

Center for Culturally Responsive Evaluation and Assessment Fourth International Conference

Palmer House Hilton, Chicago, Illinois

September 27-29, 2017

Pre-conference Workshops September 26

<http://crea.education.illinois.edu/home/crea-conference-2017>

**Evidence Matters: Culturally Responsive Evaluation and
Assessment Translating to Action and Impact in Challenging Times**

The logo features four vertical bars of different colors: blue, yellow, orange, and green. A horizontal grey bar with white text is superimposed over the middle of these bars.

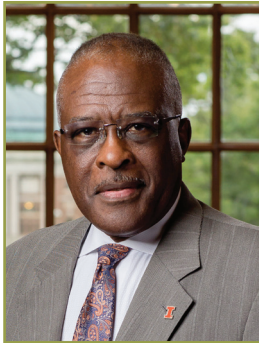
CREA

Center for Culturally Responsive Evaluation and Assessment

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Welcome to the Center for Culturally Responsive Evaluation and Assessment's Conference



Robert J. Jones

As the University of Illinois celebrates our Sesquicentennial anniversary this year, we are using this milestone to refocus and redefine our responsibilities as a land grant university for the 21st century. We continue to be a champion of higher education and to leverage our expertise and resources to create knowledge and policies that address the grand challenges of a global society. Our missions of scholarship, teaching and engagement are built on the foundational principles of access, equity and justice as cornerstones of educational opportunity.

The theme of CREA's Fourth International Conference, "Evidence Matters: Culturally Responsive Evaluation and Assessment Translating to Action and Impact in Challenging Times" comes at a critical point for all of higher education. We find ourselves in a shifting landscape of financial uncertainty, demand for greater accountability, an erosion of public support and where questions around social equity and social justice are forcing fundamental reevaluations of everything from our admission policies to our investment strategies. We have an opportunity to move forward in new directions - to reinvent and reimagine our higher education systems in ways that better fit the needs of this society in this century.

The inclusion of culturally responsive and sensitive evaluation programming into our academic programs is an essential component of our strategic future. On behalf of the University of Illinois at Urbana-Champaign, it is my pleasure to welcome all of you to this Fourth International CREA Conference. Your crucial conversations will allow all of us to better understand how we, as educational leaders, can have a more positive influence on the lives of our students as well as how we can create a better, sustainable future for all of higher education.

I wish you a productive and successful conference.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Jones".

Robert J. Jones

Chancellor

University of Illinois at Urbana-Champaign

Welcome from Dean Anderson

I COLLEGE OF EDUCATION AT ILLINOIS

On behalf of the College of Education and the University of Illinois at Urbana-Champaign, I welcome you to the Fourth International Conference of the Center for Culturally Responsive Evaluation and Assessment (CREA). This year's theme, "Evidence Matters: Culturally Responsive Evaluation and Assessment Translating to Action and Impact in Challenging Times" is especially timely as researchers, analysts, historians, administrators, and policymakers seek a better understanding of cultural diversity, context, and differences in our racial society, especially in a world that continues to experience racial, religious, and sexual orientation tensions.

The College, an early proponent of diversity and inclusion, established CREA in 2011 with a goal to more substantively promote the relevance of culture and cultural context in educational research, particularly in the areas of evaluation and assessment. Today we are compelled to think seriously regarding long-term solutions that can bring an end to persistent problems that have continued to plague our society - nationally and globally. CREA continues to forge alliances and to build new collaborations in educational research, evaluation, and assessment that remains unique among its peers.

The International CREA Conference, brings together an interdisciplinary group of scholars, researchers, and practitioners from around the world to engage in discourse that expands on theories and applications through professional development, learning, training, and collaborative discoveries in the field. The conference has welcomed attendees from the U.S. (including Hawaii and Alaska), Africa, Asia, Australia, Canada, Europe (particularly Ireland), New Zealand, and indigenous nations.

It is my hope that this year's conference will continue to provide the enriched intellectual and interdisciplinary space for impactful dialogue that challenges us collectively to aggressively move toward innovative ways to educate our next generation. I believe that while the life experiences of conference attendees will have substantive differences, there will also be similarities. Yet this conference may also be a vehicle that transcends barriers to our mutual understandings as a socially responsible and dynamic professional development opportunity.

I wish you an enjoyable and productive conference.



James D. Anderson

Professor and Dean, College of Education
University of Illinois at Urbana-Champaign



James D. Anderson

Shaping the future since 1867

Land grant institution established in 1867, the University of Illinois has a long record of commitment to public engagement and to the discovery and application of knowledge. This year marks the sesquicentennial anniversary of the University of Illinois.

About the CREA

The Center for Culturally Responsive Evaluation and Assessment (CREA) was created in 2011 with a primary mission of generating evidence for policy making that is not only methodologically but also culturally and contextually defensible.

In today's pluralistic societies, to achieve valid and actionable conclusions from research and evaluation studies inquirers must have a substantive understanding of the character and influences of diverse cultural norms and practices. As an interdisciplinary center, CREA brings together researchers from across the globe to address the vital need for policy-relevant studies that foreground the cultural and contextual dimensions of inquiry findings on the quality and effectiveness of social and educational interventions. CREA serves as a vehicle to engage in rigorous evaluation, assessment, research, practice, and meaningful dialogue relative to our schools and particularly those schools that serve large enrollments of children who are poor and/or from culturally diverse backgrounds. CREA is directed by Dr. Stafford Hood, Sheila M. Miller Professor of Education and Professor of Curriculum & Instruction and Educational Psychology.

CREA is located in the College of Education at the University of Illinois. Fulfilling its intent to continually expand its scope in the U.S., internationally, and in indigenous communities CREA has established formal partnerships. Dublin City University's School of Education Studies became our first formal partner in 2012 when it established a CREA sister office, headed by Professor and Head of School Dr. Joe O'Hara and Professor of Education Dr. Gerry McNamara focusing on the educational experiences of "new immigrant" students in Irish schools. In 2016 CREA-Hawaii was formally established with its mission being "to use a Native Hawaiian lens to offer empowering, values-based evaluation approaches that support insights and conclusions which, in turn, promote equity and justice in the diversity that is Hawai'i". Most recently, the formal partnership was finalized with KOOLriculum, a Hip Hop music based, online educational platform for Pre-K through 12th grade students with this partnership focusing on "...evaluation and assessment activities...[to]...examine and provide information on the educational needs and learning behavior of the next generation." CREA is substantively enriched by these partnerships and those that will be established in the future.

About the College of Education

Founded in 1905, the College of Education at the University of Illinois is dedicated to facilitating and improving the learning process within the context of challenging educational settings, not just within our building or across campus, but throughout the nation and the world. Today the College has four academic departments that serve more than 1600 students: Curriculum and Instruction; Educational Psychology; Education Policy, Organization and Leadership; and Special Education.

All departments offer masters and doctoral degrees, and Special Education and Curriculum and Instruction offer undergraduate degrees for early childhood and elementary teachers, as well as a secondary education minor. As a top-ranked institution, our breakthrough scholarship addresses many of today's priorities, and our graduates join more than 34,000 College of Education alumni to become the next generation of teacher leaders and influential professors, administrators, and policy makers.

CREA Directory

University of Illinois Core Personnel

Stafford Hood, Sheila M. Miller Professor and Director
Jennifer Greene, Professor, Educational Psychology
Rosa Milagros Santos, Professor, Special Education
Katherine Ryan, Professor Emeritus
Thomas Schwandt, Professor Emeritus
William Trent, Professor, Education Policy, Organization & Leadership
Eboni Zamani-Gallaher, Professor, Education Policy, Organization & Leadership

University of Illinois Affiliates

James D. Anderson, Professor and Dean, College of Education
Chris Dunbar, Professor, Education Policy, Organization & Leadership
Denice Hood, Professor, Education Policy, Organization & Leadership

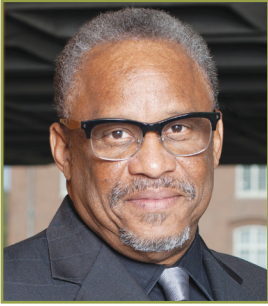
Affiliated Faculty (Other Institutions)

Tamara Bertrand-Jones, Florida State University
Katrina Bledsoe, Education Development Center, Waltham, MA
Nicole R. Bowman, Bowman Performance Consulting
Fiona Cram, Katoa Ltd., Maori, Ngati Kahungunu Evaluator, Auckland, NZ
Olatokunbo (Toks) S. Fashola, American University, Vienna, VA
Kevin Favor, Lincoln University, Lincoln, PA
Pamela Frazier-Anderson, Frazier-Anderson Research and Evaluation
Henry Frierson, University of Florida at Gainesville
Juan Gilbert, University of Florida
Drew Gitomer, Rutgers University
Leslie Goodyear, Education Development Center, Waltham, MA
Melvin Hall, Northern Arizona University
Rodney Hopson, George Mason University
Karen Kirkhart, Syracuse University
Michelle Knight, Teachers College, Columbia University
Joan LaFrance, Mekinak Consulting, Turtle Mountain Chippewa; Seattle, WA
Chance Lewis, University of North Carolina at Charlotte
Laura Pan Luo, China Agriculture University, People's Republic of China
Dominica McBride, Become, Inc., Chicago, IL
Gerry McNamara, Dublin City University, Dublin, Ireland
Monica B. Mitchell, MERAssociates
Sharon Nelson-Barber, WestEd, Honolulu, HI
Joe O'Hara, Dublin City University, Dublin, Ireland
Katherine Tibbetts, Lili'uokalani Trust, CREA Hawai'i, Honolulu, HI
Caroline Turner, California State University, Sacramento, CA
Nan Wehipeihana, Kinnect Group, Wellington, NZ

Distinguished CIRCE Emeriti

Robert Stake, Professor Emeritus of Educational Psychology and Director of CIRCE, University of Illinois at Urbana-Champaign
Terry Denny, Professor Emeritus of Educational Psychology, University of Illinois at Urbana-Champaign
Gordon Hoke, Professor Emeritus of Educational Psychology, University of Illinois at Urbana-Champaign
Ernie House, Professor Emeritus School of Education, University of Colorado Boulder

Welcome from Stafford Hood, Director



Stafford Hood

In many ways the theme of our Fourth International Conference, “Evidence Matters: Culturally Responsive Evaluation and Assessment Translating to Action and Impact in Challenging Times” was compelled by a myriad of disturbing events in the U.S. and globally that occurred over the past couple of years. Therefore, it is only reasonable that we address the centrality of evaluation and assessment within the context of the heightened community unrest; senseless death of too many innocent citizens; continuing disproportionate inequities in education, poverty, health care, and rates of incarceration; and the still evolving impact of the recent intensely divisive U.S. presidential election. For some, the culmination of these factors have resulted in feelings of despair, hopelessness, and inaction. For others it has merely provided greater clarity and strengthened our resolve.

This fourth international CREA conference builds on the efforts of our previous three conferences to raise our discourse on the relevance of culture in the context of evaluation and educational assessment. We have continued to strengthen the assessment thread of our conversations at this conference so that it reaches a level of visibility comparable to evaluation as we also seek to increase this discourse in other important areas (e.g. health, sexual orientation).

The mission of CREA and our community remains on generating evidence to inform policy-making that is not only methodologically but also culturally and contextually defensible. The CREA conference is unique in its definitive recognition of culture’s centrality to evaluation and assessment as it intends to illuminate the landscape of culturally responsive evaluation and assessment, a space that remains largely uncharted. As was the case in our inaugural 2013 international conference, CREA II in 2014, and CREA III in 2016, the 2017 international conference will bring together an interdisciplinary group of researchers, scholars, and practitioners to inform, listen, and engage each other in this discourse within the context of our social responsibility to make a difference.

With much gratitude,

Stafford Hood

Sheila M. Miller Professor

Professor of Curriculum & Instruction and Educational Psychology

Director, Center for Culturally Responsive Evaluation and Assessment

About CREA at Dublin City University



Brian MacCraith

I am delighted to have been given the opportunity once again to convey my support and that of the academic community at Dublin City University for the annual conference of the Centre for Culturally Responsive Evaluation and Assessment (CREA). The theme of this fourth conference in the series, “Evidence Matters: Culturally Responsive Evaluation and Assessment Translating to Action and Impact in Challenging Times”, is one that resonates strongly for our academic community in DCU. We too have been examining ways in which we can make a practical, evidence-based contribution to a rapidly changing Irish society. In this context, we were very pleased to become Ireland’s first ‘University of Sanctuary’ last December, in recognition of the range of initiatives that we have undertaken in order to welcome asylum seekers and refugees into the university community and to foster a culture of inclusion for all. This designation is awarded by the City of Sanctuary, an organisation that supports efforts in the UK and Ireland to build a culture of hospitality for people seeking sanctuary. Among the initiatives announced by DCU is an open competition for fifteen academic scholarships restricted to applicants who are currently in Ireland either as asylum seekers or refugees.

