

Center for Culturally Responsive Evaluation and Assessment Fifth International Conference

Palmer House Hilton, Chicago, Illinois


March 27-29, 2019

Pre-conference Workshops March 26

<https://crea.education.illinois.edu/home/conferences/fifth-international-conference>

**Intersectionality as Critical Inquiry, Method and Practice: Moving Beyond Nominal
Categories and False Dichotomies in Culturally Responsive Evaluation and Assessment**

CREA

The logo features four vertical bars of equal width in blue, yellow, orange, and green. The letters C, R, E, and A are positioned behind these bars, each matching the color of its respective bar. A horizontal grey bar with white text is superimposed over the middle of the letters.

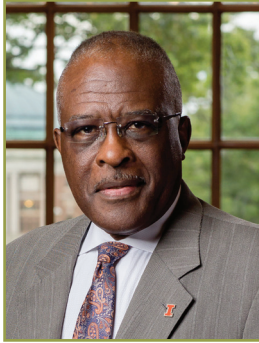
CREA

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

Welcome to the Fifth Annual CREA International Conference hosted by the University of Illinois at Urbana-Champaign. As one of the original land-grant universities, 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 Fifth International Conference, "Intersectionality as Critical Inquiry, Method and Practice: Moving Beyond Nominal Categories and False Dichotomies in Culturally Responsive Evaluation and Assessment", addresses one of the pressing challenges of helping our societies address inequity and marginalization. How do we develop more comprehensive strategies and systemic approaches to meet the needs of those in our society who must live in the intersection of multiple sources of inequality and unequal access? This is no simple challenge and it requires solutions that can match the complexity of the human condition.

The conversations, discussions and debates that you have this week will catalyze new and deeper understanding of how we can all have a more positive influence on the lives of our students and help us to build a stronger and more sustainable future for all of higher education.

On behalf of the University of Illinois at Urbana-Champaign, it is my pleasure to welcome all of you to this fifth year of the International CREA Conference. I wish you a productive and successful conference.

Sincerely,

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

Robert J. Jones
Chancellor

University of Illinois at Urbana-Champaign

I ILLINOIS
College of Education

Welcome from Dean Anderson

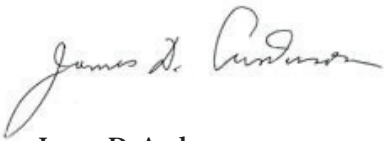
On behalf of the College of Education and the University of Illinois at Urbana-Champaign, I welcome you to the Fifth International Conference of the Center for Culturally Responsive Evaluation and Assessment (CREA). This year's theme, "Intersectionality as Critical Inquiry, Method and Practice: Moving Beyond Nominal Categories and False Dichotomies in Culturally Responsive Evaluation and Assessment", 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 also 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

I ILLINOIS
College of Education

Shaping the future since 1867

A 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. The 2017 year marked 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". 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

master's 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
(Curriculum & Instruction) and Director
Rodney Hopson, Professor, Educational Psychology,
Associate Director, Senior Fellow
Jennifer Greene, Professor Emeritus
Katherine Ryan, Professor Emeritus
Thomas Schwandt, Professor Emeritus
William Trent, Professor, Education Policy, Organizational &
Leadership
Eboni Zamani-Gallaher, Professor, Education Policy,
Organizational & Leadership

University of Illinois Affiliates

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

Affiliated Faculty (Other Institutions)

Tamara Bertrand-Jones, Florida State University
Katrina Bledsoe, Education Development Center, Inc. EDC
Nicole R. Bowman-Farrell, Bowman Consulting,
Mohican/Munsee
Fiona Cram, Katoa Ltd., Maori, Ngati Kahungunu Evaluator,
Auckland, NZ
Olatokunbo (Toks) S. Fashola, American University
Caroline Turner, California State University-Sacramento
Kevin Favor, Lincoln University (PA)
Pamela Frazier-Anderson, Frazier-Anderson Research and
Evaluation
Henry Frierson, University of Florida at Gainesville
Juan Gilbert, University of Florida at Gainesville
Drew Gitomer, Rutgers University
Leslie Goodyear, Education Development Center, Waltham, MA
Melvin Hall, Northern Arizona University
Karen Kirkhart, Syracuse University
Michelle Knight, Teachers College, Columbia University
Joan LaFrance, Mekinak Consulting, Turtle Mountain Chippewa;
Seattle, WA
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, President, MERAssociates
Sharon Nelson-Barber, WestEd
Joe O'Hara, Dublin City University, Dublin, Ireland
Katherine Tibbetts, Queen Liliuokalani Trust (Honolulu Hawaii)
Nan Wehipeihana, Kinnect Group, Wellington, NZ

Distinguished Elder

Edmund W. Gordon, Professor Emeritus Yale University &
Teachers College, Columbia University

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 (deceased)
Gordon Hoke, Professor Emeritus of Educational Psychology,
University of Illinois at Urbana-Champaign
Ernie House, Professor Emeritus School of Education, University
of Colorado Boulder

Conference Planning Committee

Melvin Hall, Northern Arizona University
Stafford Hood, University of Illinois Urbana-Champaign
Rodney Hopson, University of Illinois Urbana-Champaign
Karen Kirkhart, Syracuse University

Welcome from Stafford Hood, Director & Rodney Hopson, Associate Director



Stafford Hood



Rodney Hopson

Dear CREA Family, Friends, and Colleagues:

Welcome to Chicago, IL and particularly our 5th International Culturally Responsive Evaluation and Assessment conference: “Intersectionality as Critical Inquiry, Method and Practice: Moving Beyond Nominal Categories and False Dichotomies in Culturally Responsive Evaluation and Assessment!”

