

Center for Culturally Responsive Evaluation and Assessment

CREA VIII

8th International Conference

April 8th - 11th 2025

Relational Responsibilities in Culturally Responsive Evaluation and Assessment

Radisson Blu Aqua Hotel

221 N. Columbus Drive, Chicago IL 60601

RADISSON
BLU™

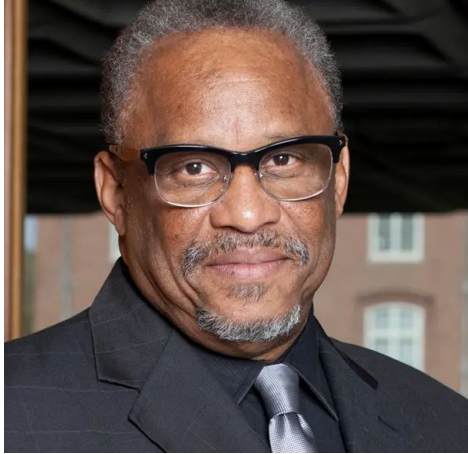
FIRE
LAKE

GRILL HOUSE & COCKTAIL BAR

ILLINOIS
COLLEGE OF EDUCATION

Center for Culturally Responsive Evaluation and Assessment

The Legacy of Dr. Stafford L. Hood



Stafford L. Hood

CREA Founding Director

February 12, 1952 - January 15, 2023

We collectively reflect on the life and enduring legacy of our esteemed CREA Founding Director, Dr. Stafford L. Hood.

Stafford's distinguished career was marked by his unwavering dedication to advancing social justice within program evaluation and assessment. As a trailblazer, he was the first to coin the term "culturally responsive evaluation and assessment." His groundbreaking theories pushed the boundaries of conventional wisdom as he pioneered new pathways and techniques emphasizing that those from marginalized and underrepresented groups must have a seat at the table. He challenged us to reflect on the strengths and weaknesses within our personal and professional ideologies concerning race, ethnicity, and culture, expecting us to grow into the best version of ourselves as we did this work.

Stafford was never afraid to challenge the status quo. His conversations in professional settings and his scholarship were so powerful that he and others who shared his passion were the catalyst for a paradigm shift that has forever redefined how we view our role in evaluation and assessment.

As our community reflects on Stafford's legacy, we must remember that for a true leader, it is not about accomplishments. What is important are the lives touched and transformed along the way. Mentorship and creating the next generation of scholars and practitioners were important to Stafford. His actions created new opportunities and set precedents for seasoned and emerging scholars and practitioners. His influence was so profound, and his reach so far that many people worldwide know him and will remember him as a mentor, friend, and colleague.

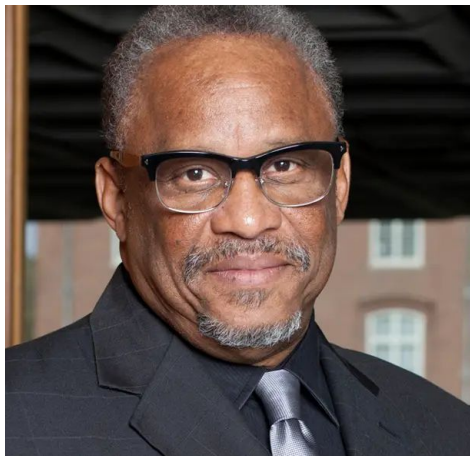
Taken from his obituary is an excerpt from the poem *We Remember Them* by Sylvan Karmens and Rabbi Jack Riemer, which states, "*When we have achievements that are based on theirs, we remember them.*" As we navigate the path ahead, guided by his principles, we are reminded that while Stafford may no longer be with us, he lives on in every life he has influenced. With each step we take, let us honor his enduring commitment to progress and his unwavering belief in the power of social justice. In this way, his impact is immortal, and the foundation he built, which we now call CREA and our CREA community, serves as an anchor which grounds us and a beacon that guides us toward a better, brighter future.

**The CREA 8 Conference
Planning Committee**



Center for Culturally
Responsive Evaluation
and Assessment

Table of Contents



Stafford L. Hood

CREA Founding Director

February 12, 1952 - January 15, 2023

| | |
|-----------------------------------------------------|--------------|
| Welcome from the Dean | 4 |
| Acknowledgments | 5 |
| About the Center | 6 |
| CREA Directory | 7 |
| CREA Partners | 8-11 |
| Conference Theme | 12 |
| Keynote Speakers & Community Discussions | 13-18 |
| Pre-Conference Workshop Presenters | 19-20 |
| Pre-Conference Workshops | 22-23 |
| Conference Schedule | 24-42 |
| Wednesday, April 9th | 24-26 |
| Thursday, April 10th | 27-36 |
| Friday, April 11th | 37-42 |
| Session Evaluation Survey | 43 |
| Community Engagement Initiative | 44 |
| Introducing our Collaboration Spaces | 45 |
| Sponsors | 46 |

Welcome from the Dean, Chrystalla Mouza



Chrystalla Mouza

Dean

College of Education

On behalf of the College of Education and the University of Illinois Urbana-Champaign, I am honored to welcome you to the 8th International Conference of the Center for Culturally Responsive Evaluation and Assessment (CREA). The International CREA Conference brings together an interdisciplinary group of scholars, researchers, and practitioners from around the world to collectively discuss, learn about, and advance theories and applications of culturally responsive evaluation and assessment. This year's conference theme, "Relational Responsibilities in Culturally Responsive Evaluation and Assessment," lies at the heart of CREA's global community. It is also timely, as we work to cultivate ethical and effective ways of discovery that align with our moral compass.

The College of Education at Illinois established CREA in 2011 with a goal to elevate the significance of culture and cultural context within education research, particularly in the areas of evaluation and assessment. Today, we are called to engage deeply with long-term solutions that foster fair methods of evaluation and testing while avoiding detrimental educational practices, particularly in under-served communities. This conference invites us to critically reflect on our personal responsibilities to the communities we serve, especially those that have been historically marginalized. We stand at a pivotal moment, shaped by rapid advances in technology, including artificial intelligence, which necessitates developing skills and practices that upholds cultural integrity and honors the voices of all participants.

I hope the 2025 CREA conference will again provide a rich intellectual, international, and interdisciplinary space for dialogue that helps grow understanding of how to center the voices of the communities we serve. Enjoy and take good advantage of the conference's exceptional lineup of keynotes and workshops as you continue to develop self-awareness and nurture the relational responsibilities needed to advance culturally responsive evaluation frameworks.

Chrystalla Mouza

Edward William and Jane Marr Gutgsell

Professor of Education & Dean

College of Education

University of Illinois Urbana-Champaign



Acknowledgments by Denice Ward Hood, CREA Director



Denice Ward Hood

CREA Director
College of Education

On behalf of the CREA staff, I wish to express our profound appreciation for everyone who contributed to making the Eighth International CREA Conference possible.

Dean Chrystalla Mouza at the College of Education at the University of Illinois Urbana Champaign has remained steadfastly committed to CREA and ensuring that the center continues as a leader in culturally responsive evaluation and assessment scholarship and practice.

The contributions of the CREA sponsors and supporters provide essential capital for every aspect of the conference operations. The sponsors are listed on page 46 and I also wish to acknowledge them here: Gold Level Sponsors –Robert Wood Johnson Foundation and W.K. Kellogg Foundation. Silver Level Sponsors - City of Champaign, Decision Information Resources (DIR), Inc., Michigan Public Health Institute (MPHI). Generous support was provided by Bowman Performance Consulting, Cathexis, The Improve Group, and Kandaki Tech. We are grateful for the considerable investment by the John C. and Catherine T. MacArthur Foundation.

The Center for Culturally Responsive Evaluation and Assessment is proudly partnered with four outstanding organizations. The leadership at our partner organizations ensure that the CREA community continues this transformative work: Dominica McBride (Founder, BECOME), Joe O'Hara and Martin Brown at CREA Dublin – EQI, Katherine Tibbetts and Pālama Lee (Lili'uokalani Trust), Herb Lee (Pacific American Foundations), and Dawn Mahi (Consuelo Foundation) at CREA Hawai'i, and Rick Sperling at the Office of Community-Based Research at St. Mary's University.

The CREA staff met the monumental challenge of conference planning and execution and have exceeded all expectations. I gratefully acknowledge Tim Leyhe (Administrator Extraordinaire), Anthony Sullers, Jr. (Postdoctoral Research Associate), Santiago Ospina-Tabares (Graduate Research Assistant), Cecilia Vaughn-Guy (Graduate Research Assistant, and Giavanna McCall (Graduate Research Assistant). Thank you team!

A critical group in conference preparation is the CREA 8 Planning Committee. These colleagues volunteered their time, creativity, and wisdom to provide guidance for every aspect of CREA 8. We could not have done this without the commitment of Cherie Avent (University of Illinois Urbana-Champaign), Warren Chapman (University of Illinois Chicago), Pamela Frazier-Anderson (Kandaki Tech.), Melissa Goodnight (University of Illinois Urbana-Champaign), Drew Gitomer (Rutgers University), Melvin Hall (Professor Emeritus, Northern Arizona University), Tracy Hilliard (Lift Every Voice Evaluation, Research & Strategy), Karen Kirkhart (Professor Emeritus, Syracuse University), Joe O'Hara (Centre for Evaluation, Quality, and Inspection (EQI) at Dublin City University), and Kathy Tibbetts (Lili'uokalani Trust).

Denice Ward Hood
CREA Director



About the Center for Culturally Responsive Evaluation and Assessment (CREA)



Mission

The core mission of the Center for Culturally Responsive Evaluation and Assessment (CREA) is to generate evidence for policymaking that is not only methodologically but also culturally and contextually defensible. The Center for Culturally Responsive Evaluation and Assessment (CREA) is an international community of scholars/practitioners that exists to promote a culturally responsive stance in all forms of systematic inquiry including evaluation, assessment, policy analysis, applied research and action research. In this work, CREA recognizes issues of power, privilege, and intersectionality. Using its base at the University of Illinois, the Center provides a resource for organizations and individuals working to better understand and apply cultural responsiveness. CREA seeks to produce a body of informed practitioners, published scholarship, professional development opportunities, technical assistance resources and advocacy, advancing cultural responsiveness across inquiry platforms and settings.

Goals

- Grow its international consortium of researchers and evaluators with a diverse set of cultural viewpoints and social backgrounds to provide professional development training in evaluation principles and methods, as well as data-driven and evidence-based decision making, to schools, school districts, and social service agencies.
- Develop short courses and curriculum materials for professionals concerned with learning more about culturally responsive evaluation and assessment.
- Seek contracts and grants (congruent with its mission) with public and private entities to provide evaluation services.
- Conduct and disseminate research on the theory and practice of culturally responsive evaluation and assessment.
- Offer instruction in the theory, methodology, and techniques of evaluation and assessment in culturally diverse contexts for doctoral students in all education-related fields and serve as an applied training ground for students seeking to develop expertise in the use of empirical methods in educational research, evaluation, and policy.
- Contracts for applied research in service to local, state, federal, and private agencies: The Center will generate revenue and serve the public by selectively seeking contracts (congruent with its mission) with public and private entities to provide evaluation services.
- Conduct and disseminate research on the theory and practice of culturally responsive evaluation and assessment. An increasing number of perspectives have evolved regarding culturally responsive evaluation and assessment. The Center will cultivate and refine its interdisciplinary approach by including scholars in education policy, community psychology, mental health, and social services.