We are very proud of our designation as a ‘University of Sanctuary’ but this is only a beginning, a first step on a journey. We are committed to finding ways to reach out to other institutions and communities with similar values and priorities. In this context, it is important that we have an opportunity to draw on the wisdom and insight of the broad community of scholars and practitioners who make up the CREA. We greatly value the strong links that we have forged with the University of Illinois and we regard events such as the CREA annual conference as being critically important in maintaining and enhancing these.

It is my sincere hope that this conference will prove to be a lively, stimulating and challenging event. I am delighted that colleagues from EQI’s Culturally Responsive Evaluation and Assessment group will represent DCU’s newly formed Institute of Education (IoE), Ireland’s first Faculty of Education and one of the largest in Europe, at the conference. I am conscious of the wide range of work that has been undertaken by EQI in areas of culturally responsive assessment and early school leaving in migrant populations through the EU-supported projects, ACRA and E-evalinto. I am sure that this work will be of interest to conference attendees. Equally, I expect that the DCU attendees will bring back important ideas and insights from the conference to their colleagues in the DCU IoE and to the broader DCU community.

Finally, I would like to offer my best wishes to you all for a stimulating, engaging and lively conference and I hope that we have the opportunity of welcoming you all to DCU at some stage in the not too distant future.

Brian MacCraith

President and Professor, Dublin City University



CREA

**Center for Culturally
Responsive Evaluation
and Assessment**

at Dublin City University

CREA Hawaii Welcome

The members of CREA-Hawai'i (CREA-HI) are proud to be affiliated with the CREA and to welcome you all to the 4th CREA conference. CREA-HI was formed to convene evaluators who strive to advance culturally-responsive evaluation and assessment in Hawai'i, with priority to working with Native Hawaiian communities. To this end, we have committed to the use of cultural lenses that promote aloha-based evaluation approaches that serve our diverse community.

The 2017 conference theme, "Evidence Matters: Culturally Responsive Evaluation and Assessment Translating to Action and Impact in Challenging Times," is particularly relevant in the diverse social and cultural context of Hawai'i. It is clear to us that there are many important stakeholders in our evaluation work, but none more important than the individuals, families, and communities we serve. We believe we have an ethical responsibility to advance the well-being of these intended beneficiaries.

To fulfill our responsibilities, the questions we ask and evidence we gather must be responsive to the values and goals of the beneficiaries and reflect an understanding of the historical and contemporary forces that influence their lives. This requires us to examine the ways in which historical and contemporary trauma contribute to current conditions for marginalized peoples and how the evidence we present can make institutions, practices, policies, and laws allies in creating an equitable society that honors the diversity of its members.

In Hawaii, we have a wise saying, "ʻAōhe pau ka 'ike I ka halau ho'okahi," All knowledge is not learned in one school. We know this vision is shared by participants in this gathering and we look forward to working with you as we come together to learn from one another. Aloha!

Greetings from KOOLriculum

On behalf of KOOLriculum, Inc., we would like to personally welcome each of you to the Center for Culturally Responsive Evaluation and Assessment (CREA) Fourth International Conference. KOOLriculum, Inc. is an online educational platform that reaches Pre-K through 12th grade students through hip-hop music centered content in English, mathematics, social studies, and science. Our partnership with CREA focuses on collaborative efforts to create evaluation and assessment activities that help us refine content that rekindles a student's desire to engage and learn.

As we continue to improve our ability to reach students academically through music, we appreciate the skills and expertise you bring to this conference. It is your knowledge and expertise that enhance the services we provide to help a whole new generation of youth learn in a fun and unique way. We are pleased to see where CREA as an organization is today as well as where you are headed.

The events planned for you will keep you engaged and the dialogue shared will help shape the future of culturally responsive evaluation and assessment on a global level. On behalf of our organization, we thank you for your service to the field of evaluation and assessment as well as to the students we reach each day. Not only are you successful, your work and the lives you touch make you significant.

Kevin "Khao" Cates
Founder of KOOLriculum, Inc.

Pamela Frazier-Anderson, Ph.D.
Chief Officer of Education

CREA Acknowledgments and Sponsors



We begin by once again expressing our sincere gratitude to the College of Education at Illinois for its financial, intellectual, and moral support since the establishment of CREA in 2011. Since that time the College has provided consistent encouragement and support for our collective vision for CREA as a community of scholars in the College of Education, across the United States (including Alaska and Hawaii), internationally (particularly Ireland and New Zealand), and Indigenous nations. It is my distinct honor and privilege to acknowledge for the first time in our conference program, Professor James D. Anderson as Dean of our College of Education. Over his more than 40 years at UIUC as a professor, administrator, and mentor he has been instrumental in laying the foundation in the College of Education upon which CREA and its mission is building upon.

It is a privilege to extend my sincere thanks for the dedicated contributions by the CREA UIUC Core Personnel, CREA Affiliated Researchers, and members of our global CREA family. Their scholarly work, practice, leadership, and tireless efforts continue to advance our collective core mission in substantive ways. You know who you are. At the same time, our community is fortunate for the sage counsel and multiple levels of support we continue to receive from our distinguished elder (98 years young), Dr. Edmund W. Gordon. Dr. Gordon is the John M. Musser Professor of Psychology, Emeritus at Yale University, Richard March Hoe Professor, Emeritus of Psychology and Education, at Teachers College, Columbia University and Director Emeritus of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. Dr. Gordon also serves as Chairman of the Gordon Commission on the future of assessment in Education. We expect this fourth international conference will take yet another step in our journey to illuminate the still largely uncharted landscape of culturally responsive evaluation and assessment. Thank you all once again.

Sponsors and Affiliated Groups

CREA would like to first thank CREA's partners for CREA IV 2017, CREA conveys its sincere thanks to the National Science Foundation, W.K. Kellogg Foundation, Annie E. Casey Foundation, Robert Wood Johnson New Connections and the American Evaluation Association for their significant contributions to the success of our Fourth international Conference. The funding from NSF for the "Building a Culturally Responsive Evaluation and Assessment Expertise at Selected HBCU Institutions" pre-conference workshop allows us to take a significant step to substantively advance our commitment to, as well as, collaboration with HBCUs and other minority serving institutions. We look forward to continuing the collaboration with Dr. Claudia Rankins, our program officer from HBCU-UP. The W.K. Kellogg Foundation (WKKF) has provided support for a select group of evaluators to attend our conference for the first time. Support from WKKF has allowed these evaluators to experience the CREA community and share in the collective learning that happens at this conference annually. Our thanks to the vision of Mr. Howard M. Walters (Planning, Evaluation, and Research Officer) and Dr. Huilan Krenn (Director of Learning and Impact) to provide this opportunity to expand the CREA network of evaluators. Once again, we greatly appreciate support from the Annie E. Casey Foundation for the

planning and implementation of another CREA international conference with the assistance of Dr. Kantahyanee Murray (Senior Research Associate) and Ji Won Shon (Program Officer). Our thanks also to RWJF New Connections for its contribution to our reception for important "socializing". We are also very pleased to collaborate once again with our longstanding partner AEA as it holds its final Kellogg Foundation Funded "Dialogue on Race and Class in America" live during the conference and as a webcast. Our very special welcome to AEA President Dr. Kathryn Newcomer and we look forward to working with her more in the future.

Of course we must also mention our CREA community neighbors, friends, and supporters, the Chicagoland Evaluation Association.

Fourth International Conference Team

The most thanks goes to the CREA's Fourth International Conference Team. They have worked tirelessly through more tasks than I can mention or fully remember to make this conference happen. Their commitment, professionalism, and patience has been exemplary even when the challenges seemed to multiply over a short period of time. Andrea Fierro's acquired expertise from CREA III in 2016 was invaluable as Debbie Morgan provided much needed support with Shirley Berbaum once again interrupting her retirement so that all of us were able to breathe a little easier. The CREA Graduate Research Assistants Dominic Combs and Leah Peoples were tried and tested veterans from previous conferences and joined by Nino Rodriguez who quickly got up to speed. Theopolies Moton joined us this summer as we began working on the NSF HBCU-UP preconference workshop and has similarly made important contributions to this effort. Thank you all.

International Conference Planning Committee

We would also like to thank the Fourth International Conference Planning Committee for their thoughtful input, support, review of proposals and always ready to lend a hand.

Melvin Hall, Northern Arizona University
Rodney Hopson, George Mason University
Karen Kirkhart, Syracuse University
Sharon Nelson-Barber, WestED (San Francisco, CA)
Fiona Cram, Katoa Ltd. (Auckland, New Zealand)
Joan LaFrance, Mekinak Consulting (Seattle, Washington)

CREA core personnel

Finally thanks to our CREA Core Personnel colleagues: Eboni Zamani-Gallagher, Jennifer Greene, Katherine Ryan, William Trent, Thomas Schwandt, and Rosa Milagros Santos. Thanks for being there with a helping hand or much needed brain power.

With much gratitude,

Stafford Hood
 Director, CREA

Center for Culturally Responsive Evaluation and Assessment Fourth International Conference

“Evidence Matters: Culturally Responsive Evaluation and Assessment Translating to Action and Impact in Challenging Times”

The Center for Culturally Responsive Evaluation and Assessment (CREA) 2017 Fourth International Conference will once again convene a richly diverse interdisciplinary group of national, international, and indigenous scholars and practitioners to focus on the role of culture in evaluation and assessment. Once again we take another purposeful step in a collective effort to advance our thinking (as well as action) about the theory and practice of culturally responsive evaluation and assessment.

The focus of our Fourth International Conference is particularly acute as many of us found it impossible to not be disturbed by the heightened community unrest and unconscionable deaths of unarmed citizens over the past few years while simultaneously digesting the continuing disproportionate inequities in education, poverty, health care, and rates of incarceration. Unquestionably, the political climate that has followed the recent U.S. presidential election has also had a significant impact in the U.S. and globally, therefore, requiring even more vigilant attention from our global CREA community. As a consequence we are indeed responsible to focus on the generation, analysis, and usage of substantive evidence “that matters” in the evaluations and assessments we undertake. This Fourth International Conference is being convened for us to raise questions, the critically important questions, about what is being done to correct inequities and aggressively translate this evidence into action that has meaningful impact on our collective future.

As was the case in our inaugural 2013 International Conference and in our 2014 and 2016 conferences, our 2017 International Conference bring together an interdisciplinary group researchers, scholars, and practitioners to inform, listen, and engage each other in this discourse within the context of our social responsibility to make a difference.

Sessions will focus on:

- Program evaluation, measurement and assessment as sources of evidence.
- Challenging the status quo regarding whose evidence matters.
- Cultural responsiveness as foundational to more equitable public policy.
- Moving from evidence generation to advocacy and action.
- Policies and practices of influence and consequence in the quest for social justice.
- Ethical challenges in complex areas of inquiry; whose justice is advanced?
- Evaluation, research, and assessment in indigenous cultures.

Overview of Pre-Conference Schedule

Tuesday, September 26, 2017

Palmer House Hotel: Chicago

7:30am – 5:30pm *Check-in table open* (6th floor)

Full-Day Workshops (9:00am – 5:00pm)

9:00am – 5:00pm (with 1 hour lunch break)

CRIE Happy Tears Because Culturally Responsive Indigenous Evaluation (CRIE) is Here!!

Presenters: **Fiona Cram**, (Maori/NgatiKahungunu) Ph.D. (Director, Katoa Ltd, Aotearoa New Zealand)
Nicole Bowman, (Mohican/Munsee), Ph.D. (President, Bowman Performance Consulting)

9:00am – 5:00pm (with 1 hour lunch break)

Foundations of Culturally Responsive Evaluation

Presenters: **Rodney Hopson**, Ph.D. (Professor, George Mason University)
Karen Kirkhart, Ph.D. (Professor, Syracuse University)

Half-Day Workshops (8:00am – 12:00pm)

8:00am – 12:00pm

Culturally Relevant Evaluation Meets Quantitative Research Methodology: What is the Outcome?