Much like the inaugural international conference in 2013, focused on *repositioning culture and cultural context in evaluation*, and all subsequent conferences (II – IV), this fifth international conference addresses ways to reposition the study of cultural responsiveness in assessment and evaluation within the context of “intersectionality as critical inquiry”. We direct this discourse towards the next generation of the field, while continuing our efforts in translating our practices and theories to action.

The 2019 conference promises to be no different in contributing to theories of practices in intersectionality in evaluation and assessment. From our opening keynote to the closing luncheon keynote, CREA V is jam-packed with pre-conference workshops, paper presentations, symposia, and roundtables that push our engagement as well as understanding the conference’s theme. We are fortunate to welcome an impressive lineup of international and renowned speakers, presenters, returning and newcomers to CREA, evaluation and assessment.

Continuing thanks to the College of Education for its generous support through Dean, James D. Anderson and unwavering support from national and regional sponsors such as the American Evaluation Association, WK Kellogg Foundation, Annie E. Casey Foundation, and Chicagoland Evaluation Association. CREA has and always will be the place where researchers, scholars and practitioners of evaluation and assessment can think outside the box of traditional orientations to ones more transformative, more equitable, more democratic, more critical, and more intersectional.

In contrast to narrow and false dichotomies and categories, this year’s conference recognizes the centrality of culture to evaluation and assessment and it illuminates the interdisciplinary landscape of a growing concentration of the field. No longer do we need to make a pitch for culturally responsiveness; it is fair to admit that the introduction of culturally responsive evaluation and assessment graces evaluation, assessment, and measurement professional associations, non-profit evaluator training opportunities, and classroom readings and bibliographies. Notably, it is also beginning to be seen in philanthropic and governmental RFPs and funded requests.

Still, the work is not done nor near completion. We have only just begun. Domestic and global tensions throughout our institutions exist and demand that we require intersectional as well as interdisciplinary lenses to address these tensions that pervade complex ecologies of evaluation and assessment. We expect another record number of attendees at this 5th International CREA conference and are excited about the opportunities to once again engage, listen to, and inform each other as a community while here in Chicago, so that we are more prepared to make a difference when we return home.

For now, welcome again and we hope you make this the best CREA ever!

All the best, SLH & RKH

I ILLINOIS
College of Education

Terry Denny, Ph.D. (June 6, 1930-November 1, 2018)

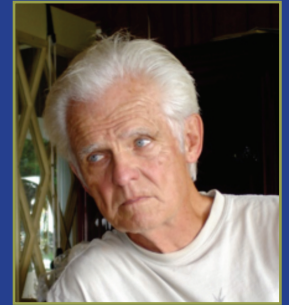
It is with deep sorrow but with gratitude that more than a few us in the CREA community and beyond mourn the death, while celebrating the life of our beloved mentor Dr. Terry Denny (Professor Emeritus Educational Psychology and Elementary and Early Childhood Education UIUC). TD was truly one of the significant patriarchs of what has now evolved as the CREA community since its early infancy in the late 1990's. He was our teacher and mentor in the evaluation world as well as beyond for 40 years. As noted in the Encyclopedia of Evaluation (Sandra Mathison, Editor 2005)

“He spent 20 years working with Robert Stake, J. Thomas Hastings and other notables [e.g. Gordon Hoke and Ernie House] in and near the Center for Instructional Research and Curriculum Evaluation (CIRCE) at the University of Illinois, Urbana-Champaign. Although he wrote about educational evaluation and taught courses in educational evaluation, he claims he never conducted an educational evaluation. He wrote stories and advocated storytelling as a necessary precursor to research and evaluation. His message to the evaluation community was a simple one: no story, no evaluation. He thought most educational evaluators did not sufficiently understand the enterprise or the cultural context and because of this, did not know what or how to evaluate properly.”

His obituary accurately captures our collective sentiment:

“Denny taught a generation of UIUC students, whom he passionately mentored with a care and concern so powerful that they attest to him changing their lives. He would continue to follow their professional careers and families while providing counsel without counseling. For them, he modeled such caring with an unwavering conviction in the fight for justice and social responsibility.”

His work and contribution lives on in the work we do.



Terry Denny

About CREA at Dublin City University



Brian MacCraith

Once again, on behalf of Dublin City University, I am delighted to have been given the opportunity to convey my support for the annual conference of the Centre for Culturally Responsive Evaluation and Assessment (CREA). The theme of this fifth conference in the series, “Intersectionality as Critical Inquiry, Method and Practice: Moving Beyond Nominal Categories and False Dichotomies in Culturally Responsive Evaluation and Assessment”, is one that has strong resonances for the DCU academic community. As a university, we are committed to re-imagining what we do and how we do it with a view to making our community one that is genuinely inclusive and welcoming for all. In previous years, I have mentioned the decision by DCU in 2016 to identify itself, and to pursue a formal designation, as a ‘University of Sanctuary’. The award of that designation is a public acknowledgement of our commitment to enhancing the life opportunities of those who have come to Ireland as immigrants, refugees and asylum seekers.

Our commitment to inclusion also underpins our decision to make DCU the world’s first autism-friendly University. The transformation of our educational community to one that supports and celebrates our students and staff who are on the autism spectrum has been a hugely positive experience. It has resulted in our adapting our University environment, raising awareness and acceptance, and building initiatives to make it as easy as possible for autistic community members to participate fully in all aspects of University life.

The creation of the University of Sanctuary and our commitment to creating an autism-friendly University has profoundly changed our community in positive ways and continues to challenge us to consider what we mean when we speak of the creation of a culture of welcome for all. We recognise that to do this we need to look beyond the confines of our own campuses and to work with likeminded institutions both nationally and internationally. 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 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.