CREA Directory

CREA Staff

Denice Ward Hood, Director
Anthony B. Sullers Jr., Postdoctoral Research Associate
Timothy Leyhe, Administrative Aide
Cecilia Vaughn-Guy, Graduate Research Assistant
Santiago Ospina Tabares, Graduate Research Assistant
Giavanna McCall, Graduate Research Assistant

CREA Affiliates (University of Illinois)

Cherie Avent, Educational Psychology
Tamara Bertrand Jones, Education Policy, Organization and Leadership
Nathan Castillo, Education Policy, Organization and Leadership
Melissa Goodnight, Educational Psychology
Rebecca Hinze-Pifer, Education Policy, Organization and Leadership
Samantha Lindgren, Education Policy, Organization and Leadership
Giselle Martinez Negrette, Curriculum and Instruction
Aixa Marchand, Educational Psychology
Asif Wilson, Curriculum and Instruction

Retired Affiliates (University of Illinois)

James D. Anderson, Professor Emeritus
Jennifer Greene, Professor Emeritus
Katherine Ryan, Professor Emeritus
Thomas Schwandt, Professor Emeritus
William Trent, Professor Emeritus

Distinguished CIRCE Emeriti

Robert Stake, Professor Emeritus, CIRCE Director
Terry Denny, Professor Emeritus, decd. 2018
Gordon Hoke, Professor Emeritus, decd. 2023
Ernie House, Professor Emeritus, University of Colorado Boulder

Senior Distinguished Elder

Edmund W. Gordon, Professor Emeritus, Yale University/Columbia University

CREA Affiliates (External)

Lisa Aponte-Soto, Tanoma Consulting, LLC
Keena Arbuthnot, Louisiana State University
Katrina Bledsoe, Abt Associates
Nicole Bowman, Bowman Performance Consulting
Ayesha Boyce, Arizona State University

CREA Affiliates (External) cont.

Martin Brown, Dublin City University
Suzanne Callahan, Callahan Consulting
Joshua Childs, University of Texas at Austin
Fiona Cram, Katoa Ltd.
Kathryn Dinh, Lotus Evaluation
Sylvia Epps, Decision Information Resources, Inc
Olatokunbo (Toks) S. Fashola, American University
Kevin E. Favor, Lincoln University
Pamela Frazier-Anderson, Kandaki Tech, LLC
Henry Frierson, University of Florida
Drew Gitomer, Rutgers University
Leslie Goodyear, Education Development Center
Andrea Guerrero-Guajardo, Bexar County Public Health
Jori Hall, University of Illinois Chicago
Melvin Hall, Northern Arizona University
Tracy Hilliard, Lift Every Voice Evaluation, Research & Strategy
Rodney Hopson, American University
Emi Iwatani, Digital Promise
Chandria Jones, University of Chicago
Karen Kirkhart, Syracuse University
Michelle Knight-Manuel, Columbia University
Joan LaFrance, Mekinak Consulting
Jacqueline Leonard, University of Wyoming
Monique Liston, UBUNTU Research & Evaluation
Laura Pan Luo, China Agriculture University
Donna Mertens, Transformative Research and Evaluation
Dominica McBride, BECOME, Inc
Monica B. Mitchell, MERAssociates, LLC
Sharon Nelson-Barber, WestEd Center for the Study of Culture and Language in Education
Leah C. Neubauer, University of Michigan
Joe O'Hara, Dublin City University
Leah Peoples, Transformative Research
Gregory Phillips II, Northwestern University
Aileen Reid, University of North Carolina Greensboro
Grisel Robles-Schrader, Northwestern University
Eva Sarr, Centre for Multicultural Program Evaluation
Katherine Tibbetts, Lili'uokalani Trust
Caroline Turner, California State University-Sacramento

CREA 8 Conference Planning Committee

| | |
|--------------------------------|---------------------------|
| Cherie Avent | Melvin Hall |
| Warren Chapman | Tracy Hilliard |
| Pamela Frazier-Anderson | Karen E. Kirkhart |
| Drew Gitomer | Joe O'Hara |
| Melissa Goodnight | Katherine Tibbetts |

CREA Partners

Dear CREA Family,

Welcome to CREA 8! Welcome to Chicago!

A city of activism, art, injustice, resilience, and grit, Chicago's history is deeply woven into the layers of this year's conference theme. With 77 neighborhoods, over 18,000 dedicated institutions and organizations, hard-fought battles and victories for environmental justice, and a legacy as a global crossroads, Chicago stands at the intersection of challenge and change. From its history of segregation to its ongoing fight for justice, this city has been both a site of struggle and a beacon of transformation.

Today, we gather in a city and state that serve as a kind of refuge amid the ongoing sociopolitical assaults on fairness and compassion. As Stafford's childhood home, Chicago provides a fitting backdrop for the critical conversations we are here to have.

At a time when many are stripping their websites and policies of inclusive language, let us step boldly into courage. May we continue to name difficult and necessary truths and explore how we can be strategic, compassionate, and triumphant—not just in practicing CREA, but in living it fully, in every space, in every action, and in every word.

Welcome to CREA 8. Let's do this work together.

In Solidarity,

With Love,
Dominica McBride
CEO and Founder, BECOME



Dominica McBride
Founder, BECOME



BECOME

Transforming Our Reality

CREA Partners

As we sit down to think about CREA VIII - Relational Responsibilities in Culturally Responsive Evaluation it is of course impossible not to reflect on the passing of our dear friend and CREA founder, Professor Stafford Hood. Stafford was a caring colleague, a mentor and above all a friend who created a space for us in the broad community that makes up CREA. He helped us navigate what it means to think about being culturally responsive at a global scale but also on national and local level. He was at the same time encouraging and challenging but above all respectful of the unique journey that we in Ireland have been undertaking as we moved academically and socially into a new and at times challenging space. As we prepare for CREA this year, we are conscious of the enormity of Stafford's absence while being certain of his continued presence both in our ongoing work and our shared memories.

As a research collective based in the Centre for Evaluation, Quality and Inspection (EQI) at Dublin City University, CREA-Dublin continues to explore what it means to be culturally responsive in a range of fields in Ireland and Europe. Over the past 6 years or so, we have been lucky enough to receive European Union support to explore Culturally Responsive Leadership, Culturally Responsive Evaluation, Culturally Responsive Assessment, Culturally Responsive Networking and Planning, and Culturally Responsive Initial Teacher Education. Each of these projects, funded largely through the European Union Erasmus + programme, has seen new research partnerships created by design and we now have colleagues in Norway, Austria, Turkey, Bulgaria, Belgium, Northern Ireland, England, Holland and Spain who are exploring and examining what it means to think and act in a Culturally Responsive manner. The joy, and the challenge of this, is that each of these partners brings with them a unique and contextually embedded understanding of what culture means, what responsiveness is and could be, what the function of evaluation is and how assessment should and could work. Indeed our involvement in these projects has challenged our own deep seated and contextually constrained ideas of what it means to be culturally responsive and it has been immensely satisfying to come to a new way of thinking and a new way of acting across a wide range of fields.

As an institution, Dublin City University remains enormously proud of our relationship with CREA. Our continuing identification with the University of Sanctuary programme, our proactive engagement with those who have been forced to flee as a result of the invasion of Ukraine and our ongoing commitment to realising the Sustainable Development Goals (SDGs) at an institutional and national level seem to us to provide a perfect home for the work of CREA-Dublin. We will endeavour to continue our journey of exploration as a research and practice community and will continue to bring a perhaps different, but hopefully valuable, perspective to the work of the wider CREA community. At all times we will of course be inspired by the memory of our friend and colleague Stafford and will endeavour to answer the challenge he posed to us at European conference in 2018 when, at the end of a successful project, he complimented our work but asked bluntly 'What's next'?

Joe O'Hara and Martin Brown
Directors. CREA Dublin



Culturally Responsive
Evaluation & Assessment

CREA Partners



Katherine Tibbetts

Lili'uokalani Trust



Pālama Lee

Lili'uokalani Trust



Herb Lee

Pacific American Foundation



Dawn Mahi

Consuelo Foundation

In our time-honored quest to seek knowledge, we first walk in the footsteps of our ancestors. They possess and pass forward their powers of observation, interpretation, and application to live life in harmony with our surroundings. Content and context are inextricably intertwined if we discover a way to enter and be amazed.

Dear CREA Conferees,

Our story reflects a wisdom and understanding that embraces time and its many intersections as the power of pilina (relationships) prepares us for a future not yet known. We recognized it as purposeful, intentional, and healing as we strive to better serve our community.

As the CREA family convenes around the theme of Relational Responsibilities, our story and the conference theme feel even more immediately compelling during this time when so many decisions in our larger social and political context appear to be driven by the view that the value of relationships lies in transactional exchanges – a balancing of what we can and what will it cost us – rather than in our moral responsibilities to one another and the belief that what benefits one of us benefits us all and conversely that what harms one of us harms us all.

The conference theme reminds us of the power and responsibility that resides within us and our respective cultures to mālama (care for) one another. It asks us to dig deep and find the answers that have been planted by our ancestors from times past as we continue to build new bridges of aloha for the singular purpose of healing ourselves and in turn our families and community.

In closing, we leave you with words written by Manulani Aluli Meyer in *He Kapu Aloha* (undated) while deeply embroiled in the work to protect Mauna a Wākea, a highly sacred place for Native Hawaiians:

*We are living in mythic times where every idea, action + intention is amplified. Loving is our practice, our goal, our way of life.
We have already won.*

Sincerely and with fond Aloha,
CREA Hawai'i



CREA Partners



Rick Sperling

Associate Director,
Office of Community-Based Research
St. Mary's University

Welcome to the Center for Culturally Responsive Evaluation and Assessment (CREA)'s Eighth International Conference!

My name is Rick Sperling and I am writing on behalf of CREA-St. Mary's University (CREA-StMU) located in San Antonio, Texas. My staff and I are excited to embark upon this memorable journey with you and the other attendees. Each of the previous conferences has opened new areas of inquiry and stimulated critical thought around how best to achieve justice with the communities we engage.

This year's theme reminds us of the importance of prioritizing the relationships we cherish with each other and our community partners. Our office, the Office of Community-based Research (CBR), serves two purposes. We serve the university by providing support through the grant application and administration processes to ensure that the most authentic stakeholders, our students, are centralized. For our institution, that means cultivating the types of relationships across university roles—students, staff, faculty, and administrators—that affirm Latinx cultures. We hold the same values in our work with community partners, as nonprofit organizations also do best when they take seriously the people with whom they work rather than imposing solutions upon them.

The second purpose is educating students, most of who are Latinx, in the perspectives and practice of culturally responsive program evaluation. Many of our students have been subjected to coercive assimilation throughout their educational careers. They come to our office stressed from the internal dilemma posed by their conviction in the inherent value of cultural identity on one hand and a lingering belief in the inescapability of cultural assimilation on the other. Many truly believe the only way to get ahead is to denounce their families, their communities, and their own former selves. That's why the relationships we nurture within the confines of CBR are meant to bring us closer together and provide us with a barrier against the myriad microaggressions we encounter on a daily basis.

We look forward to seeing you at this year's conference. Despite our confidence in the methods we use, we remain humbled by how much we have learned at CREA over the years. My staff and I have left each iteration of the annual meeting rethinking our approach and even more committed to promoting the values Stafford Hood imbued upon us. Most of all, we are thrilled to reconvene with our old friends and to meet new ones. There is a therapeutic reward to just being able to talk with folks who share CREA in common, and our shared time fills our bodies with hope and resilience. Thank you for attending. We are grateful to be learning from you and with you at what promises to be the best year yet.

Rick Sperling

Associate Director
Office of Community-Based Research
St. Mary's University



ST. MARY'S
UNIVERSITY

OFFICE OF
COMMUNITY-BASED
RESEARCH

Conference Theme

Relational Responsibilities in Culturally Responsive Evaluation and Assessment

This year's CREA conference highlights how **our commitments to various forms of relationships ground the extent to which we are culturally responsive in our work**. CREA's mission continues to be influenced by attention to culture in the United States and around the world. This conference features contributions from culturally responsive researchers and practitioners across global contexts.

In the words of Stafford Hood, **"We are compelled and responsible to raise questions about what is being done to correct inequities and aggressively translate this evidence into action that has meaningful impact on our collective people"** (Hood, 2019). Culturally responsive evaluation and assessment embrace relational responsibilities that are both compelling and humbling. These include:

Responsibilities to self. To practice ethically and effectively, evaluators and assessment practitioners need to know themselves and the cultural identities that ground them. Self-awareness precedes use of self-as-instrument in evaluation (Symonette, 2009). Citing Walker (2007), Visse et al. (2012) pose the questions: "How do I as an evaluator see myself, and how do others see me, and what moral expectations of myself flow from this narrative?" (p. 99). Likewise, assessors need to ask how their work in assessment contributes to or aligns with their moral stances.

Interpersonal responsibilities. CREA's foundation is relational practice. This means treating people fairly in both the design and conduct of CREA. Broadly envisioned, stakeholders must be respectfully engaged and included.