Presenter: **Toks Fashola**, Ph.D. (Faculty Associate, American University)

8:00am – 12:00pm

Translating Contemporary Culturally Responsiveness for Actionable Evaluation Practices for and with Latinx Communities

Presenters: **Lisa Aponte-Soto**, Ph.D. (Associate Director of Community Engaged Research, University of Illinois at Chicago Mile Square Health Center (MSHC))
Leah Christina Neubauer, Ed.D. (Assistant Professor, Northwestern University)

Half-Day Workshops (1:00pm – 5:00pm)

1:00pm – 5:00pm

Transformative Mixed Methods Designs in Evaluation for Social Justice

Presenter: **Donna M. Mertens**, Ph.D. (Professor Emeritus, Gallaudet University; Past President, American Evaluation Association)

1:00pm – 5:00pm

Utilization of a Racial Equity Lens to Help Guide Strategic Engagement and Evaluation

Presenters: **Paul Elam**, Ph.D. (President, Public Policy Associates, Inc.)
Willard Walker (Consultant, Public Policy Associates, Inc.)
Christopher Dunbar, Ph.D. (Professor, University of Illinois at Urbana-Champaign)
LaShaune Johnson, Ph.D. (Assistant Professor, Creighton University)

CREA Pre-Conference Workshop Presenters



Nicole R. Bowman, Ph.D. (President, Bowman Performance Consulting)

Nicole Bowman (Mohican/Munsee), PhD, is the President/Founder of Bowman Performance Consulting (BPC) based in Shawano, Wisconsin, USA. BPC conducts culturally responsive and scientifically rigorous evaluation, technical assistance, and training services to the public, private, non-profit, and tribal sectors in the USA.

Nicole graduated in May 2015 from the University of WI-Madison in the Educational Leadership & Policy Analysis Department. Her subject matter expertise is in multi-jurisdictional Indigenous research and evaluation, educational policy, and Tribal governance studies. Using a multi-jurisdictional framework as supported by Indigenous and Tribal Critical Theories, Nicole designs studies and technical assistance activities that increase effective and responsive partnerships between Indigenous and non-Indigenous project stakeholders. Tribal knowledge, theories, cultural, and legal frameworks are positioned centrally in research and evaluation studies so stakeholders and participants are actively engaged and responsive in the scientific process, especially where Tribal and non-Tribal governments, non-profit agencies, and organizations intersect for large scale initiatives. Cultural and scientific rigor and responsiveness does exist and it's Nicole's mission to build relationships, skills, and systems to better include Indigenous voices in research, evaluation, and policy studies.



Fiona Cram (Māori/NgatiKahungunu), Ph.D. (Katoa Ltd., Aotearoa New Zealand)

Fiona Cram, PhD, is Director of Katoa Ltd, an independent research and evaluation consultancy based in Auckland, Aotearoa New Zealand. Katoa Ltd conducts Kaupapa Māori (by Māori, for Māori) research, evaluation and training. Fiona's prime interests are Māori health, social service delivery, and education. Prior to this she worked with Professor Linda Smith in IRI (International Research Institute for Māori and Indigenous Peoples), University of Auckland. Fiona has a PhD in Social Psychology from the University of Otago.



Rodney K. Hopson, Ph.D. (George Mason University)

Dr. Rodney K. Hopson, is Professor, Division of Educational Psychology, Research Methods, and Education Policy, College of Education and Human Development, George Mason University. Previously, he served as Professor, Department of Educational Foundations and Leadership in the

School of Education, and teaching faculty member in the Center for Interpretive and Qualitative Research and Honors College in the School of Liberal Arts, Duquesne University. He received his Ph.D. from the Curry School of Education, University of Virginia and has done post-doctoral/sabbatical studies in the Faculty of Education, University of Namibia, the Johns Hopkins Bloomberg School of Public Health and Centre of African Studies, Cambridge University. Hopson's research interests lie in social politics and policies, foundations of education, sociolinguistics, ethnography, and evaluation. Relative to his research interests, Hopson raises questions that 1) analyze and address the differential impact of education and schooling on marginalized and underrepresented groups in diverse global nation states and 2) seek solutions to social and educational conditions in the form of alternative paradigms, epistemologies, and methods for the way the oppressed and marginalized succeed and thrive despite circumstances and opportunities that suggest otherwise.



Karen E. Kirkhart, Ph.D. (Syracuse University)

Dr. Karen E. Kirkhart, holds a Ph.D. in Social Work and Psychology from The University of Michigan and is currently Professor, School of Social Work, David B. Falk College of Sport and Human Dynamics, Syracuse University. She served as President of the American Evaluation Association in 1994 and has held a number of leadership roles in that organization. Dr. Kirkhart's work on multicultural validity seeks to bring issues of culture competence to the center of the evaluation profession by placing them squarely in the middle of validity theory. Her work on evaluation influence recasts use more broadly in terms of both scope and intention and calls for closer examination of the consequences of evaluators' work.

Dr. Kirkhart's contributions to the evaluation profession have been recognized by the American Evaluation Association (AEA) with the Paul F. Lazarsfeld Award for Outstanding Contribution to Evaluation Theory and the Robert Ingle Award for Outstanding Services to the AEA. She collaborated with the American Indian Higher Education Consortium (AIHEC) in their development of an Indigenous Evaluation Framework and was a member of the writing team for the AEA Public Statement on Cultural Competence in Evaluation. She has partnered with Rodney Hopson to present a workshop on Strengthening Evaluation through Cultural Relevance and Cultural Competence at the AEA/CDC Summer Institute for the past seven years. Recent and forthcoming publications include a coauthored chapter on Equity-focused evaluation with Rodney K. Hopson and Katrina Bledsoe, an article in *New Directions on the centrality of context in evaluation*, co-authored with Joan LaFrance

and Richard Nichols, and a chapter honoring Scriven's Key Evaluation Checklist in a forthcoming book edited by Stewart Donaldson.



Olatokunbo (Toks) Fashola, Ph.D. (American University)

Dr. Fashola is a Research Professor at American University, and Principal Research Scientist and Vice President, Mathematics Education Research Associates, MERA. She received her Ph.D. in 1995 from the University of California, Santa Barbara.

Her research interests include reading, after-school programs, language development, emergent literacy, program evaluation, educational policy issues, problem solving, school-wide reform, and bilingual education. Dr. Fashola is also working on projects that seek to increase the recruitment and retention of underrepresented students in STEM fields. She serves as either PI or Lead Evaluator on several projects. Dr. Fashola is a member of AERA and AEA. She has authored and co-authored numerous articles, chapters, and reports on these topics, including *Show Me the Evidence! Proven and Promising Programs for America's Schools*, *Review of Extended-Day and After-School Programs and their Effectiveness*, *Building Effective After-School Programs*, and *Effective Programs for Latino Students*, and *Educating African American Males: Voices From the Field*.



Dr. Lisa Aponte-Soto, (Associate Director of Community Engaged Research for the University of Illinois at Chicago Mile Square Health Center) (MSHC)

Dr. Aponte-Soto heads a network of 13 Federally Qualified Health Centers providing comprehensive, high quality health services through the continuum of care. In this capacity, Dr. Aponte-Soto coordinates a portfolio of community-based research projects, oversees the MSHC patient screening and navigation programs, and conducts evidenced-based program, process, and outcomes evaluation to monitor progress, mitigate issues on an ongoing timely basis, and ensure continuous improvement.

Formerly, Dr. Aponte-Soto served as National Program Deputy Director of New Connections, a national program of the Robert Wood Johnson Foundation (RWJF) at Equal Measure. Additionally, she has over 20 years of experience working in academia, social services, and health care settings, conducting administrative operations, program management, grants management, research, and evaluation. Dr. Aponte-Soto has extensive experience working with and for diverse communities in conducting culturally responsive research, evaluation, and programming. Her research and evaluation expertise include addressing health inequities, college access, mentoring, and career development.

Dr. Aponte-Soto has been an active member of the AEA community since 2009. She is a GEDI from the sixth cohort (Evolution). She has served as programming chair for the Multiethnic Issues in Evaluation TIG (2013-2016) and a reviewer for the Health Evaluation TIG (2010-present). Dr. Aponte-Soto is a founding member and chairperson of the Latinx Responsive Evaluation Discourse (LARED) TIG (2014-Present). She also currently serves on the AEA Task Force on Membership Engagement, Diversity and Leadership Development and the AEA Guiding Principles Task Force.

Dr. Aponte-Soto holds a PhD in community health sciences from the University of Illinois at Chicago, School of Public Health. She earned an MHA in health policy and administration from Governors State University as well as a BS and BA from Loyola University Chicago.



Leah C. Neubauer, Ed.D. (Assistant Professor of Preventive Medicine, Feinberg School of Medicine, Northwestern University)

Dr. Leah Christina Neubauer has been working in the field of public health as an educator, evaluator, and researcher for the last sixteen years. She is an Assistant Professor of Preventive Medicine at Northwestern University. Her research focuses on health education and promotion, global health & health disparities. She leads and collaborates on projects that employ mixed-method approaches to develop, implement, evaluate & disseminate translational and culturally responsive research and evaluation. She has delivered over 110 presentations and co-authored publications on education, evaluation, training and research. She is the co-facilitator of AEA's Local Affiliate Collaborative (LAC), past President of the Chicago and Evaluation Association (CEA), and member of the AEA Task Force on Diversity, Membership Engagement, and Leadership Development. Leah earned her Ed.D. in Adult, Continuing and Professional Education (cognate in Evaluation) from National Louis University in Chicago, Illinois. She earned her MA in Interdisciplinary Studies (cognate in Organizational and Multicultural Assessment, Development, and Communication) and her BA in Communication Studies, with minors in Business Administration and Health Education from DePaul University in Chicago, Illinois.



Donna M. Mertens, Ph.D. (Professor Emeritus, Gallaudet University)

Dr. Donna M. Mertens is Professor Emeritus at Gallaudet University, a university with a mission to serve Deaf and hard of hearing students. Mertens developed the transformative approach to evaluation as a response to concerns raised by members of marginalized communities about the harm done when evaluations are designed without considering issues of discrimination and social justice. Mertens published *Mixed Methods Design in Evaluation* (2018) with Sage and *Program Evaluation Theory and Practice* (2012) with Guilford Press. She served as the editor of the *Journal of Mixed Methods Research* for 5 years and chaired the Mixed Methods International Research Association's task force on the future of mixed methods: challenges and opportunities 2015-2016. She is an active evaluator and currently engaged in the enterprise across a variety of settings. She held long-term leadership positions in AEA, including the presidential position 1997-1999 and the Board 2000-2002. She continues to serve as an advisor to AEA's diversity fellowship program through subsequent years.

Workshop Description: Developments in the use of mixed methods have extended beyond the practice of combining surveys and focus groups. The sophistication of transformative mixed methods designs in evaluation will be explained and demonstrated through illustrative examples taken from diverse sectors and geographical regions. Transformative mixed methods designs will include major types of evaluation: effectiveness of interventions, instrument development, policy evaluation, and systematic reviews. Participants will have the opportunity to create transformative mixed methods designs using evaluation vignettes for each type of evaluation.



Paul Elam, Ph.D. (Public Policy Associates, Inc.)

Dr. Paul Elam, Ph.D., President of PPA, is a skilled researcher with expertise in justice issues. He is a collaborative leader who brings an abiding commitment to diversity, inclusion, and equity to his public policy work. Dr. Elam has a wealth of knowledge and experience measuring racial and ethnic discrimination and believes that sound public policy analysis should include an examination of whether all people are being treated fairly and equitably. Dr. Elam directed a state-wide evaluation of the W.K. Kellogg Foundation Michigan Team's investments and used the Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens as part of the evaluation design.

Dr. Elam recently began assisting the Annie E. Casey Foundation with the Expanding the Bench Initiative. This initiative aims to improve evaluation science and social innovation by increasing diversity in the field of research and evaluation. Dr. Elam's work will focus on evaluators from historically underrepresented groups with evaluation expertise in the areas of child welfare and juvenile justice. Dr. Elam is also a certified facilitator for the California Brief Multicultural Competence Scale (CMBCS) Multicultural Training Program.



Willard Walker, (Public Policy Associates, Inc.)

Mr. Willard Walker, Affiliated Consultant, has extensive experience working with workforce development, state policy, school-to-work, and race and diversity issues. Mr. Walker has provided training on issues of inclusion, equity, and diversity for the Lansing Board of Water & Light; coordinated an Employer Conference on Workplace Diversity in the Lansing area; and assisted in a crime analysis evaluation for the Michigan Department of Human Services, Bureau of Juvenile Justice. Mr. Walker led the work of developing the Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens in his work for the W.K. Kellogg Foundation Michigan Team Evaluation.