As in previous years, it is my sincere hope that this conference will prove to be a stimulating and challenging one. I am delighted that colleagues from EQI’s Culturally Responsive Evaluation and Assessment group will represent DCU’s Institute of Education (IoE), and I particularly welcome the opportunity they will have to work with Prof Stafford Hood, an esteemed colleague and a DCU Adjunct Professor. 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 project ‘Aiding Culturally Responsive Assessment in Schools’ amongst others. It is my expectation that DCU attendees will return from the conference with a wide range of insights that can be shared with 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

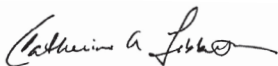
President and Professor, Dublin City University

CREA Hawaii Welcome

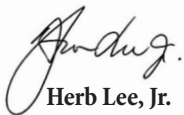
The members of CREA-Hawai'i (CREA-HI) are proud to be affiliated with CREA and to welcome you to the 5th CREA conference. CREA-HI was formed to convene evaluators who strive to advance culturally-responsive evaluation and assessment in Hawai'i, with priority to working with Native Hawaiian communities. To this end, we have committed to the use of cultural lenses that promote aloha-based evaluation approaches that serve our diverse community.

The 2018 conference theme on Intersectionality, speaks to the need to “avoid prioritizing the needs of some over the conditions of others.” In Hawai'i, we have a saying “Aloha aku, aloha mai” which calls upon us to recognize and respect the mana (spiritual energy) embedded in the land, in objects and forces, and in people. With this recognition of shared mana, what inevitably follows is the understanding of pilina (interconnectedness) and that when others thrive, our wellbeing is enhanced, when others fail to thrive, we are all diminished.

We look forward to engaging with you at the CREA conference and beyond to elevate and grow our shared mana and practice so we all may thrive. Aloha!



Katherine A. Tibbetts, PhD.
Director of Research & Evaluation
Lili 'uokalani Trust
1100 Alakea St., Suite 1100
Honolulu, HI 96813



Herb Lee, Jr.
Executive Director
Pacific American Foundation
45-285 Kaneohe Bay Drive, #102
Kaneohe, Hawai'i 96744



Katherine A. Tibbetts



Herb Lee, Jr.



CREA Acknowledgments and Sponsors

Legin by once again expressing our sincere gratitude to the College of Education at the University of Illinois at Urbana-Champaign for its financial, intellectual, and moral support since the establishment of CREA in 2011. Since that time a core group of faculty, administrators, and staff has provided consistent support for our collective vision for CREA as a researchers, scholars, and practitioners within the College of Education, across the United States (including Alaska and Hawaii), internationally (particularly Ireland and New Zealand), and Indigenous nations. It continues to be an honor to acknowledge Professor James D. Anderson as the 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 continues to build 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. I would also be remiss not to mention what it has meant for CREA and this conference for longstanding CREA family member, Rodney Hopson to join us as a Professor of Educational Psychology in COE and CREA's Senior Fellow and Associate Director. I have been able to breathe a little easier about preparations for the conference because of Rodney.

Our community continues to be fortunate for the sage counsel and multiple levels of support we 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. At the same it must be mentioned that more than a few of us are saddened with the recent loss of Dr. Terry Denny (Professor Emeritus of Educational Psychology and Early Childhood UIUC) our beloved friend, mentor, and seminal scholar of "storytelling" in evaluation who transitioned this life in Savoy Illinois November 1, 2018. I know that I will not be alone in dedicating my work for this conference to his memory as my first evaluation teacher and cornerstone of what has evolved into what we now call the CREA community.

Sponsors and Affiliated Groups

CREA conveys its sincere thanks to the National Science Foundation, American Evaluation Association, W.K. Kellogg Foundation and the Annie E. Casey Foundation for their significant contributions to the success of our fifth international conference. The funding from NSF for the "Enhancing Culturally Responsive Evaluation and Assessment Expertise at Selected HBCUs: a CASL-CREA Collaboration" preconference workshop and CREA's partnership with the Center for Advancement of STEM Leadership takes another significant step to substantively advance our commitment to, as well as, collaboration with HBCUs and other minority serving institutions. We look forward to continuing this collaboration with CASL, CREA family member Dr. Melvin Hall, and Dr. Orlando Taylor. The W.K. Kellogg Foundation (WKKF)

has once again provided support for a select group of first time attendees to our conference. However, this time the WKKF support makes it possible for a group of graduate and advanced undergraduate students from Minority Serving Institutions as well as underrepresented students from traditionally white institutions to be with us. Our thanks to Mr. Howard M. Walters (Planning, Evaluation, and Research Officer) for his vision to provide this opportunity that will nurture the CREA community of evaluators pipeline and beyond. Once again, we greatly appreciate the support from the Annie E. Casey Foundation with the assistance of Dr. Kantahyanee Murray (Senior Research Associate). We are also grateful for the support from our longstanding partner AEA. Our very special welcome to AEA Executive Director Anisha Lewis and President Dr. Tessie Tzavaras Catsambas as we look forward to working with both of them more in the future. Of course, we must also mention our CREA community neighbors, friends, and supporters, the Chicagoland Evaluation Association.

