members? • Do selected outcomes and indicators reflect community engagement principles and community-identified community engagement priorities and practice standards? • Do selected outcomes and indicators provide the community with evidence of progress?
Data collection, analysis, and dissemination	<ul style="list-style-type: none"> • Is the organization or community transparent about how and why it collects and uses data? • Are community members involved in data collection, and how? • Are data collection tools culturally relevant to and appropriate for the community? • Is disaggregated data prioritized to account for contextual and cultural differences? • Is the organization actively engaging the community in interpreting the data and formulating recommendations? • Is the community involved in presenting evaluation results to different audiences?

CREE Resources

¹ Excerpt from SAMHSA. (2022). Community Engagement: An Essential Component of an Effective and Equitable Substance Use Prevention System. Retrieved from <https://store.samhsa.gov/sites/default/files/pep22-06-01-005.pdf> (p. 41-46)

EVALUATION TOOL 5: CULTURALLY RESPONSIVE AND EQUITABLE EVALUATION (CREE)

The Equitable Evaluation Initiative's [Equitable Evaluation Framework™](#) seeks to provide foundations and nonprofit organizations with an understanding of equity and how to use an equity lens while performing evaluations.

Mathematica's [Using a Culturally Responsive and Equitable Evaluation Approach to Guide Research and Evaluation](#) introduces the CREE approach and tools to maximize its utilization.

Child Trends' [How To Embed a Racial and Ethnic Equity Perspective in Research](#) provides researchers with guiding principles in accomplishing research and evaluation in an equitable manner.

WestEd Justice & Prevention Research Center's [Reflections on Applying Principles of Equitable Evaluation](#) deals with how equitable evaluation principles can be applied and the implications of equity focused research and evaluation.

The Handbook of Practical Program Evaluation, Fourth Edition's [Culturally Responsive Evaluation Theory, Practice, and Future Implications](#) provides a foundation for culturally responsive evaluation—from preparation for the evaluation to disseminating and using the results.

Cultural Competence Resources

The American Evaluation Association's [Public Statement on Cultural Competence in Evaluation](#) affirms the importance of cultural competence in evaluation and provides a guide to the essential practices for cultural competence.

The Foundation Review's [Raising the Bar – Integrating Cultural Competence and Equity: Equitable Evaluation](#) presents a framework for building equitable evaluation capacity.

The CDC provides practical strategies for [Culturally Competent Evaluation](#).

The Great Plains Tribal Epidemiology Center created an [Indigenous Evaluation Toolkit](#).

[A Language Justice Framework for Culturally Responsive and Equitable Evaluation](#) proposes an evaluation framework grounded in language justice, defined as the right to communicate in the language in which one feels most comfortable.

SAMHSA developed a Treatment Improvement Protocol, [Improving Cultural Competence](#), which includes guidance for conducting culturally responsive evaluation.