He has worked with clients to improve recruitment and retention of African-American teachers, including development of a coordinated recruitment planning process for urban districts. He conducted research to address the plight of young males of color in a project initiated through the Joint Center for Political and Economic Studies.



Christopher Dunbar, Ph.D. (Professor, University of Illinois at Urbana-Champaign)

Dr. Christopher Dunbar, Ph.D., Professor, University of Illinois, currently works in the Department of Education Policy, Organization and Leadership (EPOL). Dr. Dunbar was a lead consultant in the development of the Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens. His research interests include alternative education for students who have been unable to matriculate through traditional public schools, and the intersection between school choice and disruptive students. Prior to joining the University of Illinois, he was also professor of K-12 educational administration and the coordinator of the urban education specialization in the College of Education at Michigan State University. He brings a strong background in education leadership that dovetails with our new undergraduate program in learning and education science, and enhances our increasing partnerships with local school communities."



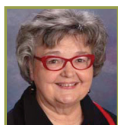
LaShaune Johnson, Ph.D. (Assistant Professor, Creighton University)

Dr. LaShaune Johnson, Ph.D., Assistant Professor, Creighton University, is an experienced researcher of online learning among pre-health professional students, breast cancer disparities, adult and adolescent obesity, and pediatric health literacy among immigrant/refugee populations. She is faculty in the Master of Public Health program, and in the Master of Medical Anthropology program. She is currently the co-chair of the Metro African American Breast Cancer Task Force in Omaha, Nebraska, and is the co-director of the “In Search of a Medical Home”, a culturally sensitive, Muslim community-based educator project in Central Missouri, funded by the American Academy of Pediatrics and the Society for Community Research and Action. She is one of the contributors of a recently published textbook, *Social Capital and Community Well-Being*, which is being used by the Serve Here Connecticut academic debt reduction program. She is also one of the contributors to an upcoming edited volume on Black LGBT health issues.

Dr. Johnson has employed novel community-based methods to support Omaha’s Adolescent Health Project developmental evaluation (participatory video) and another method (Photovoice) to investigate health services for obese patients in Connecticut and Nebraska. For the Breast Cancer Task Force, she co-designed a peer educator/advocate program; this program is in its second year and is expanding to add training for patient navigators. She is currently a member of the Building Healthy Futures Evaluation Advisory Board in Omaha. She was a member of the inaugural Annie E. Casey Foundation LEEAD (Leaders in Equitable Evaluation and Diversity) program.

Workshop Description: This workshop focuses on the practical use of a racial equity lens when conducting evaluation. The framework argues that culture and race are important considerations when conducting an evaluation because we believe that there are both critical and substantive nuances that are often missed, ignored, and/or misinterpreted when an evaluator is not aware of the culture of those being evaluated.

Race and Class Dialogue and Webcast: American Evaluation Association Panelists



Dr. Joan LaFrance is an enrolled Citizen of the Turtle Mountain Band of Chippewa, Belcourt, North Dakota. She is the owner of Mekinak Consulting, a management and evaluation service specializing in educational program evaluation, research, and management studies. Mekinak Consulting has a long history of evaluation of programs in Tribal Colleges and Universities, tribal and indigenous communities, and for non-profit organizations. With support from the National Science Foundation (NSF) through a grant to the American Indian Higher Education Consortium (AIHEC), she conducted the research and co-authored the book *Indigenous Evaluation Framework: Telling Our Story in Our Place and Time*.

Currently, she is conducting research on the application of the Indigenous Evaluation Framework in three tribal college communities. In addition to her ongoing work in American Indian tribal communities, she is working projects in the United States Affiliated Pacific Islands to assess culturally relevant mathematics curriculum and climate change education projects.

She has taught research and evaluation methods in graduate programs at a number of universities. She has done municipal budgeting, program development and management, and curriculum development. Joan received her doctorate from Harvard University, and a Master’s of Public Administration from the University of Washington.



Dr. Amanda Lewis, Professor of African American Studies at the University of Illinois, Chicago. Dr. Lewis’ research focuses on how race shapes educational opportunities and how our ideas about race get negotiated in everyday life. She is the author of *Race in the Schoolyard: Negotiating the Color-line in Classrooms and Communities* (2003). She is also the co-editor (with Maria Krysan) of *The Changing Terrain of Race and Ethnicity* (2004), and co-author (with Mark Chesler and Jim Crowfoot) of *Challenging Racism in Higher Education: Promoting Justice* (2005).

Her research has appeared in a number of academic venues including *Sociological Theory*, *American Educational Research Journal*, *American Behavioral Scientist*, *Race and Society*, *DuBois Review* and *Anthropology and Education Quarterly*. She also published (with John Diamond) *Despite the Best Intentions: Why racial inequality persists in good schools* (Oxford, 2015).



Alden Loury, Director of Research and Evaluation, Metropolitan Planning Commission. Alden joined MPC in May 2016 as the director of research and evaluation. He works with staff and consultants to identify and execute MPC's research agenda and to attract media attention for MPC's findings. He follows trends and conducts primary research to produce reports, web content, conference presentations and regional indices for internal and external audiences.

Prior to joining MPC, Alden worked for the Better Government Association serving as an investigative reporter and as a policy analyst. During his time there, Alden provided research, data analyses and lobbying for reform efforts to address inefficient and unethical practices in government. He also wrote several stories analyzing campaign finance data, redistricting changes and government spending.

Alden also spent 12 years at The Chicago Reporter serving as a reporter, an editor and publisher. During his time there, Alden won several journalism awards for stories highlighting the experiences of young black men and documenting racial disparities in drug sentencing, jury selection and jury verdicts. As an editor, he led and analyzed data for more than 50 investigative projects examining the impact of race and poverty in lottery ticket sales, fatal police shootings of civilians, retail leakage in black neighborhoods, residential development surrounding demolished public housing and subprime home mortgage lending, among others. As publisher, he shared The Chicago Reporter's findings in numerous media appearances and meetings with elected officials.

Alden began his journalism career in Champaign, Ill., where he worked as a radio anchor/reporter and newspaper reporter covering government and social services. He is a 1997 graduate of the University of Illinois at Urbana-Champaign. A Chicago native, Alden grew up in the LeClaire Courts public housing development and the South Side's Auburn Gresham neighborhood, where he lives today. Alden is married with three daughters.



Dr. Robin Lin Miller, Professor of Ecological-Community Psychology at Michigan State University. She has 25 years of experience evaluating HIV prevention and care programs in community-based and clinical environments. A recent member of the AEA Board of Directors, she has also served as editor of the American Journal of Evaluation, Chair of the publications oversight committee, Annual Conference Chair, and is a double AEA award recipient earning both the

Marcia Guttentag Early Career Award and the Robert Ingle Award for service to the profession. She has continued to evaluate HIV prevention and care programs, especially those targeting Black gay and bisexual youth. She also studies the long-term use of evidence-based principles and practices in AIDS-related service settings. In pursuing both areas, she has maintained an overarching interest research on evaluation theory, methods, and practice, and, in particular, how evaluation theories are used. Her most recent evaluations include a prospective meta-evaluation for the U.S. PEPFAR Caribbean Regional Program and an evaluation of the long-term health consequences of ex-offender re-entry assistance services for persons living with HIV.



Susan Smith Richardson, Editor and Publisher, The Chicago Reporter. She's been a crusading journalist for more years than she cares to remember, most of the time with daily newspapers. Her columns about gentrification helped her land a Nieman Fellowship at Harvard, where she also earned a Master in Public Administration.



Susana Vasquez, Vice President of Strategic Partnerships. Susana Vasquez joined IFF in 2015 to direct strategy and raise funds for transforming Midwest communities.

Previously, Vasquez served the Local Initiatives Support Corporation's Chicago office for 12 years, first as Director of the New Communities Program, then as Executive Director.

Prior to LISC, she worked for The Resurrection Project, a community development organization in Chicago's Pilsen neighborhood.

Vasquez serves on the boards of ChangeLab Solutions and University of Chicago's Civic Leadership Academy and is a member of The Chicago Network.

She earned a master's degree from Harvard University's Kennedy School of Government and has a bachelor's degree from the University of Illinois at Urbana-Champaign.

Pre-Conference Schedule of Events

Tuesday, September 26, 2017

Palmer House Hotel: Chicago

FULL DAY WORKSHOPS

CRIE Happy Tears Because Culturally Responsive Indigenous Evaluation (CRIE) is Here

Location: Water Tower Parlor

9:00am – 5:00pm

Presenters:

Fiona Cram, (Maori/NgatiKahungunu), Ph.D.
(Director, Katoa Ltd.)

Nicole Bowman (Mohican/Munsee), Ph.D.
(President, Bowman Performance Consulting)

CE Credits: 8 credits

Description:

Culturally Responsive Indigenous Evaluation (CRIE) is a transformative evaluation model that provides flexibility to be implemented in diverse Indigenous contexts. CRIE provides the theoretical, methodological and practical evaluation design and strategies for carrying out a culturally responsive evaluation of services and programs provided for and/or designed by Indigenous peoples. Workshop content is structured around three key questions that help guide workshop participants through the CRIE model: 1) Who should undertake IE? 2) What do evaluators need to understand about Indigenous contexts? 3) How should IE be done?

Workshop Agenda:

8:45 - 9:00 a.m. 9:00 – 9:30 a.m. 9:30 – 10:30 a.m.
10:30 - 10:45 a.m. 10:45 - 12:00 p.m.
12:00 - 1:00 p.m. 1:00 - 2:30 p.m.
2:30 – 2:45 p.m. 2:45 – 3:15 p.m. 3:15 - 3:50 p.m.
3:50 - 4:00 p.m.

Opening Talking Circle: Welcome and Introductions (All)

Part I: Who Should Undertake Indigenous Evaluation (IE)?

Indigenous Identity
Indigenous Evaluation Paradigms
Indigenous Theories, Ethics, & Protocols
Indigenous Influences to Evaluation

BREAK

Part II: What do Evaluators Need to Understand about Indigenous Context?

Contextual Components of Indigenous Evaluation
Ecology of Evaluation: A Sacred Tree Analogy
Introduction - Culturally Responsive Indigenous Evaluation (CRIE) Model

LUNCH

Part III: How Should IE Be Done?

Wrap up/conclude Part II then begin Part III
CRIE Model: Connecting Content, Context, & Evaluation Design
Ecology of Evaluation: Utilizing the Sacred Tree Analogy to Guide the Organizational Stages & Types of Evaluation for CRIE
Case Studies & Group Work to Deepen the Practical Applications of CRIE

BREAK

Pre-Conference Schedule of Events

Tuesday, September 26, 2017

Palmer House Hotel: Chicago

*Continue & Wrap Up - **Part III: How Should IE Be Done?**
Closing Talking Circle: Discussion, Reflection, & Give
Aways AEA Workshop Evaluation & Adjourn*

Foundations of Culturally Responsive Evaluation

Location: Hancock Parlor

9:00am – 5:00pm

Presenters:

Rodney Hopson, Ph.D. (George Mason University)

Karen Kirkhart, Ph.D. (Professor, Syracuse University)

CE Credits: 8 credits

Level: Beginner-Intermediate

Description:

This workshop addressed theoretical foundations of Culturally Responsive Evaluation (CRE) and the strategies that operationalize it in evaluation practice. This workshop aimed to prepare participants to consider methods that are culturally congruent with their contexts of practice, noting potential strengths and limitations of each.

Workshop Agenda

8:30 Welcome and Introductions

9:00 A brief history of culture in the evaluation profession

9:15 Culturally Responsive Evaluation (CRE) within the context of this history: A theory emerges

9:30 From theory to strategies for CRE practice. I. Cultural locations of evaluators and contexts

10:00 Break

10:15 From theory to strategies for CRE practice. II. Culturally congruent methods.

12:00 Lunch

1:00 From theory to strategies for CRE practice. III. Giving back to community.

2:30 Break

2:45 Validity, equity and meta-evaluation

3:30 Reflections on the day

4:00 Workshop concludes

HALF DAY WORKSHOPS

Culturally Relevant Evaluation Meets Quantitative Research Methodology: What is the Outcome?