Fifth International Conference Team

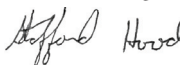
The most thanks goes to the CREA's Fifth International Conference Team. They have worked tirelessly through more tasks than I can mention or fully remember to make this conference happen. Their commitment, professionalism, and patience has been exemplary even when the challenges seemed to multiply sometimes daily. Tim Leyhe joined us this past summer as our first full-time Administrative Aide and has survived the intense baptism under fire in the preparation for this conference, two new federally funded evaluation projects, and of course the idiosyncrasies of CREA's director. Debbie Morgan has once again provided much needed institutional memory for Tim and the rest of us regarding conference preparation to relieve some of the inevitable panic. The CREA Graduate Research Assistants include Marlon Mitchell who is a long-time member of the CREA family with Ahu Yolac and Shawn Hampton joining us this summer with very little time to get up to speed but as expected performed exceptionally in all they were asked to do. Your commitment and efforts to this conference and our community is a testament to who we are as a family. Thank you all.

Fifth International Conference Planning Committee

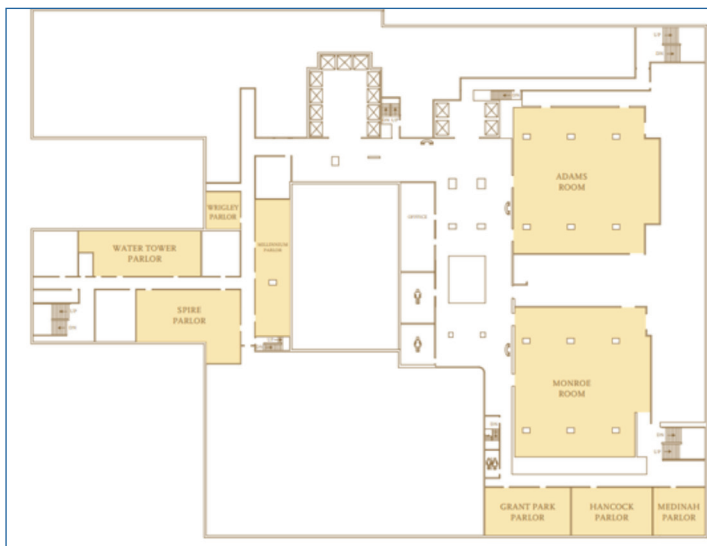
I would also like to thank the Fifth International Conference Planning Committee and Leadership Team for their thoughtful input, support, and standby readiness for the CREA call to duty.

Melvin Hall, Northern Arizona University
Rodney Hopson, University of Illinois at Urbana-Champaign
Karen Kirkhart, Syracuse University

With much gratitude,

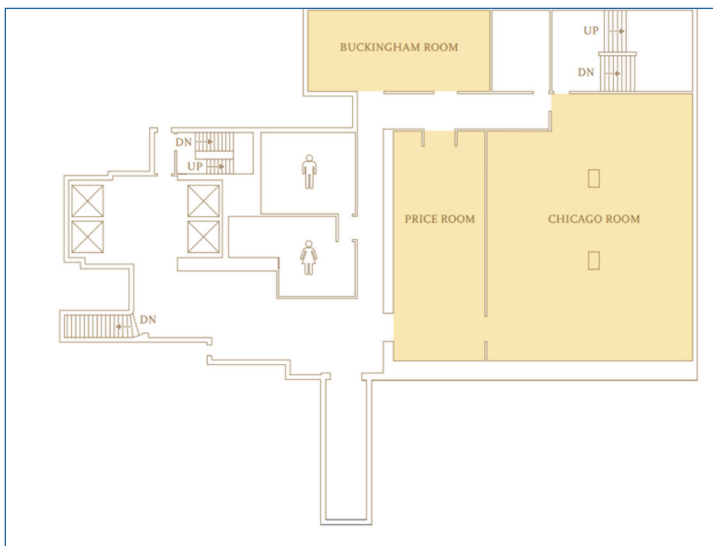

Stafford Hood
 Director, CREA

Palmer House Hilton-Chicago – Site Maps



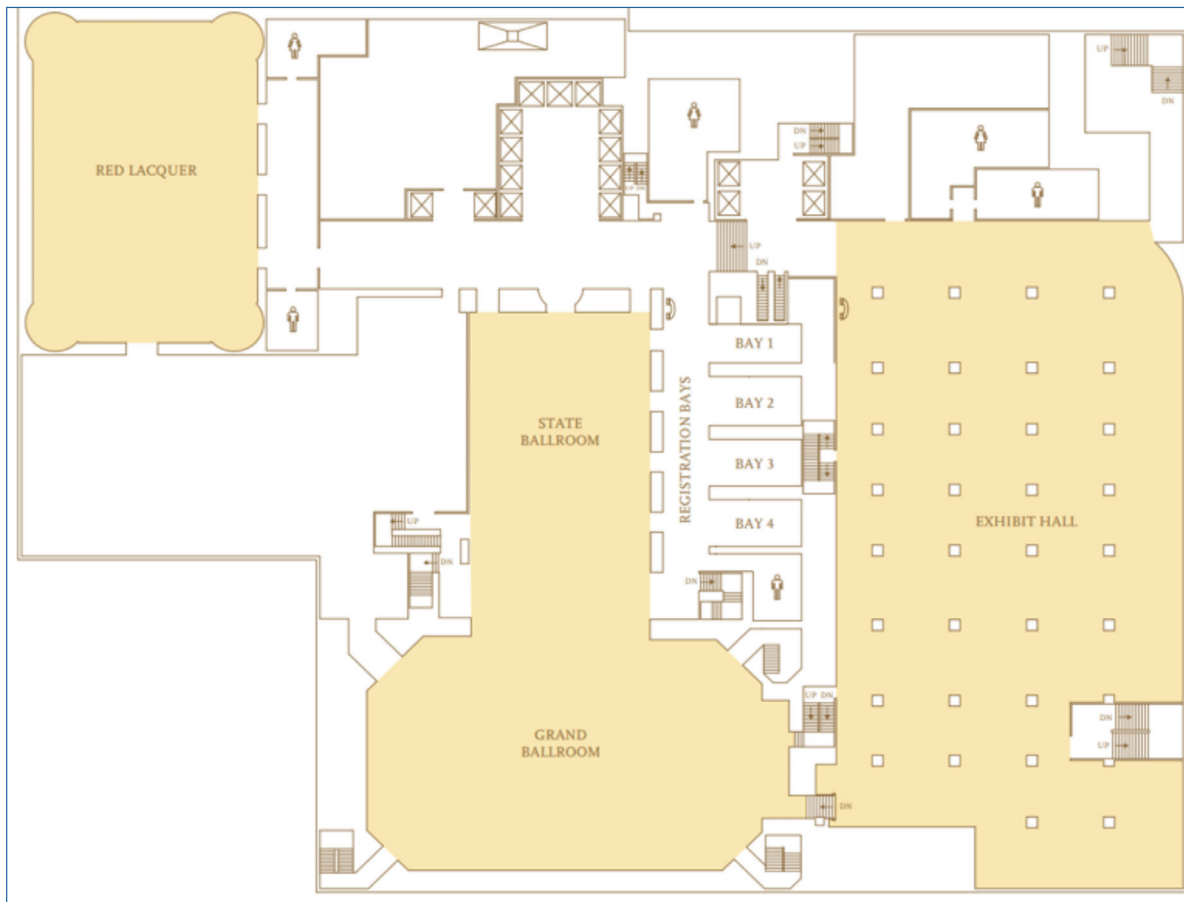
6th Floor Plan Rooms:

Monroe Room
 Adams Room
 Grant Park Parlor
 Medinah Parlor
 Millenium Parlor
 Spire Parlor
 Water Tower Parlor
 Wrigley Parlor



5th Floor Plan Rooms:

Buckingham Room



4th Floor Plan Rooms:

“Intersectionality as Critical Inquiry, Method and Practice: Moving Beyond Nominal Categories and False Dichotomies in Culturally Responsive Evaluation and Assessment”

Purpose

Escalating domestic and global tensions in social, political, and economic institutions require that we urgently expand how we conceptualize our work, to end under-representation of the issues facing People of Color. When we frame the issues and opportunities that define our work, understanding intersectionality is essential if we are to avoid prioritizing the needs of some over the conditions of others. Too often we ignore the cumulative effect on those at the intersection of multiple sources of inequity. Refining our lens to see these issues more clearly is of paramount importance to culturally responsive practice.

Themes

The CREA 2019 theme of *Intersectionality as Critical Inquiry, Method and Practice* will focus on the following areas as pertaining to program evaluation, measurement, and assessment:

- Problematizing arbitrary categories and false dichotomies
- Cultural responsiveness drawing upon multiple perspectives of meaning
- Reexamining professional practice to incorporate and promote intersectional understanding
- Policies and practices of influence and consequence in the quest for social justice
- Ethical challenges in maximizing justice with intersecting areas of inquiry
- Rejecting use of intersectionality to eclipse strategic examination of the component issues

CREA Fifth International Conference Presenters Biographies:



Rodney K. Hopson is Professor, Department of Educational Psychology, College of Education, University of Illinois – Urbana Champaign.

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. He served as President of the American Evaluation Association in 2012.

Dr. Hopson's research interests lie in social politics and policies, foundations of education, sociolinguistics, ethnography, and evaluation. His work 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 is currently Professor and Director of the Baccalaureate Program, School of Social Work, David B. Falk College of Sport and Human Dynamics, Syracuse University.

Dr. Kirkhart is also an affiliated faculty member of the Center for Culturally Responsive Evaluation and Assessment (CREA) at the University of Illinois, Urbana-Champaign.

She has been active in the evaluation profession for over thirty-five years. She holds a Ph.D. in Social Work and Psychology from The University of Michigan. Dr. Kirkhart served as President of the American Evaluation Association in 1994. Her leadership has been recognized with the Robert Ingle Award for Outstanding Service to the AEA. Dr. Kirkhart's scholarly contributions to multicultural validity, cultural competence in evaluation, and evaluation influence have been recognized by the AEA with the Paul F. Lazarsfeld Award for Outstanding Contribution to Evaluation Theory.



Paul Elam, Ph.D., Chief Strategy Officer, MPHI

He 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, Affiliated Consultant

He has extensive experience working with work-force 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.



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

She 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.



Dr. Mindelyn Anderson currently serves as the Program Director of the Masters of Science in Measurement and Evaluation at American University and is the founder of Mirror Group LLC.

Most recently, she completed a Leaders in Equitable Evaluation and Diversity (LEEAD) Fellowship at the Annie E. Casey Foundation. Her previous higher education appointments include Honors Faculty in Residence and Assistant Professor of Sociology and African American Studies at Northeastern University and Marilyn Yarbrough Fellow at Kenyon College. Dr. Anderson has also held fellowships at American Institutes for Research and Mathematica Policy Research.

For 15 years, Dr. Anderson has researched social inequality and stratification, race and migration, education and social mobility. She has conducted evaluations with community-based, regional, national and international non-profit, for-profit, and educational organizations. Her utilization-focused, participatory evaluation practice is informed by Culturally-Responsive Evaluation and values diversity, equity, and inclusion as integral components of high quality evaluation. Her scholarship has been supported by sponsors including the National Science Foundation and National Endowment for the Humanities.