Responsibilities to community. Beyond interpersonal interactions and commitments, relationships are formed within and among collectives. These collectives are defined by their members and may have geographic markers, such as sovereign nations, cities, towns, villages, and neighborhoods throughout the global community. The CREA community consists of colleagues with shared values, knowledge, and skills; it is not a formal membership organization.

Responsibilities to organizations. Formal organizations often depict responsibilities in hierarchical structures, inclusive of sections, departments, or units. For example, the Center for Culturally Responsive Evaluation and Assessment holds a designated status within the University of Illinois Urbana-Champaign.

Responsibilities to social institutions. Political, economic, or legal institutions provide broad rules and norms that shape human behavior. In the United States, democracy is one such institution.

Responsibilities to place. Beyond responsibilities to people who work or reside in these spaces, there are responsibilities to the environment—land, air, and water—and to its non-human residents.

Responsibilities for global well-being. CREA's reach is international, and with that comes responsibilities for relationships that transcend specific cultures, locations, and structures. Responsibilities now extend beyond our planet and into space.

CREA 8 Keynote Speakers



Fiona Cram

Katoa Ltd

Opening Keynote

“Standing Firm to Move Forward: Place, History, and the Future of Indigenous Evaluation”

Wednesday, April 9th, 4:00pm - 5:00pm

Location: **Atlantic Ballroom**

Speaker: **Fiona Cram**

Fiona Cram (Indigenous, Māori - Ngāti Pāhauwera) is the mother of one son and has a PhD from the University of Otago (Social and Developmental Psychology). She has over 20 years of Kaupapa Māori (by, with and for Māori) research and evaluation experience with Māori and Iwi/tribal organisations and communities, as well as with government agencies, district health boards, and philanthropic organisations. A large portion of this work involves the use of mixed methods in the pursuit of decolonisation, tribal sovereignty, and societal transformation. Fiona's project work, publications and conference presentations on Kaupapa Māori have made significant contributions to indigenous research and evaluation both in Aotearoa New Zealand and within the international community. Her recent work has included co-leading the Affordable Homes for Generations and the Poipoia te Kākano, Kia Puāwai research programmes funded by the Building Better Homes, Towns and Cities National Science Challenge.



Anthony B. Sullers Jr.

Center for Culturally Responsive
Evaluation and Assessment

Morning Plenary: CREA Partners Panel

“Building Bridges, Not Walls: Liberatory Relationships around the World”

Thursday, April 10th, 8:30am - 10:00am

Location: **Atlantic Ballroom**

Moderator: **Anthony B. Sullers Jr.**

Panelists: **Dominica McBride, Joe O'Hara,
Pālama Lee, Rick Sperling**

Anthony B. Sullers Jr. is a bridge-builder, researcher, and educator, and who serves as a Postdoctoral Research Associate for the Center for Culturally Responsive Evaluation and Assessment (CREA) at the University of Illinois Urbana-Champaign. Dr. Sullers has over 10 years of experience in higher education policy, program evaluation, and learning outcomes assessment, particularly within a culturally responsive and trauma-informed framework. His research and teaching focus on the intersectional impacts of race, organizational culture, and policy on the health and education outcomes of underserved populations in North America and beyond. Dr. Sullers completed his bachelor's degree in Community Health, master's degree in Higher Education, and earned his Ph.D. in Education Policy, Organization and Leadership, all at the University of Illinois Urbana-Champaign.

CREA 8 Keynote Speakers



Dominica McBride
CREA BECOME

Morning Plenary: CREA Partners Panel cont.

“Building Bridges, Not Walls: Liberatory Relationships around the World”

Dr. Dominica McBride is a leading expert in community psychology, healing, and collective transformation. As the founder of BECOME, she champions Culturally Responsive Evaluation and grassroots advocacy to help communities shape their own futures. With experience spanning the U.S. and Tanzania, she has served as a consultant, program director, faculty member, and therapist. A sought-after speaker and trainer, she has received multiple awards for her impactful work. Dr. McBride holds a PhD in Counseling Psychology from Arizona State University and finds deep fulfillment in motherhood and witnessing her children thrive.



Joe O'Hara
CREA Dublin

Joe O'Hara holds the Chair of Education and is a member of the School of Policy and Practice in the DCU Institute of Education. He is the Director of EQI- The Centre for Evaluation, Quality and Inspection and an Affiliate Member of the Center for Culturally Responsive Evaluation and Assessment at the University of Illinois Urbana Champaign. Joe O'Hara is a Past President of the Educational Studies Association of Ireland and was a member of The Teaching Council of Ireland from 2012-2016. He was a member of the Board of Directors of the Association for Personal Services Overseas (APSO) from 2002-2004. He represented Ireland on the Council of the European Educational Research Association from 2008 to 2013. Joe O'Hara was Head of the School of Education Studies, DCU, from 2010 to 2016. He is a Director and Founding Member of the Irish Evaluation Network and is a member of the Board of the Centre for Talented Youth, Ireland. Joe O'Hara is a Director of the European Alliance for Social Sciences and Humanities and is President-Elect of the World Educational Research Association. Joe O'Hara was President of the European Educational Research Association from 2018 - 2023.



CREA 8 Keynote Speakers



Pālama Lee
CREA Hawai'i

Morning Plenary: CREA Partners Panel cont.

“Building Bridges, Not Walls: Liberatory Relationships around the World”

Pālama Lee, PhD, LCSW, raised by his kūpuna (elders), is blessed to work for a benevolent trust established by Queen Lili'uokalani for Native Hawaiian orphan and destitute children. His research focuses on Native Hawaiian wellbeing. Pālama's community efforts focus on child welfare, caring for the elderly, and promoting and protecting the health of kāne (Native Hawaiian men).



Rick Sperling
CREA St. Mary's University

Rick Sperling is an associate professor of psychology and the Director of the Office of Community-based Research at St. Mary's University in San Antonio, TX. In addition to teaching, his responsibilities include coordinating the undergraduate academic certificate program in Community-based Assessment and Evaluation (CBAE) and the Master's of Program Evaluation. His academic interests primarily focus on the use of Title V funds by Hispanic-serving Institutions and the preparation of Latinx students as future evaluators. In his free time, Rick enjoys playing Wiffle ball.



ST. MARY'S
UNIVERSITY

OFFICE OF
COMMUNITY-BASED
RESEARCH

CREA 8 Keynote Speakers



Nelson Flores

University of Pennsylvania

Edmund W. Gordon Distinguished Lecture and Luncheon

“Accountable to Semilingualism”

Thursday, April 10th, 12:15pm - 2:00pm

Location: **Atlantic Ballroom**

Speaker: **Nelson Flores**

Nelson Flores is a professor in educational linguistics at the University of Pennsylvania. His research examines the intersection of language and race in shaping U.S. educational policies and practices. He has been the recipient of many academic awards, including a 2017 Spencer Postdoctoral Fellowship, the 2019 James Alatis Prize for Research on Language Planning and Policy in Educational Contexts, and the 2022 AERA Early Career Award.

Closing Keynote Luncheon

“Movements and Rivers”

Friday, April 11th, 12:30pm - 2:00pm

Location: **Atlantic Ballroom**

Speaker: **Warren Chapman**



Warren Chapman

University of Illinois Chicago

Warren K. Chapman's professional experience spans the fields of education, philanthropy, art, and non-profit governance. Warren's talents include integrating philanthropic efforts with public affairs, civic engagement, and educational policy. He is experienced leading high performing teams, facilitating strategic thinking activities, transforming educational and non-profit organizations. He has served as the Chief Advancement Officer at the Chicago Lighthouse; Senior Vice President and Interim Vice President for Institutional Development at Columbia College Chicago; Vice Chancellor for External Affairs at the University of Illinois at Chicago; Vice President and National Philanthropic Advisor at JP Morgan Chase; President of the Bank One Foundation; and Lead Program Officer at the Joyce Foundation. As a visiting Assistant Professor at the University of Illinois Urbana-Champaign, College of Education, he taught graduate courses in sociology of education and educational leadership. Warren also served as a Lecturer at St. Xavier College, in the Criminal Justice Department. Warren received his B.A. and M.A. degrees from Northeastern Illinois University, and a Doctorate of Philosophy in Educational Policy and Leadership from the University of Illinois Urbana-Champaign. He also serves on the Boards of the Chicago History Museum, and the Jazz Institute of Chicago. Previously, Warren served on the boards of ChiArts High School; Noble Charter Schools; Chicago Lighthouse for the Blind and Visually Impaired; Columbia College Chicago; The Community Renewal Society; and Forefront (Donors Forum of Chicago).

CREA 8 Community Discussion



Madeline Gitomer

Democracy Forward



Drew Gitomer

Rutgers University

Community Discussion I

“Education and the Law: Fighting for the Promise of Opportunity for All”

Wednesday, April 9th, 5:15pm - 6:15pm

Location: **Atlantic Ballroom**

Moderator: **Drew Gitomer**

Speaker(s): **Madeline Gitomer, Victoria Nugent**

Democracy Forward is a national legal organization that advances democracy and social progress through litigation, policy and public education, and regulatory engagement.

<https://democracyforward.org/about>

Members of the Democracy Forward legal team will join us via Zoom for this timely and interactive session to help the CREA community understand the current legal terrain, including efforts that are underway, as well as efforts that are planned for the future. Democracy Forward has been at the forefront of this work. This session will consist of a presentation by Democracy Forward followed by an opportunity for Questions and Discussion.

**DEMOCRACY
FORWARD** 

CREA 8 Community Discussion



Melvin Hall

Professor Emeritus
Northern Arizona University

Community Discussion II

“Being culturally responsive in the current political environment: A CREA Community Discussion”

Friday, April 11th, 8:00am - 9:00am

Location: **Atlantic Ballroom**
Speaker: **Melvin Hall**

Melvin Hall is Professor Emeritus in the Department of Educational Psychology at Northern Arizona University. During a fifty plus-year professional career in higher education, Dr. Hall has served in four successive appointments, as an academic dean, most recently at Northern Arizona University (NAU). At NAU, Dr. Hall served as Dean of the College of Education and additionally was the principal investigator on two five-year US Office of Education GEAR UP grants providing dropout prevention programs and services to thousands of middle and high school students throughout Arizona.

Returning to full-time faculty life in 2002, Dr. Hall melded teaching and scholarship in Educational Psychology with responsibility as co-principal investigator on five years of National Science Foundation support for the Relevance of Culture in Evaluation Institute. After the RCEI grants, Dr. Hall began a continuing appointment as an affiliate researcher in the newly created Center for Responsive Evaluation and Assessment (CREA) at the University of Illinois.

As an external reviewer, Dr. Hall has served as a member of numerous review panels and the Committee of Visitors for the National Science Foundation EHR Division. In 2015, he accepted an appointment as an intermittent expert at NSF and in that capacity served as a program officer for the ADVANCE and HBCU UP Programs within the Human Resource Development Division of the EHR Directorate. From 2017 to 2020 he served as director of strategic initiatives within the NSF-funded Center for the Advancement of STEM Leadership (CASL), the first of its kind research center devoted to enhancing the role of the nation's HBCUs as they provide critical research contributions to support the broadening participation in STEM efforts of NSF

In 2020, Dr. Hall retired from active professional life, retaining honorary appointments as Senior Scholar, American Association of Colleges and Universities and Distinguished Scholar, Marie Fielder Institute, Fielding Graduate University.

Pre-Conference Workshop Presenters



Karen E. Kirkhart
Syracuse University



Ayesha Boyce
Arizona State University



Jori Hall
University of Illinois Chicago



Pālama Lee
Lili'uokalani Trust



Dawn Mahi
Consuelo Foundation



Katherine Tibbetts
Lili'uokalani Trust



Geri Peak
Two Gems Consulting



Susan Wolfe
Susan Wolfe and Associates



Emi Iwatani
Digital Promise

Pre-Conference Workshop Presenters



Erik Elías Glenn
Northwestern University



Esrea Perez-Bill
Northwestern University



Gregory Phillips II
Northwestern University



Toks Fashola
American University



Lisa Aponte-Soto
Tanoma Consulting, LLC



Zach Tilton
Western Michigan University



Linda Raftree
MERL Tech



Tracy Hilliard
Lift Every Voice Evaluation,
Research & Strategy

Pre-Conference Workshops

Tuesday, April 8th

Full-Day Session (9:00am - 5:00pm)

Demystifying Validity: A Dynamic Tool for Evaluation Practice

Facilitator(s): **Kirkhart, Karen; Boyce, Ayesha; Hall, Jori N.**

CREA seeks to produce valid understandings and actions that advance justice. Yet, the concept of validity is complex. With a commitment to equity and an intersectional understanding of oppression, CREA demands evaluation practices that can mitigate historically negative impacts of evaluation and assessment on minoritized and Indigenous communities. This perspective invites us to rethink validity: Should it be rejected as a tool of colonial supremacy or redefined to reinforce CREA's authenticity? How might justifications for and threats to validity be considered to align with CREA principles? What has CREA taught us about validity to serve justice in evaluation?