Location: Spire Parlor

8:00am – 12:30pm

Presenter:

Toks Fashola, Ph.D. (American University)

CE Credits: 4 credits

Level: Intermediate

Description:

This workshop addresses the importance of including both qualitative and quantitative research in culturally relevant approaches to social and restorative justice research.

Workshop Agenda:

8:00 Introduction and Icebreakers

8:30 Overview of the workshop and statement of the problem

8:45 Address the state of affairs in selected cities

9:00 Identification of the problem statement

10:00 Quantitative Attributes of the problem statement

10:15 Qualitative Attributes of the problem statement

11:15 Qualitative approaches to addressing the problem statement

12:15 Quantitative approaches to addressing the problem statement

12:30 Final research proposal

Pre-Conference Schedule of Events
Tuesday, September 26, 2017
Palmer House Hotel: Chicago

Translating Contemporary Culturally Responsiveness for Actionable Evaluation Practices for and with Latinx Communities

Location: Millennium Parlor

8:00am – 12:30pm

Presenters:

Lisa Aponte-Soto, Ph.D. (Associate Director of Community Engaged Research, University of Illinois at Chicago Mile Square Health Center (MSHC))

Leah C. Neubauer, Ph.D. (Assistant Professor of Preventive Medicine, Feinberg School of Medicine, Northwestern University)

CE Credits: 4 credits

Level: Beginner

Description:

This workshop will focus on translating contemporary culturally responsiveness for actionable evaluation practices for and with Latinx communities. Enacting culturally responsive evaluation (CRE) within diverse multinational, racial, and ethnic Latinx communities demands highly skilled evaluators who can employ evaluation approaches which align and support diverse perspectives in all evaluation phases. The session will begin with a brief history of social justice oriented evaluation theories, CRE, and Latino Critical Race Theory (LatCrit). This paradigmatic framing will provide a foundation to discuss the nine-step CRE process in action with Latinx communities. Facilitators will highlight synthesized literature and draw on their own indigenous praxis-oriented perspectives. Participants should come prepared to 'dig deep' and share their experiences with Latinx-focused evaluation planning and practice.

Workshop Agenda:

8:00 *Welcome and Introductions*

8:20 *What We Mean When We Say Latinx, Latino, Latina*

8:40 *Evaluation Theory and Social Justice*

9:00 *Culturally Responsive Evaluation (CRE): An Introduction*

10:00 *Break*

10:15 *CRE and the Role of Self*

10:45 *CRE Steps 1-3 in Practice: Case Study 1*

11:15 *CRE Steps 4-6 in Practice: Case Study 2*

11:45 *CRE Steps 7-9 in Practice: Case Study 3*

12:15 *CRE in Your Practice: What's Next?*

12:30 *Workshop Concludes*

Transformative Mixed Methods Designs in Evaluation for Social Justice

Location: Spire Parlor

1:00pm - 5:00pm

Presenters: **Donna Mertens**, Ph.D. (Professor Emeritus, Gallaudet University)

CE Credits: 4 credits

Level: Intermediate

Description:

Developments in the use of mixed methods have extended beyond the practice of combining surveys and focus groups. The sophistication of transformative mixed methods designs in evaluation will be explained and demonstrated through illustrative examples taken from diverse sectors and geographical regions. Transformative mixed methods designs will include major types of evaluation: effectiveness of interventions, instrument development, policy evaluation, and systematic reviews. Participants will have the opportunity to create transformative mixed methods designs using evaluation vignettes for each type of evaluation.

Pre-Conference Schedule of Events
Tuesday, September 26, 2017
Palmer House Hotel: Chicago

Workshop Agenda:

The workshop will be divided into 5 sections.

First, the basic vocabulary of mixed methods design will be explained and transformative mixed methods design will be put into the context of evaluation work.

Second, transformative mixed methods designs will be explained and demonstrated for the purpose of determining an intervention's effectiveness. The participants will be given an evaluation vignette and asked to develop a mixed methods design.

Third, this process will be repeated for the purpose of using transformative mixed methods designs for instrument development.

Fourth, this process will be repeated for the purpose of policy evaluation.

Finally, this process will be repeated for the purpose of systematic reviews.

Utilization of a Racial Equity Lens to Help Guide Strategic Engagement and Evaluation

Location: Millennium Parlor

1:00pm - 5:00pm

Presenters:

Paul Elam, Ph.D. (Public Policy Associates, Inc.)

Willard Walker (Public Policy Associates, Inc.)

Christopher Dunbar, Ph.D. (Professor, University of Illinois)

LaShaune Johnson, Ph.D. (Assistant Professor, Creighton University)

CE Credits: 4 credits

Level: Beginner – Advanced

Description:

This workshop focuses on the practical use of a racial equity lens when conducting evaluation. The framework argues that culture and race are important considerations when conducting an evaluation because we believe that there are both critical and substantive nuances that are often missed, ignored, and/or misinterpreted when an evaluator is not aware of the culture of those being evaluated.

Work Shop Agenda:

Part I (1.5 Hours) – Introduction to the Racial Equity Lens Template
 Introductions and Session Learning Objectives
 Context for the Work
 Overview of Racial Equity Lens
 Small/Large Group Discussions
 Break
 Part II (2 Hours) – How to Conduct Evaluation Using a Racial Equity Lens
 Review Each Section of the Lens and Engage in Discussion
 Complete Racial Equity Lens Evaluation Assessment
 Hands on Activity
 Discuss Lessons Learned
 Provide Additional Resources

Overview of Conference Schedule
Wednesday, September 27, 2017
 Palmer House Hotel: Chicago

9:00am – 3:45pm

Check-in table

(open on 6th Floor)

1:00pm – 2:00pm

Opening Session in Monroe Room

(open on 6th Floor)

Indigenous/Native American Welcome Ceremony

Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery.

Welcome

James D. Anderson

Professor and Dean, College of Education, University of Illinois at Urbana-Champaign

Opening Remarks

Stafford Hood

Director, CREA

Sheila M. Miller Professor of Education

Professor of Curriculum & Instruction and Educational Psychology

College of Education, University of Illinois at Urbana-Champaign

2:15pm – 3:45pm

Concurrent Sessions: Symposia, Paper Panels, and Roundtables

5:00pm – 6:15pm

Opening Keynote Address and Welcome Reception

Empire Room (1st Floor) with Reception Following on Mezzanine Level at 6:15pm.

Introduction of Speaker Keynote

Sharon Nelson Barber, WestED

Keynote

Teresa LaFromboise, Ph.D.

Professor and Chair, Native American Studies, Stanford University

Title: *From the Ivory Tower to the Reservation: Translating an Evidence-Based Intervention for Native American Adolescent Well-Being into a Community Setting*

Discussant: Fiona Cram, Katoa Ltd., Aotearoa, New Zealand

Closing Comments

Stafford Hood

Director, CREA

University of Illinois at Urbana-Champaign

6:15pm – 8:00pm

Welcome Reception on Mezzanine Level

Overview of Conference Schedule
Thursday, September 28, 2017
 Palmer House Hotel: Chicago

8:00am – 5:30pm

Check-in table open on 6th floor

8:00-10:00am

Complimentary Coffee and Tea available

(4th Floor Atrium)

8:00am – 10:00am

Morning Plenary Session

Red Lacquer Room

(4th Floor)

Evaluation in the Context of Race, Class, and Social Justice

Featured Speakers:

Gloria Ladson-Billings, Ph.D.

Professor, Curriculum and Instruction, University of Wisconsin, Madison

Title: *I will know it when I see it: Challenges of Assessing and Evaluating Culturally Relevant Pedagogy*

Ernie House, Ph.D.

Professor Emeritus, University of Colorado, Boulder

Title: *Evaluation and the Framing of Race*

Chair: Melvin Hall, Professor of Educational Psychology, Northern Arizona University

Discussant: Rodney Hopson, Professor of Educational Psychology, Research Methods, Education Policy, George Mason University

10:15am – 11:45am

Concurrent Sessions: Symposia, Paper Panels, and Roundtables

12:15pm – 2:00pm

Luncheon and Edmund W. Gordon Distinguished Senior Lecture

Red Lacquer Room (4th Floor)

Senior Distinguished Lecturer

Guillermo Solano-Flores, Ph.D.

Professor, Education, Stanford University

Title: *Forms of Evidence that Also Matter:*

The Correspondence of Rigorous Methodology and Fair Assessment Practices in a Diverse Society

Chair: Peggy Carr, Acting Commissioner, National Center for Education Statistics, U.S. Department of Education

Discussant: Karen Kirkhart, Professor of Social Work, Syracuse University

2:15pm – 3:45pm

Concurrent Sessions: Symposia, Paper Panels, and Roundtables

4:00pm – 5:30pm

Concurrent Sessions: Symposia, Paper Panels, and Roundtables

6:00pm – 7:30pm

American Evaluation Association Race and Class Dialogue

Red Lacquer Room (4th Floor)

In person and Webcast

7:45pm – 9:00pm

Reception

Red Lacquer Room

Overview of Conference Schedule
Friday, September 29, 2017
 Palmer House Hotel: Chicago

8:30am – 12:15pm

Check-in table open on 6th floor

8:00-10:00am

Complimentary Coffee and Tea available

(Atrium on 6th Floor)

9:00am – 10:30am

Concurrent Sessions: Symposia, Paper Panels, and Roundtables

10:45am – 12:15pm

Concurrent Sessions: Symposia, Paper Panels, and Roundtables

12:30pm – 3:00pm

Luncheon and Closing Keynote Address

Introduction of Speaker

Stafford Hood

Director, CREA

University of Illinois at Urbana-Champaign

Keynote

Robin Miller, Ph.D.

Professor, Psychology, Michigan State University

Title: *Hiding in Plain Sight: On Culturally Responsive Evaluation and LGBTQ Communities of Color*

Discussant: Cirecie West-Olatunji, Xavier University of Louisiana

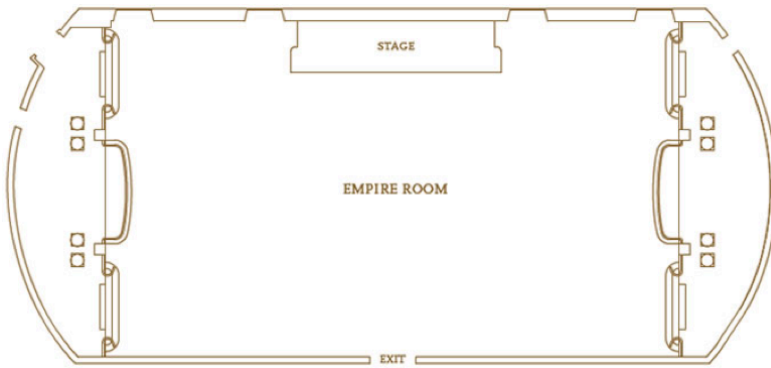
Closing Comments/Reflections

Stafford Hood, Director, CREA

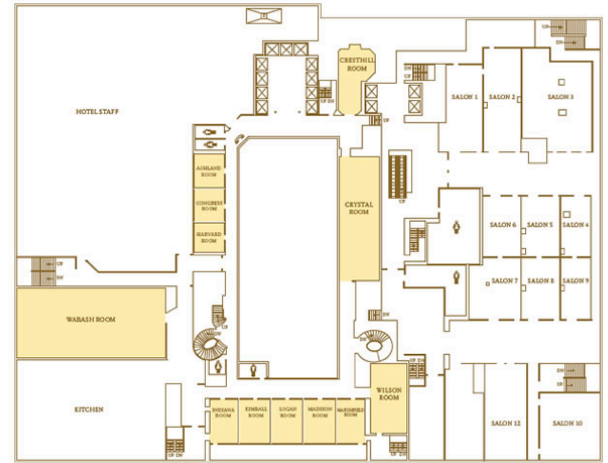
Indigenous/Native American Closing Ceremony

Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery.