Leah C. Neubauer, EdD, is Assistant Professor of Preventive Medicine in the Division of Public Health Practice in the Feinberg School of Medicine at Northwestern University

Her primary area of scholarship is focused on applications of critical theory to curriculum development in the health-related professions and sciences both domestically and globally. She conducts collaborative global research specifically focused on the development, implementation and evaluation of school-based sexual and reproductive health programs. She employs multidisciplinary, theory-driven approaches to instruction and evaluation capacity-building within varied organizational structures through critical examinations of power. She holds leadership roles in the evaluation and public health education professional communities serving as: co-chair of the American Evaluation Association (AEA) Local Affiliate Collaborative (LAC), Association of Schools and Programs of Public Health (ASPPH) Appointed Scholarship of Teaching and Learning Task Force, and an accreditation Site Visit Chair with the Council on Education for Public Health (CEPH).



Andrea Guerrero-Guajardo (Cherokee/Tejano), Ph.D., MPH, is currently Director Community Engagement and Social Accountability at the University of the Incarnate Word School of Osteopathic Medicine.

Her approach to community-based medical education is firmly entrenched in the principles of community organizing and participatory decision making with the goal of developing local capacity and improved wellbeing. Her community-based work is focused on social determinants of health and community responsive evaluation that addresses disparities caused by social, political, and economic inequities within historically oppressed and marginalized populations. Dr. Guerrero-Guajardo works collaboratively with stakeholders at the local, state, and national levels to develop prudent public health policy and promote population health. She is an experienced trainer in these topics and was recognized by the Obama White House for her expertise and contributions to best practices for coalition building and community collaboration. Her leadership roles within the American Evaluation Association (AEA) supported Multi-Ethnic Issues in Evaluation and Latino Responsive Evaluation Discourse, and she was selected to be a 2013 Minority Serving Institutions (MSI) fellow at AEA. Dr. Guerrero-Guajardo lives in San Antonio with her husband, Ben, and their four children.



Olatokunbo (Toks) S. Fashola, (Ph.D.) Research in Residence/ Research Professor at American University

She is also a consulting Principal Research Scientist and Vice President for Evaluation at Mathematics Education Research Associates (MERA). She has expertise in randomized field trials (RFTs) and Quasi Experimental Designs and has served as principal investigator, evaluator, and advisor for several programs and program evaluations across the country. Her current research interests include STEM among underrepresented students in grades K-16, Resiliency theory, Resiliency theory in specialized settings, bilingual education and language and literacy acquisition, opportunities to learn during the non-school hours, culturally relevant program evaluation, and educating African American Males. She is also interested in college attendance and dropout prevention programs that work, early childhood education, and wraparound programs. Dr. Fashola uses mixed methods to conduct her research, which includes policy analysis, program evaluation, and culturally relevant evaluation and assessment.



Katherine Tibbetts, Ph.D., Director of Evaluation for the Queen Lili'uokalani Trust

As the director, she is responsible for building evaluation culture and capacity. Prior to her current appointment she conducted educational program evaluation and research at Kamehameha Schools. Her role there included technical support to Kamehameha School's program staff and collaborators for program monitoring and evaluation, research related to the well-being of Native Hawaiians, and innovations in culturally responsive research and evaluation. She is also currently working with the Center for Culturally Responsive Evaluation and Assessment affiliate in Hawai'i and the articulation of a Hawaiian-culture-based evaluation framework as part of a larger group of evaluators who work in Native Hawaiian contexts. She has a PhD in Educational Psychology from the University of Hawai'i at Mānoa and has experience teaching evaluation- and research-related courses. Kathy is a founding member of the American Evaluation Association's Indigenous Peoples in Evaluation TIG and of the Hawaii-Pacific Evaluation Association (an AEA Affiliate), a former chair of the AEA Diversity Committee, and one of the authors of the AEA Public Statement on Cultural Competence in Evaluation. She also contributed to chapters on indigenous perspectives on assessment and evaluation in *Indigenous Educational Models for Contemporary Practice: In our Mother's Voice* and in *Na Lau Lama*. She led the team responsible for producing *Ka Huaka'i: 2014 Native Hawaiian Educational Assessment*. Most recently, she served as co-editor of the Indigenous Evaluation issue of *New Directions for Evaluation*. She also served as the AEA representative on the Joint Committee for Standards in Educational Program Evaluation from 2010 through 2018.



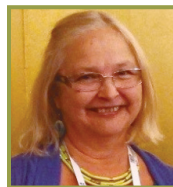
Fiona Cram, Ph.D., Katoa Ltd

Fiona (Ngāti Pāhauwera) is the mother of one son, and has a PhD from the University of Otago (Social and Developmental Psychology). She has over 20 years of Kaupapa Māori (by Māori, for Māori) research and evaluation experience with Māori and Iwi organizations and communities, as well as with government agencies, district health boards, and philanthropic organizations. A large portion of this work involves the use of mixed or multiple methods in the pursuit of decolonization, tribal sovereignty, and societal transformation. Her current evaluation work includes the evaluation of a service supporting young Māori mothers into sustainable education, and a 10-year longitudinal study of Māori and Pasifika student success. Fiona has recently completed and published papers on the findings from a longitudinal qualitative study of young Māori mothers (E Hine), and authored chapters in the 2015 *Oxford Handbook of Mixed and Multiple Methods Research*.



Joan LaFrance, EdD., Owner of Mekinak Consulting

Mekinak Consulting is an evaluation service in Seattle, Washington specializing in educational program evaluation, research, and management studies. She is a member of the Turtle Mountain Band of Chippewa. 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 she conducted the research and co-authored the book *Indigenous Evaluation Framework: Telling Our Story in Our Place and Time*. 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 science and mathematics programs. She was a founding member of the Indigenous Peoples in Evaluation AEA Topical Interest Group, and former Chair of the AEA Diversity Committee. She has taught research and evaluation methods in graduate programs and has experience in municipal budgeting, program development and management, and curriculum development. She has published several articles and chapters on Indigenous evaluation and, most recently, was a co-editor for the *New Directions in Evaluation* volume on Indigenous Evaluation. Joan received her doctorate Harvard University, and a Master of Public Administration from the University of Washington.