CREA Assessment Convening Design Workshop (Private Session)

Facilitator(s): **Iwatani, Emi; Daal, Shelton; Leventhal, Brian; Moteane, 'Malitšitso; Sul, David Sul. Vo, Thao**

This session for Culturally Responsive Assessment Collaborative scholars aims to create a course design guide for introductory graduate courses on culturally responsive assessment. The output is not intended to be the curriculum/course content itself, but rather guidance, considerations and possible resources for those who wish to create such courses. The session is a continuation and extension of the 2023 CREA Assessment Convening work and action plans that kicked-off at CREA VII, and co-hosted by Digital Promise, CREA, and Center for Measurement Justice.

**Half-Day AM Session
(8:00am - 12:00pm)**

Relational Responsibility in Native Hawaiian Contexts: A Culturally Responsive Evaluation Approach)

Facilitator(s): **Lee, Pālama; Mahi, Dawn; Tibbetts, Katherine**

This workshop provides a collaborative space to explore relational responsibility in culturally responsive evaluation (CRE) within Native Hawaiian contexts. In the CREA-Hawai'i community, we often proudly refer to ourselves as activist researchers and evaluators. We use these tools with discipline and rigor to advance Native Hawaiian wellbeing. Drawing from Native Hawaiian frameworks of the Lōkahi Triangle, Kūkulu Kumuhana, Evaluation with Aloha, Mauiola, and Nā Hopena A'o (HĀ), this workshop will emphasize values of pilina (interconnectedness), manawale'a (to give without expectation of reciprocity), and kuleana (responsibility). Participants will be invited to reflect on their personal commitments to relational responsibility and consider how these can inform culturally responsive and sustaining evaluation praxis.

Pre-Conference Workshops

Tuesday, April 8th

**Half-Day AM Session cont.
(8:00am - 12:00pm)**

Fostering Cultural Competency and LGBTQ+ Diversity in Evaluation Practice

Facilitator(s): **Glenn, Erik Elías; Perez-Bill, Esrea; Phillips II, Gregory**

This session will equip evaluators with the tools to enhance inclusivity and cultural competence when working with LGBTQ+ communities. Participants will learn foundational terminology related to sex, sexual orientation, and gender identity (SSOGI), best practices for collecting SSOGI data, and strategies for culturally responsive evaluation. Through interactive discussions and exercises, attendees will explore how to integrate LGBTQ+ considerations into their work, ensuring evaluations are equitable and relevant to LGBTQ+ communities.

Collaboration Bootcamp! Developing the Qualities Needed for Social Transformation

Facilitator(s): **Peak, Geri; Wolfe, Susan**

What if we told you the most important aspect of collaboration is learning to interact in harmony with others and that contentious debate, rather than inspirers of innovation lead to innovation “in spite of” our cortisol response? Inspired by the axiom “transforming selves and systems”, participants of all levels and interests will explore the practice of refining themselves into trustworthy collaborators. Participants will receive and contribute to a guidebook, practice new or refined skills, gain access to free-to-use exercises, tools, and methods all while building their capacity, understanding and abilities to hone their relational responsibilities, whether as participants or guides. Collaboration Bootcamp! strengthens what CREA 8 calls relational responsibilities: the qualities that help “actionists” hone their personal behaviors and practices towards excellent culturally responsive, equitable and liberatory collaborative practices. Inspired by the axiom “transforming selves and systems”, This workshop provides the space for participants of all levels and interests to explore the practice of refining themselves into trustworthy collaborators.

**Half-Day PM Session
(1:00pm - 5:00pm)**

LGBTQ+ Evaluation Framework: Theory and Practice for Queer Liberation

Facilitator(s): **Glenn, Erik Elías; Perez-Bill, Esrea; Phillips II, Gregory**

LGBTQ+ Evaluation is a comprehensive framework that provides a robust approach to assessing programs, projects, and policies impacting LGBTQ+ populations. It emphasizes the importance of contextual understanding and a strengths-based approach, recognizing that LGBTQ+ populations bring valuable histories of resilience, advocacy, and community solidarity that can maximize processes and outcomes. This dynamic and interactive workshop will provide attendees with an intensive, practice-based experience that will connect the foundational principles of LGBTQ+ evaluation from theory, into practice. Attendees will leave the session with the necessary tools to advance their culturally responsive evaluation with LGBTQ+ communities.

Centering Latine Community Voices through Culturally Responsive and Responsible Evaluation

Facilitator(s): **Aponte-Soto, Lisa**

Enacting culturally responsive and responsible evaluation (CRE) frameworks with diverse Latine and BIPOC communities calls for evaluators to honor culture and context by centering community voices using liberatory and participatory practices. This workshop is structured in three main components. Part I will provide an overview of social justice evaluation theories and foundational principles of CRE with an emphasis on LatCrit and contemporary indigenous praxis-oriented paradigms for working with Latine and BIPOC communities. Part II will focus on self-reflection exercises to assess the evaluators’ positionality as CRE agents. Part III will guide participants through applied case study exercises in small groups.

Pre-Conference Workshops

Tuesday, April 8th

Half-Day PM Session cont. (1:00pm - 5:00pm)

Using Quantitative Data to Address Civil Rights in Education

Facilitator(s): **Fashola, Toks S.**

As we explore the experiences of minorities and indigenous children in public school systems (especially in the U.S), we are constantly informed about the underperformance of minority and indigenous populations in the public school settings. These populations tend to be overrepresented in the areas of discipline, expulsion, bullying, and other negative experiences, yet they are underrepresented in the areas of gifted and talented education, Advanced Placement classes, college readiness, and other positive experiences. The goal of this workshop is twofold. The first goal of this workshop is to address the topic of healing by exploring the Civil Rights Data Collection (CRDC), and address policy issues that are either helping or hurting the targeted students. Participants will be introduced to the dataset, and will be invited to select areas or topics that they are interested in, and explore how the data explore these topics. For instance, the database can show the existence of suspensions and expulsions across the country, and explore schools or districts where these suspensions and expulsions occur the most, but also explore these by race and gender.

Wednesday, April 9th

Half-Day AM Session (8:00am - 12:00pm)

AI in Culturally Responsive Evaluation: From Principles to Practice

Facilitator(s): **Tilton, Zach; Raftree, Linda**

As artificial intelligence tools become increasingly prevalent in evaluation practice, ensuring their alignment with culturally responsive evaluation principles is critical. This interactive workshop guides participants through examining AI frameworks through a CRE lens, ultimately developing three practical resources: an AI-CREA Manifesto, an AI Tool Assessment Rubric, and an AI-Enabled Evaluation Checklist. Using participatory methods including gallery walks, small group analysis, and collaborative tool development, participants will contribute to field-advancing frameworks while building practical skills for assessing and implementing AI tools that maintain cultural integrity.

Holler If Ya' Hear Me: Culturally Responsive Racially Equitable Evaluation as a Tool for Disrupting the Nonprofit Industrial Complex, Racial Healing, and Building Community Power

Facilitator(s): **Hilliard, Tracy**

This workshop will equip individuals, organizations, and communities with culturally responsive, racially equitable evaluation (CRREE) strategies that: resist transactional, top-down approaches, foster racial healing and community building, and build power. Workshop participants will critically examine how traditional evaluation practices can reinforce racism and maintain power dynamics including the Nonprofit Industrial Complex (NPIC) and other inequitable structures. CRREE methodologies will be shared for building power in grassroots organizations, nonprofits, and communities. Workshop facilitators will provide practical tools for facilitating racial healing dialogues, co-creating learning and evaluation frameworks, prioritizing and amplifying community voices, and leveraging data to build collective power and agency.

Conference Schedule

Wednesday, April 9th

Opening Session (12:30pm - 2:00pm)

Location: Atlantic Ballroom

Indigenous/ Native American Welcome

Trickster Cultural Center

Welcome

Denice Ward Hood
CREA Director

Welcome

Chrystalla Mouza
Dean, College of Education
University of Illinois Urbana-Champaign

Closing Remarks

Denice Ward Hood

90-Minute Session I (2:15pm - 3:45pm)

1.1 Roundtable Session I

Location: Atlantic Ballroom

Facilitator(s): Sullers Jr., Anthony B.; Vaughn-Guy, Cecilia

(Table 1) Indigenous Stories as Data: Lessons from SenseMaker's Culturally Responsive Eval Pilot
Mahi, Dawn; Nichols, Kauai

(Table 2) Elevating Student Voices: Ethically and Culturally Responsive Evaluation through Photovoice
Hanafy, Mostafa; Goodnight, Melissa

(Table 3) Navigating the Politics of Reporting as Early Scholar Evaluators
Coughlin, Ashley Rose; Ibrahim, Mohammed; Akinrotimi, Blessing; Coronado, Lea; Boyce, Ayesha

(Table 4) Reimagining evaluation through an Afrofuturist lens: a Critical framework for Global Responsibility and Relational Practice
Dennison, Koren; Archibald, Thomas

(Table 5) Beyond Reports: Exploring the Broader Impact of the STEM Program Evaluation Lab on Diverse Communities

Keney, Gabriel; Onwuka du Bruyn, Onyinyechukwu; Reid, Aileen; Tovey, Tiffany; Boyce, Ayesha

(Table 6) Navigating AI in Culturally Responsive Data Analysis: A framework for Responsible Practice

Tilton, Zach; Martinez, Jeydelyn; Raftree, Linda; Aponte-Soto, Lisa

(Table 7) Thick versus thin reciprocity: A framework to guide theory and practice

Dazzo, Giovanni; Liboon, Christine; Miller, Robin Lin

(Table 8) Using Playlist creation as a creative evaluation practice

Iliston, monique; Lewis, Matthew

(Table 9) Relational Responsibilities in Evaluation Work: Reflections from a project to support a traditional healing benefit in Minnesota

Rowe, Gladys; Houston-Brown, Sasha; Koch, Ani; Garagiola, An

(Table 10) Beyond the Task, Cultivating Relationships and Advancing Dignity to Build Liberatory Operations

Overton, Cameron Malakai; Avery, Elliot; Sisson, Shavonda

(Table 11) Building Community Through PhotoVoice and Storytelling Two CBPR Cast Studies with Public Health Seattle and King County

O' Connor, Molly C.; Moreno, Sully

(Table 12) Emerging Evaluators' Reflections on Using the Values-Engaged, Educative Evaluation (VEE) Approach to Bridge Theory and Practice with the Support of Federally Funded Broadening Participation Initiatives

Visave, Jaideep; Keney, Gabriel; Somo-Aina, Omodolapo; Huff, Stacy; Anyaibe, Oluchi; Arogundade, Janet; Tamimi, Tasmin Al; Shittu, Rahman; Blematessa, Mercy; Johnson, Hannah; Sultan, Tippu; Reid, Aileen; Boyce, Ayesha; Tovey, Tiffany; Onwuka du Bruyn, Onyinyechukwu

Conference Schedule

Wednesday, April 9th

90-Minute Session I (2:15pm - 3:45pm)

1.1 Roundtable Session I cont.

(Table 13) Revolutionizing Impact: Culturally Responsive Evaluation Models in Music Education for Social Change

Chand O'Neal, Ivonne; Winslow, Elizabeth; Braman, Colin

(Table 14) Fostering Relationships Among Community Evaluators in the Design Phase of a Culturally Responsive Evaluation

Guyton, FaKelia; Sossah, Priscilia; Gray, Shanya; Phillips, Chanel; Noble, Scott; Wash, Crystal; Jones, Chrissy; Washington, Larry

(Table 15) AI in Evaluation: Student perspectives on the Intersection of Technology and Praxis