Palmer House Hilton Meeting Room Floor Plan



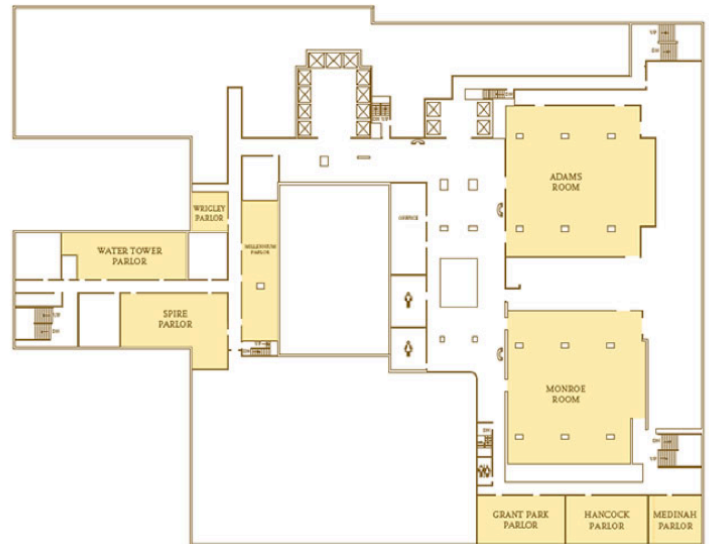
Lower Level Floor Plan



3rd Floor Plan



4th Floor Plan



6th Floor Plan

Featured Keynote and Plenary Speakers



Opening Keynote

Teresa LaFromboise, Ph.D.

Professor Graduate School of Education and Chair
Native American Studies at Stanford University

Teresa LaFromboise, PhD, is a professor of development and psychological science in the graduate school of education at Stanford University. She received her doctorate in counseling psychology from the University of Oklahoma. Her research is concerned with helping ethnic minority students survive acculturation pressure, cultural adjustment, discrimination, major life transitions and other stresses that are so typical — and so often neglected — in children and adolescents. As a counseling psychologist with clinical and teaching experience in a wide variety of university and American Indian reservation settings, LaFromboise is well-equipped to guide new professionals in school and community based counseling interventions. She is the developer of the American Indian Life Skills Development Curriculum of problem-based lessons aimed at increasing social emotional competence and reducing the risk of suicide among American Indian adolescents. Proven successful with high school students, this curriculum is being extended to younger students and evaluated in a multi-site effectiveness study. She is also investigating cultural, social, and psychological indicators of adolescent risk behavior. Her current research is focused on the impact of enculturation and acculturation stress on American Indian/Alaska Native (AIAN) adolescent mental health and well-being.



Featured Plenary Speaker

Gloria Ladson-Billings, Ph.D.

University of Wisconsin-Madison

Gloria Ladson-Billings is the Kellner Family Professor of Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin-Madison. A pedagogical theorist, her research examines socio-cultural issues in classrooms and teaching from a stance that recognizes the power of culture as a means for supporting the education of all children; she is also best known for coining the term culturally relevant pedagogy. Her work also examines the role of critical race theory in education. Ladson-Billings has won numerous awards for her work, of which includes the Romnes Faculty Fellowship, the Spencer Post-doctoral Fellowship, and the Palmer O. Johnson Outstanding Research Award. Additionally, she was awarded the Hildale Award, the highest faculty honor given to a professor at the University of Wisconsin for outstanding research, teaching, and service in 2007. Ladson-Billings served as the president of the American Educational Research Association (AERA) from 2005 to 2006. During the 2005 AERA annual meeting, Ladson-Billings delivered the presidential address,

“From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools.” Her address discussed how the terminology around the racial achievement gap unfairly constructs students from a deficit orientation; she suggested the term “education debt” which “holds us all accountable” for the historical, moral, socio-political, and economic factors that have disproportionately affected African-American, Latino, Asian, and other non-white students.



Featured Plenary Speaker

Ernest House, Ph.D.

Professor Emeritus, University of Colorado-Boulder

Dr. Ernest R. House is Professor Emeritus of the University of Colorado-Boulder who is recognized as internationally renowned evaluation scholar with a career that dates back to 1967. Prior to joining the faculty at the University of Colorado he had already established a stellar reputation in evaluation as a member of the faculty at the University of Illinois at Urbana-Champaign. Dr. House has authored an extensive list of journal articles, book chapters and 10 books with the most recent being *Evaluating: Values, Biases, and Practical Wisdom* (2015) and *Cherry Street Alley* (2015), a memoir. His many recognitions and awards include the Paul A. Lazarsfeld Evaluation Theory Award from the American Evaluation Association in 1990 and the Lasswell Prize from the *Policy Sciences* journal for best article in 1989. He was a fellow at the Center for Advanced Studies in the Behavioral Sciences at Stanford in 1999-2000.



Edmund W. Gordon Distinguished Senior Lecturer

Guillermo Solano-Flores, Ph.D.

Stanford University

Dr. Guillermo Solano-Flores is Professor of Education at the Stanford University Graduate School of Education. He specializes in educational assessment and the linguistic and cultural issues that are relevant to both international test comparisons and the testing of cultural and linguistic minorities. His research is based on the use of multidisciplinary approaches that use psychometrics, sociolinguistics, semiotics, and cognitive science in combination. He has conducted research on the development, translation, localization, and review of science and mathematics tests. He has been principal investigator in several National Science Foundation-funded projects that have examined the intersection of psychometrics, semiotics, and linguistics in testing. He is the author of the theory of test translation error, which addresses testing across cultures and languages. Also, he has investigated the use of generalizability theory—a psychometric theory of measurement error—in the testing of English language learners and indigenous populations.

He has advised Latin American countries on the development of national assessment systems. Also, he has been the advisor to countries in Latin America, Asia, Europe, Middle East, and Northern Africa on the adaptation and translation of performance tasks into multiple languages. Current research projects examine academic language and testing, formative assessment practices for culturally diverse science classrooms, and the design and use of illustrations in international test comparisons and in the testing of English language learners.



Closing Keynote

Robin Miller, Ph.D.

Chair, Ecological-Community Doctoral Program
Department of Psychology, Michigan State University

Dr. Robin Miller is a Professor of Psychology at Michigan State University. Her research focuses on contributing to the design and delivery of effective community-based HIV prevention services, with a particular emphasis on young Black sexual minority males. She is interested in identifying structural and community-level HIV prevention programs that are effective in reducing HIV-related risk behavior among high risk young men and in delineating the contextual conditions in AIDS-related organizational environments that contribute to sustainable HIV prevention activity. In researching what makes for an effective causal package of HIV prevention activity, Dr. Miller has a secondary aim of improving knowledge on evaluation theory and practice with regard to community-based programs.

CREA Conference 2017

Wednesday, September 27, 2017

1:00pm - 2:00pm
Monroe Room

Opening Session

Traditional Native American Welcome Ceremony

Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery.

Welcome

James D. Anderson
Professor and Dean
College of Education, University of Illinois at Urbana-Champaign

Opening Remarks

Stafford Hood
Director, CREA
Sheila M. Miller, Professor of Education
College of Education, University of Illinois at Urbana-Champaign

2:15pm - 3:45pm
Water Tower Parlor

Symposium

***Black College Pathways to STEM/STEAM:
Ain't That Funkin' Kinda Hard on You?***
Chair: **Kevin E. Favor**, Lincoln University

Symposium Presentations:

Boundary Spanner: An HBCU and Broadening STEM Participation
Monica B. Mitchell
MERAssociates

Improving our Next Generation of Researchers by Expanding and Nurturing the Pipeline at a Minority Serving Institute

Olatokunbo (Toks) Fashola
American University

Allocation of Resources Targeted for Upscaling HBCU Success

Angelique Tucker Blackmon
Innovative Learning Concepts, LLC

2:15pm - 3:45pm
Millennium Parlor

Paper Session

Evaluating Programs for Broadening Participation in STEM and a Military Perspective on Cultural Competence in Higher Education

Session Chair: **Henry Frierson**, University of Florida at Gainesville

Paper Presentations

Outcomes of Family Outreach in College Preparation Programs

Shaheen Rana, Meltem Alemdar, Diley Hernandez, Marion Usselman
Georgia Institute of Technology

Successes in Broadening STEM Participation in Higher Education: The Importance of Understanding the Louis Stokes Alliances for Minority Participation Program

Suzanne Blanc¹, LeRoy Jones II²
¹Creative Research & Evaluation LLC; ²Chicago State University

Military and Veteran Populations, Cultural Competency in Higher Education Evaluation

Michael Desmond, Leah Neubauer
Volunteers of America of Illinois

CREA Conference 2017

Wednesday, September 27, 2017

2:15pm - 3:45pm
Hancock Parlor

Paper Session

Interrogating Politics, Policies, and Assessments in Bilingual Education for Social Justice

Session Chair: **Drew Gitomer**, Rutgers Graduate School of Education

Paper Presentations

A Polite Device for a Stab in the Back": Evaluation Policies and Practices Under the U.S. Bilingual Education Act, 1968-1978

Jeanne Sinclair

Ontario Institute for Studies in Education

The Examination of Language and English Proficiency in Gifted Identification

Laura Swanlund, Cheryl Wolfel, Thomas Edgar

Palatine School District 15

2:15pm - 3:45pm
Spire Parlor

Paper Session

Lessons Learned from Conducting Culturally Responsive Indigenous Evaluations

Session Chair: **Joan LaFrance**, Mekinak Consulting

Paper Presentations

Designing a Framework for Education Evaluator Capabilities to Promote Culturally Responsive Evaluation in Aotearoa New Zealand

Lynda Pura-Watson

Education Review Office, New Zealand

Indigenous Evaluation: Facing Backwards to Walk into the Future

Fiona Cram¹, Nicky Bowman²

¹Katoa Ltd, New Zealand; ²Bowman Performance Consulting, LLC

Challenging Inequity in Education Outcomes Through External Evaluation: The New Zealand Case

Lynda Pura-Watson

Education Review Office, New Zealand

2:15pm - 3:45pm
Adams Room

Roundtables

Strategies for Engaging Social Justice Oriented Evaluations

Roundtable Discussions

Table 1:

Words Matter: How We Write Evaluations in Oppressive Ways & How to Stop

Tanya Erazo

CUNY Graduate Center / John Jay College of Criminal Justice, CUNY

Table 2:

Fostering Actionable Engagement and Evaluation Practices with a Latinx Cultural Lens

Maria Jimenez¹, Lisa Aponte-Soto², Grisel Robles Schrader³, Saul I. Maldonado⁴, Leah C. Neubauer³, Andrea Guajardo⁵, Art Hernandez⁵

¹MJ Consulting; ²University of Illinois at Chicago Mile Square Health Center (MSHC); ³Northwestern University; ⁴San Diego State University; ⁵University of Incarnate Word

Table 3:

Walking the Talk: Lessons in Building a Culturally-Responsive and Equity-Oriented Evaluation Practice

Sophia Lee, Cristina Magana, Jenine Spotnitz

Harder+Company Community Research

CREA Conference 2017
Wednesday, September 27, 2017

Table 4:

Engaging the Whole System in Evidence Gathering, Advocacy and Action

Kanthi Gopal Kovvali¹, Anuradha Rajan²

¹Institution Builders HR Solutions Private Limited, India;

²Darshana Collective

Table 5:

A Case Study of the Two-Generation Approach in a Native Hawaiian Community: Concurrently Advancing Family Economic Success and Early Childhood Education

Anna Lydia Ah Sam¹, C. Kanoelani Naone²

¹University of Hawaii; ²Institute for Native Pacific Education and Culture (INPEACE)

5:00pm - 6:00pm

Empire Room

Keynote Address and Welcome Reception

Introduction of Speaker

Sharon Nelson Barber, WestED

From the Ivory Tower to the Reservation: Translating an Evidence-Based Intervention for Native American Adolescent Well-Being into a Community Setting

Teresa LaFromboise, Ph.D.

Professor and Chair, Native American Studies,
Stanford University

Discussant: **Fiona Cram**, Katoa Ltd., Aotearoa,
New Zealand

6:15pm – 8:00pm

Mezzanine

Welcome Reception

CREA Conference 2017

Thursday, September 28, 2017

8:30am – 10:00am
Red Lacquer (4th Floor)

Complimentary Coffee and Tea available
Red Lacquer Room (4th Floor)

Morning Plenary Session

Evaluation in the Context of Race, Class, and Social Justice

I will know it when I see it: Challenges of Assessing and Evaluating Culturally Relevant Pedagogy

Gloria Ladson-Billings, Ph.D.

Professor, Curriculum and Instruction, University of Wisconsin, Madison

Evaluation and the Framing of Race

Ernie House, Ph.D.