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

Gallaudet University is 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, environmental and economic justice. Mertens published *Mixed Methods Design in Evaluation* (2018) with Sage and *Program Evaluation Theory and Practice* (2nd ed.) (2019) 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.

Pre-Conference Schedule of Events

Tuesday March 26, 2019

Palmer House Hotel: Chicago

Foundations of Culturally Responsive Evaluation

Tuesday 9:00 am – 5:00 pm in Spire Parlor

Presenters:

Rodney Hopson, Ph.D., Professor University of Illinois Urbana-Champaign

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

Workshop Description: This workshop addresses theoretical foundations of Culturally Responsive Evaluation (CRE) and the strategies that operationalize it in evaluation practice. It is delivered as a conversation between presenters and among participants. Following opening introductions, we will set the context with a reflection on the relevance of diversity, equity and intersectionality in the current moment of our country and where the evaluation profession sits within that. Against this backdrop, we highlight the history of CRE's development and identify key theoretical elements.

The workshop then transitions from theory to practice in three segments. The first segment pairs analysis of evaluation contexts with reflections on one's own cultural location as an evaluator. This prepares us for the second segment, which considers methods that are culturally congruent with their contexts of practice, noting potential strengths and limitations of each. CRE values the return of benefit to the community, and the third segment examines both methods and issues in communicating findings. We pair examples from the literature with your own examples as participants to connect workshop content with your contexts, interests, and concerns. In closing the workshop, we will return to fundamental issues such as grounding CRE in social justice and how this location poses important meta-evaluation questions that connect to both ethics and validity.

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

Tuesday 9:00 am – 5:00 pm in Millenium Parlor

Presenters:

Paul Elam, Ph.D., Chief Strategy Officer, MPH

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

Mindelyn Anderson, Ph.D., Program Director, American University

Willard Walker, Public Policy Associates, Inc.

Workshop Description: The field of evaluation is being challenged to move from the traditional role of evaluation, and its perceived role of objectivity, to a process that considers who is being evaluated and who is conducting the evaluation. Over the past three years, Public Policy Associates, Inc. (PPA) has worked to develop useful frameworks, tools, and approaches that evaluators could consider to focus on the ways that race and culture might influence an evaluation process; this has resulted in the development of a framework for conducting evaluation using a racial equity lens.

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.

Pre-Conference Schedule of Events

Tuesday March 26, 2019

Palmer House Hotel: Chicago

Narrative and Collaborative Inquiry in Culturally Responsive Evaluation: Exploring Critical Methods in Practice

Tuesday 8:00 am – 12:00 Noon in Hancock Parlor

Presenters:

Leah C. Neubauer, EdD, MA, Assistant Professor,
Northwestern University

Andrea Guajardo, PhD, MPH, Director of Community
Engagement and Social Accountability, University of
the Incarnate Word

Workshop Description: This workshop will focus on critical methodologies and methods in culturally responsive evaluation. Participants will be introduced to the theoretical and methodological foundations of critical, narrative and collaborative inquiry and their applicability in culturally responsive evaluation. The co-presenters will facilitate a whole-person learning environment by engaging participants in a variety of activities designed to enhance their observational skills. Following the foundational primer and interactive activities, the session will focus on applying four critical methodologies and corresponding methods to culturally responsive evaluation case studies in community health and education: narrative inquiry, testimonio, co-operative inquiry, and collaborative inquiry. These case studies are situated in communities of color – representing underrepresented racial and ethnic minority groups in Chicago and San Antonio (USA). The applied, analytical activities illustrate how knowledge and lived experiences of the oppressed or marginalized are validated when they become part of the evaluation process while explicitly recognizing multiple forms of knowledge that exists in communities of color. Aligned with the conference theme of intersectionality, the activities call attention socially-stratified intersectional understanding, action-oriented praxis, and justice-focused-policy. Individual experiences shared during this process create an intervalidated collective consciousness that represents larger communities which occupy space at the margins of society and

challenge dominant methodologies that rationalize inequity, dominance and superiority. Strategies for creating space for critical methodologies as a means of pursuing social and racial justice will be addressed. Participants should come prepared to share their experiences, engage in dialogue, and contribute to individual and group learning, un-learning and skill-building.

Culturally Relevant Evaluation and Research from a Quantitative Perspective

Tuesday 8:00 am – 12:00 Noon in Dearborn 3

Presenter: **Toks Fashola, PhD.**, Professor, American University

Workshop Description: This workshop addresses the importance of culturally relevant evaluation and assessment tools specifically related to STEM. This workshop addresses the use of these tools in nurturing and expanding the pipeline of underrepresented minorities. It does this by exploring constructs, theories, and methods for evaluating STEM knowledge acquisition both inside and outside the classroom in K-16 settings.

Indigenous Evaluation Caucus

Tuesday 1:00 pm – 5:00 pm in Water Tower Parlor

Presenters:

Katherine Tibbetts, PhD., Lili'uokalani Trust

Fiona Cram, PhD., Katoa Ltd.

Joan LaFrance, EdD., Mekinak Consulting

Workshop Description: Evaluation in Indigenous contexts is gaining more visibility and broader recognition among Indigenous evaluators, other evaluators practicing in Indigenous communities, and—arguably most importantly—among key stakeholders in those communities. A key milestone for evaluation practitioners was the publication of the first issue of *New Directions in Evaluation* focused exclusively on Indigenous Evaluation.