Boyce, Ayesha; Reid, Aileen; Tovey, Tiffany; Akinrotimi, Blessing; Batusua, Gracia; Coronado, Lea; Coughlin, Ashley; Hogan, Ray; Ibrahim, Mohammed; Kwarase, Prince; Lopez, Jessica; Oloniyo, Oluyemisi; Stone, Courtney; Tewari, Neelakshi; Nabulega, Sandra

(Table 16) Conscious Change: Skills to Navigate Power & Privilege in Communities

Epps, Sylvia; Castaldo-Walsh, Cynthia; Latting, Jean; Schuch, Claire; Whiting, Chelsea

(Table 18) Rest as Responsibility: Centering Self-Care in Culturally Responsive Evaluation

Sisson, Shavonda

(Table 19) Leveraging AI as an Evaluation Tool: Balancing Competence and Trust

James, August; Rayford, Sheritha; Riba, Melissa

1.2 Paper Session - Indigenous Evaluation

Location: **Adriatic**

Chair(s): **Bowman, Nicole**

Cultural Compass: Navigating assessment data through Indigenous wayfinding

Logli, Chiara; Kahikina, Ululani

Indigenous Data Sovereignty (IDS): Applying It By, With, For, and Through Indigenous Evaluators and Evaluations

Bowman, Nicole; Bremner, Larry

Ho'okahi ka 'Ilau Like Ana (Wield the Paddles Together): A collaborative approach to indigenous assessment, cultural validity and outcomes in early childhood

Fukunaga, Landry Leimalami; Kim, Shelli Aiona; Souza, Nicole Mokihana

Pilina and Waialeale: Building Relationships and Connections Through the Rippling Waters

Ng-Osorio, Jackie, Mendoza, Noilyn; Dayleg, Patti; Tulua, 'Alisi; Macaysa, Alyshia; Lacsamana, Jason; Huang, Amy

1.3 Paper Session - Evaluation and Health I

Location: **Baltic**

Chair(s):

Pathways to Racial Equity in Medicaid: Improving the Health and Opportunity of American Indians in Minnesota

Chomilo, Nathan; Grauman, Leigh; Nelson, Justine; Koehler, Michael; Corona, Daisy; Villareal, Laura; Flicker, Erin

Conference Schedule

Wednesday, April 9th

90-Minute Session I (2:15pm - 3:45pm)

1.4 Symposium Session

Understanding Relationships Through A CREE Lens

Location: **Caribbean**

Chair(s): **Guillen-Woods, Bianca; Bledsoe, Katrina**

Discussant: **Petersen, Christy**

Relationships and the Principles of CREE approaches
Bledsoe, Katrina

Focusing on individual and interpersonal systems levels of CREE Approaches
Guillen-Woods, Bianca

Philanthropic and Community Relationships—How CREE approaches Can Facilitate Authentic Engagement
Caldwell, Leon

1.5 Symposium Session

Enacting responsibility to place through Hawai'i-specific assessment: The design, development, and delivery of the photo-based Pili wehena 'ole assessment of Hawaiian Sense of Belonging and Responsibility

Location: **Pacific 1**

Chair(s): **Sul, David**

Discussant: **Clotti, Kapano**

Enacting Responsibility to Place: The Nā Hopena A'o as guiding framework for the construction of the Pili wehena 'ole assessment
Lee, Herb

Enacting Responsibility to Place: The NALU Studies program as setting for the construction of the Pili wehena 'ole assessment
Taite, Manning

Enacting Responsibility to Place: Implementing a measurement model for the construction of the Pili wehena 'ole assessment scale
Sul, David

Enacting Responsibility to Place: Reflecting on the journey to produce the Pili wehena 'ole assessment
Sul, David

Opening Keynote (4:00pm - 5:00pm)

Location: **Atlantic Ballroom**

Speaker: **Fiona Cram**

Community Discussion I - Democracy Forward (5:15pm - 6:15pm)

Location: **Atlantic Ballroom**

Speaker: **Madeline Gitomer, Senior Counsel**

Moderator: **Drew Gitomer**

Welcome Reception (6:30pm - 8:30pm)

Location: **Atlantic Foyer**

Refreshments: **Nibbles & Nosh, Cash Bar**

Music: **Jazz Links Ensemble, Jazz Institute of Chicago**

Conference Schedule

Thursday, April 10th

Light Breakfast (7:30am - 8:30am)

Location: Atlantic Foyer

Morning Plenary: CREA Partners Panel (8:30am - 10:00am)

Location: Atlantic Ballroom

Moderator: Anthony B. Sullers Jr.

Panelists: Dominica McBride; Joe O'Hara,
Pālama Lee, Rick Sperling

90-Minute Session I (10:15am - 11:45am)

2.2 Paper Session - Relational Validity

Location: Aegean

Chair(s): Kirkhart, Karen E.; Goodnight, Melissa

Relational Responsibilities and Validity
Kirkhart, Karen E.

Judgmental Validity
Stake, Robert

Large-scale Assessment Alchemy: Lessons from India
on Blending Culture and Citizen-engagement for
Stronger Validity
Ketan; Goodnight, Melissa

Using a Cultural Lens to Examine Validity Based on
Relationships to External Variables
Englert, Kerry S.; Kūkea Shultz, Pōhai

2.3 Paper Session - International Evaluation I

Location: Baltic

Chair(s): Brown, Martin; O'Hara, Joe

Fostering Relational Responsibilities in Culturally
Responsive Teacher Education: A Three-Phase Study
from the edge of Europe

Brown, Martin; Eaton, Patricia; Hughes, Joanne;
Heinz, Manuela; Machowska Kosciak, Malgosia;
Rowan, Anne; O'Hara, Joe; McNamara, Gerry

2.3 Paper Session - International Evaluation I cont.

Addressing Inequity: Impacts of the ECACE Program
Implementation on the Early Childhood Teacher
Candidates

Dolzhenko, Inna Nickole; Rasher, Sarah Daniel

Culturally responsive pedagogy and evaluation and its
role in shaping an Irish project promoting diversity in
teacher education

Burns, Gareth; O'Neill, Jerry; Demir Bloom,
Dilara; Markey, Declan

2.4 Paper Session - Fairness and Belonging in Evaluation

Location: Bering

Chair(s): Harris, Kimberly

Evaluators as Keepers of the Flame: Sustaining
Commitment to Fairness and Belonging through
Values-Engaged Educative Evaluation

Anyaike, Oluchi Nwachukwu; Johnson,
Hannah; Kwarase, Prince; Stone, Courtney;
Coughlin, Ashley; Cardon, Nikki; Tovey,
Tiffany; Boyce, Ayesha

Racial Equity Measures are Implemented, Assessed,
and Maintained

Ekpe, Leslie; Huddleston, Gabriel; Kynard,
Carmen; Hawkins, Jerry

Reimagining Norms: CRE(E) as a Philosophical Stance
and a Methodological Approach

Harris, Kimberly

Conference Schedule

Thursday, April 10th

90-Minute Session I (10:15am - 11:45am)

2.5 Symposium Session

The Evaluation Pathways Program: Localized Culturally Responsive and Responsible Evaluation Training Model to Address Inequities in Evaluator and Evaluation Practices

Location: **Caribbean**

Chair(s): **Aponte-Soto, Lisa**

Discussant: **Williams, Julian**

Elevating Emerging Evaluators of Color through the Pathways Culturally Responsive Evaluation Training Program

Aponte-Soto, Lisa

The Role of Mentorship in Professional Development: A Closer Look at the Pathways Program for Early-Career Evaluators of Color

Torres, Paulo

Establishing the Pathways Alumni Network (PAN): A Responsive and Responsible Model to Expand Learning Opportunities among Evaluators of Color in Chicago

Wash, Crystal

2.6 Symposium Session

Relational Responsibilities in Decolonizing Developmental Evaluation

Location: **Caspian**

Chair(s): **Campbell-Patton, Charmagne Elise**

Discussant: **Bowman, Nicole**

Developmental Evaluation Principles for Social Justice

McKegg, Kate

Lessons from global collaborations on rights-based evaluation capacity, in support of reconciliation with all of creation

Belzer, Andrealisa; Ruffin, Fayth; Francis, Stephanie

2.7 Symposium Session

Emerging Evaluators' Reflections on Positionality in Culturally Responsive Evaluation, the case of UIUC EvaLab

Location: **Pacific 2**

Chair(s): **Kumaran, Ramya**

Discussant: **Hanafy, Mostafa**

Rooted in History: A Chilean-Latin American Perspective on Positionality in Evaluation

Pérez-Troncoso, Manuel

Reflecting on Intersectionality, Power, and Positionality: An Evaluator's Journey in Culturally Responsive Practice

Yan, Xinru

Straddling the Positionality Duality of an Immigrant and Domestic Perspective to Evaluation

Kumaran, Ramya

Navigating Dual Perspectives: Culturally Responsive Evaluation and Advocacy for Inclusive Education

Hanafy, Mostafa

2.8 Culturally Responsive Assessment Symposium I

Location: **Pacific 1**

Chair(s): **Sul, David**

Culturally Specific Assessment in relation to the conduct of QuantCrit research: Theory, practice, and reflection

Anderson, Rene; Sul, David

Edmund W. Gordon Distinguished Lecture and Luncheon (12:15pm-2:00pm)

Location: **Atlantic Ballroom**

Moderator: **Drew Gitomer**

Speaker: **Nelson Flores**

Conference Schedule

Thursday, April 10th

90-Minute Session II (2:15pm - 3:45pm)

3.1 Roundtable Session II

Location: **Atlantic Ballroom**
Facilitator(s): **Ospina Tabares, Santiago; McCall, Giavanna**

(Table 1) Integrating Culturally Responsive Mixed Methods Evaluation Into Organizational Strategy: A Case Study of Aspiranet's Approach to Employee Engagement
Ali, Asma M.

(Table 2) Embedding Culturally Responsive and Racial Equity Strategies in Evaluation: Lessons and Experiences from Evaluation Specialists in the Cooperative Extension System
Elgeberi, Najat OH; Koundinya, Vikram; Spears, LaJoy

(Table 3) Beyond Skills: Cultivating Leadership and Cross-Racial Mentorship in Evaluation Pipeline Programs
Frazier, Elissa; Kyles, Candace M.

(Table 4) Trials and Tribulations- gaining tribal approval for research participation- collaborating to find solutions
Donahue, Meghan Lee; McDermott, John; Roberts, Kelly

(Table 5) The Power of Photovoice: Stories of Strengthened Leadership, Community Engagement and Health Equity
Weiss, Eve Elizabeth; Mosher, Katie; Browne, Erica L.

(Table 6) Using Positionality to Ground an Evaluation Practice that Prioritizes our Responsibility to Self and Others
Guerrero, Vanessa; Heilman, Rebecca; Baron, Sonia

(Table 7) Pathways to CREE: Developing the Next Generation of Evaluation LEEADers
Mallinson, Chyenne; Tate Woodson, Tanisha

(Table 8) Achievement Data can Reinforce Negative Data about Students: What to do?
Stumbo, Circe; Grove, DeeAnn

(Table 9) Navigating Power, Social Identity, and Professional Growth in Evaluation, Our journey of expertise, from student to evaluator
Sahila, Nadia

(Table 10) Intent Becomes Impact: Developing an Internal Mission Statement to Inform Culturally and Responsive Assessment Development
Knight, Melondy; Barger, Ivy; Lim, Edward

(Table 11) Relational Responsibilities in Action: A Case Study of Intergenerational and Lived Experiences in Youth Centered Research
Gilmore, Danielle Rene; Gilbert, Brandi; Haynes, DaVonti; Cowans, Dontarious

(Table 12) A culturally-responsive mentor-mentee relationship: A foundational element of CREA practice
Londhe, Rucha; Parker, Tasha; Karim, Nidal; Harris, Kimberly; Asonganyi, Sharon; Hill-Owens, Christopher

(Table 13) The 'ĀINAVIS Community Engagement Project: Mapping relational responsibilities with 'Āina in Hawai'i towards wellbeing
Mahi, Dawn

(Table 14) Evaluator Identity in Focus: Examining Religious Identity in Culturally Responsive Evaluator's Posture and Practice
Kyles, Candace M.