Professor Emeritus, University of Colorado, Boulder

Chair: Melvin Hall, Professor of Educational Psychology, Northern Arizona University

Discussant: Rodney Hopson, Professor of Educational Psychology, Research Methods, Education Policy, George Mason University

10:15am - 11:45am
Spire Parlor

Paper Session

Advances and Challenges in Carrying out CRE Internationally: Focus on Africa and the Pacific

Session Chair: Katrina Bledsoe, Education Development Center, Waltham, MA

Paper Presentations

CRE in Developing African Countries: In Methodological Considerations

Katrina Bledsoe

Education Development Center

Systems Thinking and Cultural Responsiveness in Morocco: What Evidence "Counts" in Evaluating a Complex Stabilization Intervention

Jen Heeg

Independent Consultant

10:15am - 11:45am
Hancock Parlor

Paper Session

Evaluating Capacity Building Programs for Parents and Youth in Schools and Community Based Programs

Session Chair: Rodney Hopson, Professor of Educational Psychology, Research Methods, Education Policy, George Mason University

Paper Presentations

Parent Capacity-Building in the School Reform Context: Examining the Impact of a Community-Sponsored Parent Leadership Training Institute in the City of New Orleans

Rebecca T. Parrott

University of Illinois Urbana-Champaign

Promoting the Culture of Peace in Play for Peaces' Program Evaluation

Dian Mitrayani^{1,2} Sarah Gough²

¹University of Wisconsin Milwaukee; ²Play for Peace

Evaluation of a Cross-Age Peer Mentoring: An Intervention for at Risk Youth

Christopher St. Vil

University at Buffalo

CREA Conference 2017
Thursday, September 28, 2017

10:15am - 11:45am

Monroe Room

Symposium

National Science Foundation HBCU UP: Exploring Collaborations Between HBCUs and CREA Community

Chair: Dominica McBride, Become, Inc.

Panelists:

Melvin Hall, Professor of Educational Psychology, Northern Arizona University

Claudia Rankins, Program Director, Historically Black Colleges and Universities - Undergraduate Program (HBCU-UP), National Science Foundation

Monica Mitchell, MERAssociates, LLC

10:15am - 11:45am

Adams Room

Roundtables

Practicing Culturally Responsive Evaluations in Health Across Diverse Contexts and Settings

Roundtable Discussions

Table 1:

Building Culturally Competent Evaluation Capacity Across Diverse HIV Prevention and Care Organizations in Chicago: Reflections Across Two Years of Partnerships

Christian N. Adames^{1,2}, Mallory S. Edgar^{1,2}, George J. Greene^{1,2}, Amy K. Johnson^{3,4}, Gregory L. Phillips^{1,2}

¹Evaluation, Data Integration, and Technical Assistance Program, Institute for Sexual and Gender Minority Health and Wellbeing, Northwestern University; ²Department of Medical Social Sciences, Northwestern University Feinberg School of Medicine; ³Center for Gender, Sexuality, and HIV Prevention, Ann & Robert H. Lurie Children's Hospital of Chicago; ⁴AIDS Foundation of Chicago

Table 2:

Culturally Specific Services Evaluation of Ramsey County, MN TANF Employment Services

Larry L Timmerman

Ramsey County, MN

Table 3:

Acknowledging Intellectual Colonization and Deconstructing Pejorative Attitudes in Program Evaluation

Cirecie West-Olatunji¹, Chandra Story²

¹Xavier University of Louisiana; ²Middle Tennessee State University

10:15am - 11:45am

Water Tower Parlor

Symposium

Reclaiming Sovereignty of Learning Rooted in Indigenous Knowledge Constructs: The Development, Implementation and Validation of the Papakū Makawalu Competency Assessment

Chair(s): Roxane Kapuaimohalaikalani Stewart, Ka 'Umeke Kā'eo / Kama'aha Education Initiative, **David Sul**, Sul & Associates

Symposium Presentations

Reclaiming the Assessment of Learning Rooted in Indigenous Knowledge Constructs: The Development and Implementation of the Papakū Makawalu Competency Assessment

Roxane Kapuaimohalaikalani Stewart

Kama'aha Education Initiative

CREA Conference 2017

Thursday, September 28, 2017

Reclaiming the Validation of the Assessment of Learning Rooted in Indigenous Knowledge Constructs: Determining an Appropriate Psychometric Model for the Papakū Makawalu Competency Assessment

David Sul

Sul & Associates

10:15am - 11:45am

Millennium Parlor

Paper Session

Using Research Assessments and Practices for Understanding the Needs of Culturally Diverse Students

Session Chair: Pamela Frazier-Anderson, Frazier-Anderson Research & Evaluation, LLC (FARE)

Paper Presentations

District Implementation of Research-Based Transition Planning Practices: Engaging Culturally and Linguistically Diverse Students with Disabilities and Their Families

Gary Greene¹, June Gotheberg²

¹California State University, Long Beach; ²Western Michigan University, Kalamazoo

An Investigation of DIF Based on Immigration Status: The Case of the 2007 Grade 3 EQAO

Jeanne Sinclair, Clarissa Lau, Eunice Eunhee Jang

Ontario Institute for Studies in Education

Localized Item Response Theory: Evidence for Detecting Regional Differences in Item Functionality

Samantha Robinson

University of Arkansas

12:15pm - 2:00pm

Red Lacquer (4th Floor)

Edmund W. Gordon Senior Distinguished Lecture and Luncheon

Greetings and Introduction of Senior Distinguished Lecturer

Peggy Carr, Acting Commissioner, National Center for Education Statistics (NCES), U.S. Department of Education

Forms of Evidence that Also Matter: The Correspondence of Rigorous Methodology and Fair Assessment Practices in a Diverse Society

Guillermo Solano-Flores, Ph.D.

Professor, Graduate School of Education, Stanford University

Discussant: **Karen Kirkhart**, Professor of Social Work, Syracuse University

2:15pm - 3:45pm

Spire Parlor

Paper Sessions

Assessments in CRE: Exploring their Use in Educational Organization Settings

Session Chair: **Katrina Bledsoe**

Paper Presentations

Assessing with "CLASS": A Culturally Responsive Critique of an Observational Assessment Measuring Classroom Quality

Amber N. Mason, Kristy Girardeau

Georgia State University

Exploring Practices of Culturally Responsive Assessment in European Schools

Joe O'Hara¹, Martin Brown¹, Gerry McNamara¹, Denise Burns¹, Guri Nortvedt², Guri Skedsmo², Herbert Altrichter³, Magdalena Fellner³, Funda Nayir⁴, Oya Taneri⁴

¹Dublin City University, Ireland; ²University of Oslo, Norway; ³Johannes Kepler University, Linz, Ireland;

⁴Cankiri Karatekin University, Turkey

CREA Conference 2017
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Validating a Measure of Organizational Supports in Early Education Settings

Stacy B. Ehrlich¹, Debra M. Pacchiano², Amanda G. Stein², Maureen Wagner², Sangyoon Park¹, Elizabeth Frank¹

¹University of Chicago Consortium on School Research;

²Ounce of Prevention Fund

2:15pm - 3:45pm
Water Tower Parlor

Paper Session

Culturally Responsive Frameworks as a Vehicle for Meaningful Evaluation

Session Chair: Jennifer Greene, University of Illinois at Urbana-Champaign

Paper Presentations

Evaluations that Matter: Reflections on Evaluations Guided by Culturally Responsive, Feminist, Critical Race, and Whiteness Theories

Angelina E Costagno, Melvin E Hall, Frances J Riemer
 Northern Arizona University

Testimonios as LatCrit Methodology: Latinas in Elected and Appointed Office

Andrea Guajardo
 University of the Incarnate Word

Hip Hop Culture and Its Theoretical Contributions to Culturally Responsive Evaluation

Jori Hall¹, Quincy Brewington¹, Jennifer Greene²

¹University of Georgia; ²University of Illinois at Urbana-Champaign

2:15pm - 3:45pm
Hancock Parlor

Paper Sessions

Developing CRE Health-Based Strategies, Interventions, and Guiding Principle

Session Chair: Leah Christina Neubauer, Northwestern University

Paper Presentations

Culture-Driven Strategies to Increase Colorectal Cancer Screening Rates in American Indian Tribal Communities

Michelle Ramirez Roth¹, Tinka Duran²

¹ACET, INC.; ²Great Plains Tribal Chairmen's Health Board

Latino Male-Focused Obesity Interventions

Lisa Sanchez-Johnsen¹, Lilita Bolanos¹, Leonilda Calderon², Amanda Dykema-Engblade³, Magdalena Nava², Chandra Hassan¹, Alfred Rademaker⁴

¹University of Illinois at Chicago; ²Puerto Rican Cultural Center; ³Northeastern Illinois University; ⁴Northwestern University

A Collaborative Approach to Developing, Implementing, and Evaluating Guiding Principles for an Adolescent Sexual and Reproductive Health Initiative in Omaha, Nebraska

Christine Clements Stein¹, Jules Black¹, Erika Lehmann¹, Nora Murphy²

¹Smith and Lehmann Consulting; ²TerraLuna Collaborative

CREA Conference 2017
Thursday, September 28, 2017

2:15pm - 3:45pm
Adams Room

Roundtables

Exemplary Uses of Culturally Responsive Evaluation in Indigenous Communities

Roundtable Discussions

Table 1:

Evaluating the Impact of Stakeholder-Academic Resources Panels in Promoting Culturally Responsive Research

Grisel Marie Robles-Schrader, Josefina Serrato, Michael Fagen

Northwestern University

Table 2:

Evidence that Matters: The Why's and How's of Developing a Native Hawaiian Evaluation Framework

Katherine Tibbetts^{1,2}, Palama Lee^{1,2}, Pualani Burgess²

¹Lili'uokalani Trust; ²CREA Hawai'i

Table 3:

What Might Culturally Responsive Evaluation in the Republic of the Marshall Islands Look Like?

Ben Cronkright, Phillip Herman, Sheila Arens

McREL International

2:15pm - 3:45pm
Millennium Parlor

Paper Session

Processes, Tools, and Strategies for Supporting Black Males Identity, Experiences, and Success

Session Chair: **Kevin Favor**, Lincoln University

Paper Presentations

Developing Deeper: Pushing Organizations Towards Dignity-based Evaluation for Racial Justice

Monique Liston

University of Wisconsin - Milwaukee

Socializing Black Men in the Academy: Strategies for Supporting and Graduating Black Male Doctoral Students

Jesse Ford, Tamara Bertrand Jones, Jenay Sermon

Florida State University

African American Student Football Players Educational Career Path Tool

Sanethia V Thomas, Juan E Gilbert

University of Florida

2:15pm - 3:45pm
Monroe Room

Paper Session

Tools, Practices, and Policies Leading Toward Credible and Legitimate Outcomes

Session Chair: **Karen Kirkhart**, Syracuse University

Paper Presentations

Embracing Culturally Responsiveness as an Organizational Value and Practice

Seth Klukoff, Robert Roach

Equal Measure

Giving Voice and Making Evaluation More Accessible: The Hidden Benefits of a Theory of Change Approach

Tom Fisher

Coventry University's Centre for Trust, Peace and Social Relations, United Kingdom

Boundary-Spanning Evidence: Engaging Credibility as a Critical Complement to the Legitimacy Evaluative Criterion

Hazel L Symonette

University of Wisconsin

CREA Conference 2017

Thursday, September 28, 2017

4:00pm - 5:30pm
Spire Parlor

Paper Session

Studies on Race, Culture, and Assessment in the US and Abroad

Session Chair: **Christopher Dunbar**, University of Illinois at Urbana-Champaign

Paper Presentations

How the Global Engagement Model (GEM) for Study Abroad in Graduate Education Develops Culturally Competent Leaders for Social Justice

Laurie Stevahn, Nina Valerio
Seattle University

Effectively Implementing Standards-Based Reform

Hannah Lois Marie Gbenro
Tacoma Public Schools

4:00pm - 5:30pm
Water Tower Parlor

Symposium

The Role of Evaluation at the National Science Foundation (NSF): Perspectives, Status and Funding Opportunities

Chair: **Monica B. Mitchell**, MERAssociates, LLC

Symposium Presentations

Perspectives on the Role of Evaluation in Programs at the National Science Foundation

Karen D. King, Program Director, Division of Research on Learning in Formal and Informal Settings (DRL), Directorate for Education and Human Resources (EHR), National Science Foundation

Evaluation and NSF Programs Focused on Broadening STEM Participation

Frances Carter-Johnson, Data Scientist, Division of Human Resources, Directorate for Education and Human Resources (EHR), National Science Foundation

Foreground Evaluation at NSF: Shared Accountability around Broadening Participation

Cynthia C. Phillips, Evaluator, Evaluation and Assessment Capacity, Office of Integrative Activities, National Science Foundation

Foregrounding Evaluation at NSF: Funding Opportunities in Evaluation and Assessment

Sarah-Kathryn McDonald, Program Director, Division of Research on Learning in Formal and Informal Settings (DRL), Directorate for Education and Human Resources (EHR), National Science Foundation

4:00pm - 5:30pm
Millennium Parlor

Paper Session

Using Out-of-the-Box Techniques to Enhance Cultural Responsiveness in the Assessment of Student Performance

Session Chair: **Toks Fashola**, American University

Paper Presentations

Using Dashboards of Direct and Indirect SLOs Measures to Provide Culturally-Responsive Evaluation and to Inform Programmatic and Curricular Change

Chris Boosalis¹, Oddmund Myhre², Caroline Turner¹
¹Sacramento State; ²CSU Stanislaus

Neuropsychological Assessment and Stereotype Threat

Betsy Jane Basch^{1,2}, Kelly Michelle Lee^{1,2}

¹The Division of Disability Resources and Educational Services (DRES); ²University of Illinois at Urbana-Champaign

Adding Rule-Induction Data Mining to the Methodological Toolbox of Culturally Responsive Evaluation and Research: Insights and Suggestions from Re-Analyzing a Study on Factors Affecting Black Student Achievement

Emi Iwatani
University of Pittsburgh

CREA Conference 2017
Thursday, September 28, 2017

6:00pm - 7:30pm

Red Lacquer (4th Floor)

*Race and Class Dialogue and Webcast:
 American Evaluation Association*

Panelists:

Joan LaFrance, Owner, Mekinak Consulting
Amanda Lewis, Professor of African-American Studies, University of Illinois at Chicago.
Alden Loury, Director of Research and Evaluation, Metropolitan Planning Commission
Robin Lin Miller, Professor of Ecological-Community Psychology, Michigan State University
Susan Smith Richardson, Editor and Publisher, The Chicago Reporter
Susana Vasquez, Vice President of Strategic Partnerships, IFF

7:30pm - 9:00pm

Reception in Red Lacquer (4th Floor)

10:00pm

Graduate Student Social
Buddy Guy's Legend (700 S. Wabash Avenue)

CREA Conference 2017
Friday, September 29, 2017

9:00am - 10:30am

Crystal Room (3rd Floor)

Symposium

(Young) People Power: Learning from the Expertise & Experiences of Youth in Evaluation

Chair: **Annalee Good**, Wisconsin Center for Education Research

Symposium Presentations

When You(th) Lead: Benefits of and Insights from Youth-led Evaluation in Wisconsin

Aspen Foy¹, **Journey Henderson¹**, **Sira Sangarie¹**, **Sati Xiong¹**, **Alexus Mc Clain¹**, **Zach Watson¹**, **Larry Brown Jr¹**, **Gwen Baxley²**

¹Goodman Community Center Youth Evaluation Team;

²Wisconsin Center for Education Research

Listening to YOUTH Voices: Lessons Learned and Tips from Youth-led Evaluators in Metropolitan Detroit

Katie Richards-Schuster¹, **Analisa Alvarez²**, **Rosana Alvarez²**, **Zainab Bhindarwala²**, **Abhijay Kumar²**, **Jordan Scrimger²**, **Meaghan Wheat²**, **Nada Alhamdi²**, **Asraa Ali²**, **Jackelyn Rodriguez²**

¹University of Michigan; ²Metropolitan Youth Policy Fellows

Youth Empowerment Storytellers: Youth Led Evaluation for Social Change at the Chicago Freedom School

Naomi Milstein, **Cesar Hernandez**, **Ana Amaya**, **Jasmine Grace**, **Celia Soto**
 Chicago Freedom Schools

9:00am - 10:30am

Millennium Parlor

Paper Session

Continual Considerations of the Relevance of Culture in Assessment within the Context of Social Justice

Session Chair: **Pamela Frazier-Anderson**, Frazier-Anderson Research & Evaluation, LLC (FARE)

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Paper Presentations

Integrating Culturally Relevant and Technology Rich Instruction into an Assessment Course in Special Education

Saili S. Kulkarni

California State University Dominguez Hills

Towards a More Socially Just Assessment: Could Dynamic Assessment be the Answer?

Maaly Younis, Molly M. Jameson

University of Northern Colorado

Racism in High-Stakes Educational Testing: An Elucidation of the Major Concerns

Emi Iwatani, Paul Scott

University of Pittsburgh

9:00am - 10:30am

Adams Room

Roundtables

Instrumentation Fostering Equity and Cultural Responsiveness in Measurement: Tales from the Assessment Development Trenches

Roundtable Discussions

Table 1:

Setting Sacred Space: Assessments for Learning from a Cultural Context

Dawn Kau'ilani Sang¹, Cheryl Ka'uhane Lupenui²

¹State of Hawai'i, Department of Education; ²The Leader Project

Table 2:

Tool to Assess Opportunities to Augment Health Literacy and Culturally Responsive Components of Research Design

Grisel Marie Robles-Schrader, Ashley Sipocz,

Evelyn Cordero, Gina Curry

Northwestern University

Table 3: *Instrumentation for Equity: The Development of a Culturally Responsive Assessment Checklist*

Dominica McBride¹, Roxana Hadad², Mila Kachovska¹

¹Become: Center for Community Engagement and Social Change; ²Northeastern Illinois University

Table 4: *Cultural Responsiveness in Qualitative Data Collection*

Natalie Rose, Robert Roach

Equal Measure

Table 5: *A Measure to Evaluate Students' Efficacy for Social-Emotional Skills and the Social-Emotional Teaching Efficacy of Parents and Teachers*

Sharon Stevens, Colin Harbke

Western Illinois University

9:00am - 10:30am

Spire Parlor

Paper Session

Moving Toward Social Justice Oriented Evaluations and Assessment

Session Chair: Denise Ward Hood, University of Illinois at Urbana-Champaign

Paper Presentations

Equity and Assessment: Moving Towards Culturally Responsive and Student-Centered Assessment

Erick Montenegro^{1,2}, Natasha Jankowski^{1,2}

¹University of Illinois at Urbana-Champaign; ²National Institute for Learning Outcomes Assessment (NILOA)

CREA Conference 2017
Friday, September 29, 2017

Youth Researchers in Action: Reflections on Inquiry and Praxis

Venus Evans-Winters¹, Natasha McClendon²

¹Illinois State University; ²Georgia State University

9:00am - 10:30am

Water Tower Parlor

Paper Session

The Centrality of Communities in Evaluation to Define Program Success

Session Chair: Lisa Aponte-Soto, Ph.D., Associate Director of Community Engaged Research, University of Illinois at Chicago Mile Square Health Center (MSHC)

Paper Presentations

Who are We Accountable To? Using Facilitation to be Accountable to the Community and Move Towards Action—Even on a Small Budget

Rita Fierro

Fierro Consulting, LLC

Recognising and Harnessing Tacit Knowledge as a Key Factor in Community Development: A New Approach

Daniel Range

Coventry University, United Kingdom

Community Needs and Outcomes as Determinants of Culturally Relevant Evaluation and Assessment: A Native Hawaiian Community Case Study

Kay I Fukuda¹, Marina Piscolith²

¹University of Hawaii; ²Mapping Change

10:45am - 12:15pm

Water Tower Parlor

Paper Session

Culturally Responsive Approaches for Native Language Assessment

Session Chair: Katherine Tibbetts, Lili'uokalani Trust, CREA Hawai'i

Paper Presentations

KĀ'EO: A Story of Flexibility and Innovation in Native Language Assessments

Kerry S. Englert¹, Pohai Kūkea Shultz², Kalehua Krug³

¹Seneca Consulting; ²UH-Mānoa College of Education;

³Hawaii Department of Education

Culturally-Attentive Test Design: A Model for Understanding the Relationship Between Test Item Features and Student Performance on Large-scale Assessments

Sharon S. Nelson-Barber¹, Chun-Wei Huang¹, Elise Trumbull², Zanette Johnson³, Ursula Sexton⁴

¹WestED; ²Independent Researcher; ³Olinolino;

⁴San Ramon Unified SD

10:45am - 12:15pm

Hancock Parlor

Roundtables

Problematizing Issues in Higher Education and Non-Profits

Roundtable Discussions

Table 1:

Re-Affirming the Case for Affirmative Action on Campus in the 21st Century

Anthony B. Sullers Jr.

National Institute for Learning Outcomes Assessment, University of Illinois at Urbana-Champaign

CREA Conference 2017
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Table 2:

Defining Community Readiness: The Role of Community and Culture in Developing College and Career Readiness Skills in Native Hawaiian Students

Anna Lydia Ah Sam¹, Herb Lee, Jr.², Kapono Ciotti³

¹University of Hawaii; ²The Pacific American Foundation;

³Waialae School, Honolulu

Table 3:

Evaluation in the Nonprofit Industrial Complex: A Critical Analysis

Amy Elizabeth Hilgendorf

University of Wisconsin-Madison

10:45am - 12:15pm

Millennium Parlor

Paper Session

Intersecting Identities and Evaluation: Race x Gender

Session Chair: **Caroline Turner**, California State University

Paper Presentations

After School Matters - The Male Initiative

Jill Young, Melissa Mister

After School Matters

Black Women in Computing: Exploring the Social and Behavioral Structures at Play for Black Women in the Computing Sciences

Jakita Nicole Owensby Thomas¹, Jamika Burge², Ryoko Yamaguchi³, Quincy Brown⁴

¹Auburn University; ²Capital One; ³Plus Alpha Research Consulting; ⁴AAAS

10:45am - 12:15pm

Crystal Room (3rd Floor)

Special Symposium

In Celebration and Gratitude for She Who Sings the Truth—Celebrating Hazel Symonette's Contributions to the Theory and Practice of Evaluation

Bringing Heart, Mind and Soul Together: The Integral Evaluator Model in the Practice of Evaluation

Katrina Bledsoe

Education Development Center, Waltham, MA

In Celebration and Gratitude for She Who Sings the Truth

Jennifer C. Greene

University of Illinois at Urbana-Champaign

No Justice. No Peace. No Power. No Evaluation.

Rodney Hopson

George Mason University

Self-work: Toward Valid Understandings and Actions

Karen E. Kirkhart

Syracuse University

Stir it Up

Donna Mertens¹, Andrea Guajardo², Leah Neubauer³, Fiona Cram⁴, Nicky Bowman⁵

¹Gallaudet University; ²University of Incarnate Word;

³Northwestern University; ⁴Katoa Ltd., New Zealand;

⁵Bowman Performance Consulting, LLC

Resonance of a Chord Well Struck

Melvin Hall

Northern Arizona University

10:45am - 12:15pm

Spire Parlor

Paper Session

Utilizing Evaluation Frameworks to Inform Inclusion in Media, Virtual Spaces, and Mentoring Networks

Session Chair: **Monica B Mitchell**, MERAssociates LLC

Paper Presentations

The Adele Moment: Reclaiming the Task of Judgment in the Pursuit of Social Justice

Keith Miller

TerraLuna Collaborative

CREA Conference 2017
Friday, September 29, 2017

From Evidence to Action: Implementing a Cross-Institutional Junior Faculty Mentorship Program to Sustain a Network of Diverse Researchers and Evaluators

Tia Burroughs¹, Ruth E. Zambrana², Leah C. Neubauer³

¹University of Illinois at Chicago Mile Square Health Center (MSHC); ²University of Maryland, College Park;

³Northwestern University

Teachers' Active Engagement in Social Media: Measuring Cultural Relevance in Content Resources within Pinterest

Amanda Lyn Opperman, Sihua Hu, Kaitlin Tiplady Torphy, Margaret Rose Keech

Michigan State University

12:30pm - 2:30pm

Empire Room

Keynote Luncheon and Traditional Native American Closing Ceremony

Introduction of Speaker

Stafford Hood

Director, CREA

University of Illinois at Urbana-Champaign

Hiding in Plain Sight: On Culturally Responsive Evaluation and LGBTQ Communities of Color

Robin Miller, Ph.D.

Professor, Psychology, Michigan State University

Discussant: Cirecie A. West-Olatunji, Ph.D. Associate Professor/Director, XULA Center for Traumatic Stress Research Counseling Program (LIB 522), Division of Education and Counseling, Xavier University of Louisiana

Closing Comment and Reflections

Stafford Hood

Director, CREA

Indigenous and Native American Closing Ceremony

Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery.

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CREA

I COLLEGE OF EDUCATION AT ILLINOIS

Center for Culturally Responsive Evaluation and Assessment

College of Education

University of Illinois at Urbana-Champaign

<http://education.illinois.edu/crea>

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