(Table 15) Balancing Technical Mastery and Reflective Practice in Culturally Responsive Evaluation Training
Onwuka du Bruyn, Onyinyechukwu Onu; Al Tamimi, Tasnim; Arogundade, Janet; Blematessa, Mercy; Huff, Stacy; Keney, Gabriel; Shittu, Rahman; Somo-Aina, Omodolapo; Sultan, Tippu; Visave, Jaideep; Reid, Aileen; Boyce, Ayesha.

(Table 16) Discussing Best Practices for Community-Based Data Collection and Sampling Methods
Scheerer, Jennie; Wade, Marissa; Riba, Melissa

Conference Schedule

Thursday, April 10th

90-Minute Session II (2:15pm - 3:45pm)

3.1 Roundtable Session II cont.

(Table 17) Braiding Critical Conversations to Strengthen Relations: Philanthropic, Evaluation, and Community Perspectives

Wesley, Deliya; Bowman, Nicole; Fu, Christine

(Table 18) Navigating Dual Identities: Becoming a First-Generation Black Evaluator and Building a Post-Academic Professional Identity

Rhodes, Alexis Marie

(Table 19) The Body as Guide: Making Room for Self-(Re)Discovery in Evaluation

Sargent, Lisa; Segundo, Vanessa

(Table 20) Could the Revolution be Evaluated after All? Class Analysis and Class Struggle in the Evaluation Industrial Complex

Tilton, Zach; Shanker, Vidhya

3.2 Paper Session - Philanthropy and Evaluation

Location: **Bering**

Chair(s): **Sperling, Rick; Epps, Sylvia**

White Power in Brown Educational Spaces: Ethical and Valid Evaluation of Hispanic-serving Institutions and Their Use of Title V Funds

Sperling, Rick; Quetzeri, Vanessa; Stahl, Mia; Freeman, Felice

Redefining Impact and Addressing Evidence Gaps in Philanthropic Support for Historically Black Medical Schools: A Landscape Analysis Toward Sustainable Change

Osuna, Shardae M.; Jackson, Tiara N.; Epps, Sylvia

A Phenomenological Inquiry into Participant Experiences of an Obama's 'My Brother's Keeper' Program

St.Vil, Christopher; Williams, Allen; Lathan, Iman; Shields, Jessica

3.3 Paper Session - International Evaluation II

Location: **Adriatic**

Chair(s): **O'Hara, Joe; Brown, Martin**

'Who you are can shape what you do' – Exploring the reality of early school leaving and underachievement in Europe through a culturally responsive lens

O Hara, Joe; Gardezi, Sarah; Brown, Martin; McNamara, Gerry; Cassidy, Aideen

Collective Wisdom in Harnessing Shared Values for Impactful Assessment Across Cultural Boundaries – Case of the Indigenous Communities in Kenya

Ponge, Awuor

Exploring the role played by culture in a University community outreach programme - lessons from the evaluation of an Irish Higher Education initiative

Cassidy, Aideen; O'Hara, Joe; Rowan, Anne

3.4 Paper Session - Trust and Relationship Building in Evaluation and Assessment

Location: **Aegean**

Chair(s): **Regelson, Katherine Wong**

Navigating Gatekeepers and Power Dynamics: Fulfilling Relational Responsibilities in Culturally Responsive Evaluation

Anyai, Oluchi Nwachukwu; Ayoo, Sandra; Monteith, Natasha; Strickland, Brian

Matters of Trust: Understanding How Evaluators Conceptualize and Build Trust with Collaborators and Participants

Regelson, Katherine Wong

Cultural Relevance, Self Determination and Reciprocal Relationships as the Foundation of Program Theory

Swift, S. Kylee; Wyatt, Alynna; Rogers, Billie Joe; Vitalis, Sofia

Time Travel as Methodological Practice for Culturally Responsive Evaluation and Capacity Building

Alexander Islam, Linetta Daniell

Conference Schedule

Thursday, April 10th

90-Minute Session II (2:15pm - 3:45pm)

3.5 Paper Session - STEM Evaluation

Location: **Baltic**

Chair(s): **Stone, Courtney**

Addressing Challenges in Culture and Climate Studies:
Insights from STEM Program Evaluations

Stone, Courtney; Ibrahim, Mohammed; Hogan, Rachel; Boyce, Ayesha; Amrein-Beardsley, Audrey

Evaluating STEM Education through a People-Centered Lens: Lessons from the SEAS Islands Alliance

Perez-Troncoso, Manuel Andres

Summer STEM Bridge Programs and Relationship Building in the Post-COVID 19 Era

Trammell, Rebecca; Ratliff, Lisa Maria; De Mata, Roberto; Botyarov, Michael; Forrest, Jeffrey

Finding My People: Creating Safe STEM Spaces for Students of Color

Parker, Lynette; Merritt Johnson, Alexandra

3.6 Symposium Session

Bridging Ethnography and Evaluation to Honor Relational Responsibilities: Theories and Cases

Location: **Caribbean**

Chair(s): **Goodnight, Melissa**

Discussant: **Hopson, Rodney**

Ethnography and Evaluation Possibilities: Fostering Transformative, Intersectional, and Comparative Work
Goodnight, Melissa

Occupying the "Space Between" Ethnography, Evaluation, and Positionality

Bustos, Tatiana; Wright, Yamanda

From the Root: Power, equity, and the transition from graduate student to novice practitioner

Valdiviejas, Hannah; Vaughn-Guy, Cecilia; Sun, Shiyu; Avent, Cherie; Nkrumah-Ababio, Paapa; Aguirre, Jailene

Ethnographic Inquiry in Program Evaluation: Ensuring Authenticity and Cultural Responsiveness

Jefferson, Anna; Hernandez, Arthur; Caffer, Paula; Brisolara, Sharon; Liboon, Christine Abagat

Reciprocity in Research and Evaluation:

Conceptualizing Utang Na Loob, Pakikipagkapwa, and Alalay as Filipina American Educational Researchers

Liboon, Christine Abagat; Gutierrez, Rose Ann E.; Dimagiba, Ariana Guillermo

3.7 Symposium Session

Beyond Placements: Transforming Narratives to Bridge Culture and Community in Foster Care Systems

Location: **Caspian**

Chair(s): **Gordon, Trisha**

Discussant: **Joseph, Natalie**

Bridging Needs and Solutions: A Comprehensive Assessment of Foster Parenting in St. Louis

Gordon, Trisha; Flores, Alisha

Transforming Foster Care in St. Louis: A Critical Analysis of RESPOND's Community-Centered Intervention

Gordon, Trisha; Joseph, Natalie

Conference Schedule

Thursday, April 10th

90-Minute Session II (2:15pm - 3:45pm)

3.8 Symposium Session

Fostering authentic relationships between culturally responsive evaluators and racial equity-minded researchers

Location: **Pacific 1**

Chair(s): **Fashola, Toks S**

Addressing Transfer Receptive Culture at Four Year Institutions: Insights from a PWI and MSI pilot study
Mitchell, Monica

Culturally responsive evaluation within a context of anti-racism
Leonard, Jacqueline

3.9 Symposium Session

Relational Responsibilities in HBCU-Specific Assessment: Development of the CASL Soul of HBCU STEM Leadership Assessment

Location: **Pacific 2**

Chair(s): **Sul, David; Blackmon, Angelicque Tucker**

Discussant: **Terrell-Jackson, Karen**

Knowing self, Leading Community: Grounding HBCU-specific leadership assessment within the Disjuncture-response Dialectic
Sul, David

Knowing Self, Leading Community: Putting Liberatory Measurement Theory into Practice through the Construction of the CASL Soul of HBCU STEM Leadership Assessment
Blackmon, Angelicque Tucker

Knowing Self, Leading Community: HBCU Assessment Developers Reflect on their Journey towards Assessment Autonomy
Sul, David; Blackmon, Angelicque Tucker; Engerman, Kimarie; Jaeger, Elizabeth; Stolz, Robert Abagat

Refreshment Break (3:45pm - 4:15pm)

Location: **Atlantic Foyer**

Sponsored by

TheImproveGroup

Conference Schedule

Thursday, April 10th

90-Minute Session III (4:00pm - 5:30pm)

4.1 Roundtable Session III

Location: **Atlantic Ballroom**

Facilitator(s): **McCall, Giavanna; Ospina Tabares, Santiago**

(Table 1) Redefining Power and Transforming Grantor-Grantee Relationships for Equitable Local Philanthropy

Martínez, Diana; Montoya, Bryana

(Table 2) Why Culturally Responsive Teaching and Leading Matters

Bunch, Marlee; Pak, Yoon; Baker, Gianina; Thieman, Erica; Ward Hood, Denice; Sullers Jr., Anthony

(Table 3) Is this genuine community engagement? A conversation about holding discomfort through the process of decolonizing our mindsets to embrace relational accountability for organizational change.

Romero Rodríguez, Lina María; Lize, Steven; Johnson, Julianna; Hodge, David; Kantola, Skylar; Haller-Crowe, Hana; Latin, Rebecca

(Table 4) Still No 40 Acres, Still No Mule: Culturally Responsive Racially-Equitable Evaluation & Assessment Making the Case for Reparations

Hilliard, Tracy Marie; Snipes, Shedra Amy; Barnes, Ashley Nicole; Ingram, C. Davida

(Table 5) Ethics and AI in Culturally Responsive Evaluation: Ensuring Fairness and Equity in Diverse Communities

Caffer, Paula; Love, Ashley; Niu, Chunlin; Hernandez, Arthur E.; Labay-Marquez, Joan

(Table 6) Accessible Evaluation: When Community-Lived Experiences Marry Relational Responsibilities in Culturally Responsive Evaluation and Assessment

Attipoe-Dorcoo, Sharon; Harris, Kimberly; Peak, Geri Lynn

(Table 7) Expanding Culturally Responsive Evaluation through Embodiment and Place: A Roundtable on Relational Responsibilities

Kingsley, Scarlett; Whitmore, Corrie

(Table 8) When the Bliss Goes Amiss: Reflecting on the Implementation of a Culturally Responsive and Equitable Evaluation

Epps, Sylvia; Jackson, Simone; Perez, Oriana

(Table 9) The beginner's imperative: Developing relational instincts and learning the critical self in culturally responsive evaluation

Hogan, Rachel; Bustos, Christina; Boyce, Ayesha

(Table 10) Unpacking Poverty: TaskForce on Chicago LGBTQ+ Communities World Café—A Culturally Responsive Assessment for Addressing Poverty Among LGBTQ+ People of Color

Aguilar, Emily; Perez Bill, Esrea; Floresca, Bea; Serrano, Pedro Alonso; Ortiz, Reyna; Flores, Alfredo; Cortez, Alfred; Amon Floresca, Ysabel Beatrice; Glenn, Erik Elias; Xu, Jackie; Hernandez, Manuel; Balthazar, Christopher V.; Phillips II, Gregory

(Table 11) Equity-focused, trauma-informed approach to research: A foundation for establishing a trusting relationship with communities.

Londhe, Rucha; Bledsoe, Katrina

(Table 12) Storytelling from the roots up: Re-imagining cross-site evaluation as a collective learning project

Benitez Alvarez, Kayla; Whitcher, Elizabeth; Reddy, Swathi; Ung, Tien; Ma, Min

(Table 13) EvalIndigenous - promoting Indigenous evaluation methodologies centering our relational responsibilities

Cram, Fiona; Yakeu Djiam, Serge Erik

(Table 14) The Creative Self in CREE: Using Self-Expression and Authenticity to Transform Evaluation Practice

Osuna, Shardae M; Sargent, Lisa; Idowu, Eniola K; Asonganyi, Sharon Ajongakoh; Hanson, David; Segundo, Vanessa

(Table 15) Centering Reciprocal Relationships and Self-Determination as a Pathway to Culturally Responsive Evaluation in the Canadian Context

Swift, S. Kylee; Vitalis, Sofia; Rogers, Billie Joe; van der Woerd, Kim

Conference Schedule

Thursday, April 10th

90-Minute Session III (4:00pm - 5:30pm)

4.2 Paper Session - Validity in Evaluation and Assessment

Location: **Adriatic**

Chair(s): **Stone, Courtney; Aponte-Soto, Lisa**

Perspectives on Validity in Culturally Responsive Evaluation

Stone, Courtney

Community-driven theory of change models: A participatory process for designing and defining measures of assessment

Aponte-Soto, Lisa; Peacock, Amanda; Medina-Rodriguez, Emely

Critical Reflection in Validating a Culturally Specific Rubric-Based Assessment

Blackmon, Angelique Tucker; Sul, David; Jaeger, Elizabeth; Stolz, Robert

Is the Adult Skills Assessment Project Truly Culturally Responsive? A Proactive Self-Audit

Crespo Cruz, Eduardo; Horton, Omayya; Immanuel, Aria; Sireci, Stephen G.

4.3 Paper Session - International Evaluation III

Location: **Aegean**

Chair(s): **Keney, Gabriel;**

Rethinking Evidence of Effectiveness: A Culturally Responsive Framework for Evaluating Interventions in African Communities

Mensah, Emmanuel Anobir; Osman, Nesma

Deconstructing the dynamics of power and privilege in evaluation and assessment – Addressing the ethical and moral complexities in working with Indigenous Communities in Kenya

Ponge, Awuor

Exploring Relational Responsibilities of Village Savings and Loans Associations (VSLAs) in Enhancing Women's Livelihoods in Rural Communities in Ghana

Oduro, Eunice; Keney, Gabriel

4.4 Paper Session - Evaluations for BIPOC Communities I

Location: **Baltic**

Chair(s): **Taylor, Deja; Dennison, Koren**

Evaluation Placemaking Framework: Gaining insight into Latinx/e Immigrants Relationships with Space and Community Empowerment

de la Riva, Erika E

Embodying Wellness and Accountability in Strategic Planning: An Exploration through Afrofuturist Evaluation Practices

Alexander Islam, Linetta Daniell; Taylor, Deja; Rhodes, Lex; Kirkendoll, Ebony

Black and Latinx Voices on the Core Levers that Power Learning and Support Whole-Child Wellbeing

Nabors Olah, Leslie; Kendall Brooks, Lauren D.; Oliech, Cliff; Lovelace, Temple S.

Centering Black Communities' Experiences: A Community-Based Approach to Understanding and Improving Science Communication

Dennison, Koren; Carter-Rankin, Billie; Williamson, Lillie; Newman, Todd; Xenos, Mike; Monroe, Hannah

Conference Schedule

Thursday, April 10th

90-Minute Session III (4:00pm - 5:30pm)

4.5 Paper Session - Voice, Power, and Evaluation

Location: **Bering**

Chair(s): **Hooks Singletary, Brianna Taylor**

Exploring the History of Psychometrics: Power, Race, and the Voices of Marginalized Scholars

Hooks Singletary, Brianna Taylor; Moteane, 'Malitsitso; Nesbitt, Jaylin; Haynes, Janine

Navigating Positionality and Power: Lessons in Culturally Responsive Evaluation for Emerging Evaluators

Morales Tirado, Mayra

Transcript Rescue: Fanon's Third-Person Consciousness in Transcription and Student Voice

Parker, Lynette

4.6 Symposium Session

Funder Responsibilities: RWJF's Commitment to Dismantling Structural Racism in the Health Science Knowledge System

Location: **Pacific 1**

Chair(s): **Anderson, Mindelyn**

Findings from Initial Discovery and Documentation of Signature Research Programs Discovery Brief

Carey, Leia; Dakwa, Melanie;

Towards An Equity-Centered Research Program Model: Findings and Recommendations from the RWJF Signature Research Programs (SRP) Landscape Assessment

Carey, Leia; Segundo, Vanessa

Culturally Responsive and Racially Equitable Engagement and Evaluation (CRREEE) Learning Session

Anderson, Mindelyn; Coleman, Eve; Carey, Leia

4.7 Symposium Session

Humanizing AI: Using CRE-Centered Approaches

Location: **Caspian**

Chair(s): **Kumaran, Ramya**

Discussant: **Genao, Soribel**

Reconsidering AI in Evaluation: Centering Equity, Accountability, and Cultural Relevance in GenAI Adoption
Raftree, Linda

Centering Humans when Evaluating Education AI Institutes: Early Learnings from NSF's INVITE Institute
Hanafy, Mostafa; Kumaran, Ramya; Hopson, Rodney

Employing an Integrated, Human-Centered Evaluation Framework to an AI Education Institute: Lessons Learned from NSF's AI-ALOE Institute
Reid, Aileen

4.8 Symposium Session

Letting Go: Redefining Interpersonal Responsibilities in Ethically and Culturally Responsive Ethnographic Research for Aspiring Marine and Geoscientists

Location: **Caribbean**

Chair(s): **Pérez-Troncoso, Manuel**

Discussant: **Genao, Soribel**

The relevance of people: Reflections on research design, identity construction, and science education

Hopson, Rodney; Avent, Cherie; Maria Serrano-Abreu; Vaughn-Guy, Cecilia; Pérez-Troncoso, Manuel

Connecting Community and Culture: Insights from a STEM Liaison in the Virgin Islands
Stout, Jarvon

Building Bonds: A Cultural Liaison's Perspective on STEM and Community Engagement in the Virgin Islands

Forbes Jr., Howard

Centering Puerto Rican Identity in STEM: A Cultural Liaison's Perspective
Santiago-Roman, José

Conference Schedule

Thursday, April 10th

90-Minute Session III (4:00pm - 5:30pm)

4.9 Symposium Session

(a) Personal Interwoven Narratives (PIN): Best practices for this evaluator-specific oral storytelling method

Location: **Pacific 2**

Chair(s): **Sharp, Shannon**

(b) Organizational and lay community perspectives: A dual advisory group model for enhancing research, evaluation, and outcomes

Location: **Pacific 2**

Chair(s): **Casey, Shannon**

Discussant: **Luke, Doug**

Complementary Community Perspectives in Evaluation: Applying the lenses of lived and professional experience

Phelps, Kat; Jarjue, Gibril

“To hear” and “To be heard”: A community-engaged approach to integrate health equity into the Translational Science Benefits Model of impact evaluation

LaManna, Anna

4.10 Culturally Responsive Assessment Symposium II

Location: **Pacific 3**

Chair(s): **Gitomer, Drew**

Multiple Pathways to Culturally Responsive Assessment

Sireci, Steve; Randall, Jennifer; Klyachkina, Leonard, Peter; Oliveri, Maria Elena

Evening Reception (6:30pm - 8:30pm)

Location: **Atlantic Foyer**

Refreshments: **Tasty Bites, Cash Bar**

Music: **DJ Matrix**

Conference Schedule

Friday, April 11th

Light Breakfast
(7:00am - 8:00am)
Location: Atlantic Foyer

Community Discussion II
(8:00am - 9:00am)
Location: Atlantic Ballroom
Speaker: Hall, Melvin

90-Minute Session I
(9:00am - 10:30am)

5.1 Roundtable Session IV

Location: Atlantic Ballroom
Facilitator(s): Vaughn-Guy, Cecilia; Ospina Tabares, Santiago

(Table 1) Culturally Responsive Norms and Standards in Developed and Developing Countries
Baron, Sonia; Jain, Sana; Nair, Nandini; Kaur, Amanpreet

(Table 2) Promising Strategies for Diversifying Pools of Evaluators: ATE Evaluation Fellowship Example Case
Robertson, Kelly

(Table 3) Decolonization, Justice, and Amplifying Voices: Relational Responsibilities in Publishing
Boyce, Ayesha; Phillips II, Gregory; Bowman, Nicole

(Table 4) Integrating Cluster and Qualitative Analysis for Culturally Responsive Employee Profiles: Aspiranet's Relational Evaluation Framework
Ali, Asma M.; Simpson, Breatia

(Table 5) Empowering Communities through Culturally Responsive Peer Support
Rayford, Sheritha; Riba, Melissa; James, August

(Table 6) Toward a Purpose-Built AI: Custom Applications for Culturally Responsive and Equitable Evaluation
Niu, Chunling; Caffer, Paula; Love, Ashley; Hernandez, Arthur E.

(Table 7) Pathway to PhD Program: What further actions can the evaluators take to enhance responsive evaluation of such programs?

Ibrahim, Mohammed; Coughlin, Ashley; Akinrotimi, Blessing; Coronado, Lea; Boyce, Ayesha

(Table 8) Discussing Best Practices for Implementing CREE in multi-site, multi-region evaluations
Tsao, Jonathan; Riba, Melissa; Wade, Marissa; Rayford, Sheritha; Horton, Jadrienne; Arango, Carlina

(Table 9) Enacting Collective Responsibility Through Qualitative Methods in Art-Based Organizations
Alexander Islam, Linetta Daniell; Carter-Rankin, Billie

(Table 10) Assessing Racial Equity in Grantmaking: Not Easy But Worth the Effort
Callahan, Suzanne; Bledsoe, Katrina; Knighton, Maurine

(Table 11) Transformation in Higher Education: A Culturally Relevant Approaches for Tanzanian Universities
Muga, Maiga Gidion

(Table 12) The Outsider within: A Second Career Graduate Student's reflection and experiences to become a Culturally responsive evaluator
Strong-Nasabal, Sabrina

(Table 13) "Professionalism" as a Barrier to Relationship-Building: Bringing Yourself to the Work as a Non-Indigenous Evaluator in Indigenous Spaces
Whitmore, Corrie

(Table 14) Tension and Harmony: Critical Reflection on Applying Values and Responsibilities in a Collaborative Evaluation Redesign
Good, Deborah A.; Braun, Steven Matthew; Jones, Charissa V.

(Table 15) EvalBuddy: Fostering Relational Responsibilities in Culturally Responsive Evaluation Through AI-Assisted Guidance
Kwarase, Prince K.; Boyce, Ayesha; Ibrahim, Mohammed

Conference Schedule

Friday, April 11th

90-Minute Session I (9:00am - 10:30am)

5.1 Roundtable Session IV cont.

(Table 16) What are you building?: Rapport as a measure of evaluator values and relationality
Vaughn-Guy, Cecilia

(Table 17) Reconceptualizing Validity in a Most Significant Change Evaluation: A Retrospective on Equitable Approaches
Clavijo, Juan; Gunderson, Ben

5.2 Paper Session - Radical Resistance and Transformation in Evaluation

Location: **Adriatic**
Chair(s): **liston, monique**

Urban Assessments Rooted in Resistance: Reclaiming Our Responsibility Of Belonging Through The Built Environment
Taylor, Deja; Dennison, Koren

The Art of Transformation and Reclamation
Cowell, Kimolee; Saez, Lael-Marie; Harris, Kimberly

Evaluation as a Tool for Liberation
Dennison, Koren; Johnson, Aurealia; Sarmiento, Carolina

Radical Relationship Building through Evaluation: A Framework for Practice
liston, monique

5.3 Paper Session - Evaluation, Ethics, and Intersectionality

Location: **Aegean**
Chair(s): **Liboon, Christine Abagat; Hall, Jori**

Beyond Giving Back: Understanding and Conceptualizing Reciprocity from the Perspectives of Evaluation Theorists and Practitioners
Liboon, Christine Abagat

TMI-WEB: identity, intersectionality, inclusive data analysis
Westbrook, Jess Parris; Ehmke, Coraline Ada

Navigating Relational Responsibilities: Integrating Intersectionality for Culturally Responsive Evaluation
Yan, Xinru

Generative AI, land, and the plantation: A critical review of generative AI's production process and its ethical implications for evaluators and researchers
Elshire, Erik O.; Hall, Jori N.

5.4 Paper Session - Construct and Logic Modelling in Evaluation

Location: **Baltic**
Chair(s): **Iwatani, Emi**

Building Culturally Responsive Constructs: Defining Computational Thinking in Appalachian Education
Iwatani, Emi

Process Evaluation and Development of a Culturally Relevant Logic Model for a Cooking Circle Program in the Arctic
Dedyukina, Lena; Wolki, Celina; Wolki, Denise; Wesche, Sonia; Kenny, Tiff-Annie; Skinner, Kelly

Deconstructing Logic Modeling: A Culturally Responsive Effort to Re-designing and Construction
Fournillier, Janice B; Skelton Wilson, Syreeta; Martiin, Rosalyn; Warrican, Jovel; Foster, Parker; Pranith Patibandla, Sai

Conference Schedule

Friday, April 11th

90-Minute Session I (9:00am - 10:30am)

5.5 Paper Session - Evaluation Survey Design

Location: **Bering**

Chair(s): **Garcia, Gabriela Liseth; Daal, Shelton Joseph**

Relational Responsibilities in Practice: Developing a Culturally Responsive Climate Survey for Latino/a/e/x STEM Students

Garcia, Gabriela Liseth; Boyce, Ayesha; Arias Orozco, Grettel Mariana; Vedrine, Josee; Zemaitis, Julianne; Martinez, Lilliam Casillas.

Co-Design for Equity: Community-Driven Alumni Surveys in Early College High School Programs
Daal, Shelton Joseph

5.6 Symposium Session

Soulful Leadership in STEM: The Relational Responsibility-Driven Impact of HBCU Leaders in Shaping the Future of STEM

Location: **Caribbean**

Chair(s): **Blackmon, Angelique Tucker**

Discussant: **Peterson, Michelle**

Broadening STEM Participation: Relational Responsibilities of Mid-Career Women Leaders at HBCUs

Engerman, Kimarie

Nurturing the Next Generation: The Soul of HBCU STEM Faculty Leadership

Terrell-Jackson, Karen

Guided by Soul and Responsibility: HBCU Leadership for Transformative STEM Participation

Kadir, Anthazia

5.7 Symposium Session

A Journey to Examine a Program's Impact: Artist Driven Approach to Developing a Theory of Change for Arts-Based After School Programing in the Latinx/e Community

Location: **Caspian**

Chair(s): **Robles-Schrader, Grisel**

Discussant: **Kallemeyn, Leanne**

Internal Evaluation: Fostering Evaluation Capacity at a Community-Organization Serving Latinx/e Immigrants
de la Riva, Erika E.

Assessing Program Impact: An Artist Driven Approach to Developing a Theory of Change for Arts-Based After School Programing in the Latinx/e Community

Barriga, Samuel; Reyes, Gisela; Rodriguez, Sergio; Servin, Flavio

5.8 Symposium Session

Centering Pilina: Prioritizing reciprocal relationships throughout every aspect of the project design and evaluation

Location: **Pacific 1**

Chair(s): **Tokunaga-May, Shelly; Kaneakua, Jessica**

Aloha Aku, Aloha mai: The reciprocal relationship between evaluators and project collaborators

Davis, Jaymee Nanasi; Tokunaga-May, Shelly; Kaneakua, Jessica; Sato, Pauline

Youth Voice: Lessons from the 'Āina

Davis, Jaymee Nanasi; Keahiolalo, Torae Kimela; Tokunaga-May, Shelly; Kaneakua, Jessica; Tanaka, Paanaakala Baybayan

Conference Schedule

Friday, April 11th

90-Minute Session I (9:00am - 10:30am)

5.9 Culturally Responsive Assessment Symposium III

Location: **Pacific 2**

Chair(s): **Randall, Jennifer**

Center for Measurement and Justice (CMJ)'s
Summer Institute

Randall, Jennifer; Johnson, Tyson; Atkins, James; Mathew, Hannah; Aryasomayajula, Sriman

90-Minute Session II (10:45am - 12:15pm)

6.1 Paper Session - Evaluations for BIPOC Communities II

Location: **Adriatic**

Chair(s): **Sperling, Rick**

Practicing What We Preach: Seeing and Responding to Mexican American Women in Evaluator Education

Sperling, Rick; Quetzeri, Vanessa; Horta, Bridget; Gallardo Ibarra, Fatima

Mapping How Culture Bearers Build Narrative Power With BIPOC Artists

Meinzer, Melanie

6.2 Paper Session - STEM Education and Evaluation

Location: **Aegean**

Chair(s): **Ospina Tabares, Santiago**

Integrating India's Mathematical Heritage for Culturally Responsive Mathematics Education

Chhikara, Praveen

Broadening Participation in Computing: Analyzing Evaluation Methods and Findings of a Summer Camp With African American Youth Using Culturally Responsive Computing

Ospina Tabares, Santiago; Tissenbaum, Michael

Conference Schedule

Friday, April 11th

90-Minute Session II (10:45am - 12:15pm)

6.3 Paper Session - Relational Positionality in Evaluation

Location: **Baltic**

Chair(s): **Vaughn-Guy, Cecilia; liston, monique**

What do you see when you see me?: Explorations of physical positionality and the impact on evaluation relationships

Vaughn-Guy, Cecilia; Sullers Jr., Anthony B.; Avent, Cherie

How do we begin? Practices and Tools for Examining Evaluator Positionality, Assumptions, and Bias

Ma, Min

To Pimp a Butterfly: Afrofuturist Relationship Building to use Evaluation for Liberation

liston, monique

Decolonizing Needs Assessments Through Asset Based Community Development: A Culturally Responsive Approach to Community Power Building

Taylor, Deja; Dennison, Koren; Ellis, Radaya; Farmer, Ryeshia

6.4 Paper Session - International Evaluation IV

Location: **Bering**

Chair(s): **O'Hara, Joe**

Cultural responsiveness in the face of compounding complexity: An international review of empirical studies exploring minority language status as a source of educational inequality.

Burns, Gareth; Brown, Martin; O'Hara, Joe; McNamara, Gerry

EQI/CREA Dublin: Critical reflections on implementing a child-centred approach in research with migrant children and young people

Taibi, Hadjer; O'Hara, Joe

6.5 Symposium Session

Putting Rightsholders First: A Human-Centered Approach to Culturally Responsive Assessment Design

Location: **Caribbean**

Chair(s): **Sul, David**

Discussant: **Randall, Jennifer**

A Culturally Responsive Item Writing Framework
Hamdani, Maria; Vo, Thao

Co-Designing Culturally Responsive Math Assessment Items with Minoritized Students
Billingslea, Marcella

6.6 Symposium Session

Trailblazing Equity-Focused Models: Breaking Away from Cookie-Cutter Approaches

Location: **Caspian**

Chair(s): **Whiting, Chelsea**

Discussant: **Caldwell, Leon**

Navigating COVID-19 Challenges in the BEST Initiative through Adaptive Evaluation
Castaldo-Walsh, Cynthia

Breaking Down Walls to Cultivate Collaborative Data Sharing
Epps, Sylvia

Community-Based Participatory Research in Project CHANGE: Adapting Evaluation Across Three Distinct Communities

Jackson, Tiara

Conference Schedule

Friday, April 11th

90-Minute Session II (10:45am - 12:15pm)

6.7 Symposium Session

Promoting Rights-Based Evaluation: Exploring Relational Forms of Justice in Evaluation

Location: **Pacific 1**

Chair(s): **Dazzo, Giovanni P.**

Discussant: **Miller, Robin Lin**

Promoting rights-based evaluation: Relationality
and responsiveness in transnational settings

Dazzo, Giovanni P.; Miller, Robin Lin

Evaluation co-ownership models: Exploring
positionality, power, and privilege

LaChappa, Lexi; Adelson, Laetitia

Hanging in the evaluative middle: Intersecting
identities and the outsider-within

Sibanda, Takatso

Who evaluates the evaluator? Examining theories
of justice

**Dazzo, Giovanni P.; Williams, Ashley
Lynette**

Closing Keynote Luncheon (12:30pm - 2:00pm)

Location: **Atlantic Ballroom**

Welcome

Denice Ward Hood

Introduction of Keynote Speaker

Denice Ward Hood

Keynote Speaker

Warren Chapman

Closing Ceremony

Trickster Cultural Center



Denice Ward Hood
CREA Director



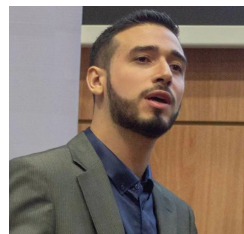
Anthony B. Sullers Jr.
Postdoctoral Research Associate



Timothy Leyhe
Administrative Aide



Cecilia Vaughn-Guy
Graduate Research Assistant



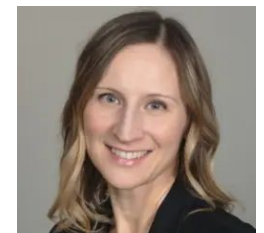
Santiago Ospina Tabares
Graduate Research Assistant



Giavanna McCall
Graduate Research Assistant



Cherie Avent
CREA Affiliate



Melissa Goodnight
CREA Affiliate

Thank you from the CREA Team!



Center for Culturally
Responsive Evaluation
and Assessment



CREA VIII

8th International Conference

Introducing our CREA Collaboration Spaces

*We would like to invite you to take advantage of our
CREA 8 Collaboration Spaces!*

Atlantic Room E

Mediterranean Boardroom

Red Sea/Black Sea

These spaces are open
to all registered conference attendees

Please let us know if you have any questions or are interested
in using any of these spaces during the conference



Center for Culturally
Responsive Evaluation
and Assessment

New CREA Affiliates 2025



Rebecca Teasdale
University of Illinois Chicago



Nia Mitchell
University of Illinois
Urbana-Champaign



Courtney Stone
University of Illinois
Urbana-Champaign



Diana Lemos
American Medical Association



Tatiana Bustos
RTI International



Pālama Lee
Lili'uokalani Trust

CREA VIII

8th International Conference

CREA 8 Session Evaluation Survey

*Would you like to provide any feedback for a
Pre-Conference Workshop, Keynote, Symposium,
Roundtable, or Paper Session?*

Please scan this QR code to complete the conference evaluation survey



Thank you for supporting the CREA 8 Conference!



Center for Culturally
Responsive Evaluation
and Assessment

ILLINOIS
COLLEGE OF EDUCATION

Center for Culturally Responsive Evaluation and Assessment



CREA VIII

8th International Conference

CREA 8 Community Engagement Initiative: New Opportunity to Support Education in Prison

At CREA, community engagement has long been a valued tradition, reflecting our commitment to equity and justice. Each year, CREA partners with organizations that support local communities, fostering meaningful contributions beyond the conference setting. This year, we are honored to collaborate with the [Education Justice Project \(EJP\)](#) to support education programs for incarcerated individuals.

Thanks to the generosity of the CREA community, almost all the items from the original Amazon wishlist for the [Principles & Applications for Life \(PAL\)](#) and [Advanced PAL \(A-PAL\)](#) programs in Arkansas have been donated! Only one item remains: a box of notebooks. If you would like to help complete this donation effort, you can do so by purchasing this last item from the program's [wishlist](#).

Additionally, we are excited to share a new opportunity to support [EJP's initiative at Danville Correctional Center](#) in Illinois, a medium-security men's prison near Urbana-Champaign. The Danville program offers upper-division University of Illinois courses and extracurricular activities, fostering a rigorous and inclusive learning environment. The new wishlist for Danville includes essential supplies such as paper notepads, graphic calculators, and copy printer paper. CREA participants are invited to support this initiative by donating items from the wishlist here: [Danville Wishlist](#).

Additionally, you can support EJP's broader mission by making a direct donation through their website. While donations are welcome at any time, **we encourage the CREA community to contribute between April 1 - 15**. By participating, you help advance the mission of culturally responsive education and support the transformative power of learning for incarcerated individuals. Thank you for your generosity and commitment to educational justice!



EDUCATION JUSTICE PROJECT
an initiative of Education at Illinois

ILLINOIS
COLLEGE OF EDUCATION

Center for Culturally Responsive Evaluation and Assessment

CREA VIII

8th International Conference

CREA 8 Sponsors 2025

Gold Level



W.K.
KELLOGG
FOUNDATION

rwjf robert wood johnson
foundation

Silver Level



DECISION INFORMATION
RESOURCES, INC.

Generous Donations Offered by:



The **Improve** Group



ILLINOIS
COLLEGE OF EDUCATION

Center for Culturally Responsive Evaluation and Assessment



DECISION INFORMATION
RESOURCES, INC.



Providing High Quality Research, Evaluation, & Technical Assistance for Making Informed & Equitable Decisions

SERVICES



**Research &
Evaluation**



**Surveys &
Data Collection**



**Technical
Assistance**

AREAS OF EXPERTISE



Communities & Organizations



**Consumer Markets
& Demographics**



Education



**Health & Human
Services**



**Labor &
Economics**



Children and Youth

Dr. Sylvia R. Epps, President



info@dir-online.com



www.dir-online.com

CREA VIII

8th International Conference



The **Center for Culturally Responsive Evaluation and Assessment (CREA)** is at the University of Illinois Urbana-Champaign in the College of Education. It is an interdisciplinary endeavor that brings researchers together from across the College and University, as well as domestic and international partners, to address the growing need for policy-relevant studies that take seriously the influence of cultural norms, practices, and expectations in the design, implementation, and evaluation and assessment of social and educational interventions.