Pre-Conference Schedule of Events

Tuesday March 26, 2019

Palmer House Hotel: Chicago

The co-editors of the Indigenous Evaluation volume will facilitate this session intended to strengthen and broaden our community of practice. Participants will engage in a modified Appreciative Inquiry process to describe the progress we've made in defining and advancing the practice and acceptance of indigenous evaluation, in crafting a shared vision for the future, and identifying steps that will help us achieve this vision.

The results of the session will be documented for all participants, used as input for updates to the CREA strategic plan, and may be submitted for publication.

Transformative Mixed Methods Designs in Evaluation for Social, Environmental and Economic Justice

Tuesday 1:00 pm - 5:00 pm in Hancock Parlor

Presenter:

Donna M Mertens, Professor Emeritus, Gallaudet University

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 culturally responsive examples taken from diverse sectors and geographical regions. Transformative mixed methods designs will include applications for determining the effectiveness of interventions and conducting policy evaluation. Participants will have the opportunity to create transformative mixed methods designs using evaluation vignettes for each type of evaluation. The workshop will be divided into 4 sections. First, the concepts of transformation; social, economic, and environmental justice, and intersectionality will be explored in the context of culturally responsive evaluations. Second, the basic vocabulary of mixed methods design will be explained and transformative mixed methods design will be put into the context of evaluation work. Third, 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. Fourth, this process will be repeated for the purpose of using transformative mixed methods designs for policy evaluation.

Keynote Speakers

Palmer House Hotel: Chicago

Keynote Speakers March 27 Evening Keynote

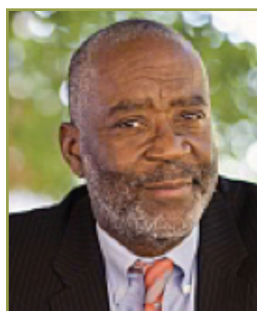


Eric J. Jolly, Ph.D.

President and CEO, Saint Paul & Minnesota Community Foundations

In his role as president and chief executive officer of The Saint Paul & Minnesota Community Foundations, Eric J. Jolly, Ph.D., continues his lifelong work to educate, elevate, and give voice to people in his communities. The Saint Paul & Minnesota Community Foundations match diverse charitable resources with community-led solutions. Jolly began leading The Foundations in August 2015 and is forging meaningful, lasting partnerships with nonprofit leaders and donors in the community to create a stronger, healthier and more equitable Minnesota. Before joining The Saint Paul & Minnesota Community Foundations, Jolly was president of the Science Museum of Minnesota for a decade. Jolly went to Saint Paul after serving as vice president and senior scientist at the Education Development Center in Massachusetts. Before that he worked as a professor and administrative leader in successive academic roles. Jolly serves on a number of local and national boards, including the Bush Foundation, Cornell Laboratory of Ornithology and Greater MSP. Jolly is a member of honor societies, including Sigma Xi, Phi Eta Sigma, Mortarboard and Golden Key. He is also a life member of the Society for Advancement of Chicanos and Native Americans in Science.

March 28 Morning Plenary



Walter Allen, Ph.D.

Allan Murray Cartter Professor in Higher Education, Distinguished Professor of Education, Sociology, and African American Studies at the University of California, Los Angeles

Dr. Allen is the Director of CHOICES, a longitudinal study of college attendance among African Americans and Latinos in California. He is co-investigator for “Educational Diversity in U.S. Law Schools,” a study of race, ethnicity, teaching and learning in legal education. Professor Allen’s research interests include higher education, race and ethnicity, family patterns and social inequality. He has served as an expert witness in affirmative action and higher education discrimination cases before the U.S. Supreme Court, and has testified on race, education, and inequality before the United Nations in Geneva and the U. S. House of Representatives. He was inducted as a member of the National Academy of Education in 2018. Professor Allen is a sought-after commentator in the media and has been interviewed by numerous outlets including The Oprah Winfrey Show, The MacNeil-Lehrer Report, 60 Minutes, the BBC, NBC Evening News with Tom Brokaw, GLOBO- Brazilian Television Network, Jet Magazine, Le Nouvel Observateur, The Chicago Tribune, Black Enterprise, The New York Times, The Wall Street Journal, The Chronicle of Higher Education, U.S. News and World Report.

Keynote Speakers

Palmer House Hotel: Chicago

March 28

Edmund W. Gordon Distinguished
Senior Lecture Luncheon



Margaret Beale Spencer, Ph.D.

Marshall Field IV Professor of Urban Education,
Department of Comparative Human Development,
University of Chicago.

Dr. Margaret Beale Spencer is the Marshall Field IV Professor of Urban Education and Chairperson in the Department of Comparative Human Development at the University of Chicago. Previously, she was the endowed Board of Overseers Professor and Director of the Interdisciplinary Studies of Human Development (ISHD) faculty member in the Graduate School of Education at the University of Pennsylvania. Additionally, she was Director of the University of Pennsylvania's Center for Health Achievement Neighborhood Growth and Ethnic Studies (CHANGES), and also guided as its inaugural director, the W. E. B. Du Bois Collective Research Institute. Professor Spencer's Phenomenological Variant of Ecological Systems Theory (P-VEST) provides an identity-focused cultural ecological perspective. It serves as the foundation for her gender, culture and context acknowledging, developmental race and ethnicity sensitive research emphasis. The conceptual framework addresses resiliency, identity, and competence formation processes for diverse humans—particularly youth—both in the United States and abroad.

March 29

Closing Keynote



Marizaida Sánchez Cesáreo, Ph.D.

Executive Director of Instituto Tercera Misión (IM3)
Carlos Albizu University Director, Division of Community
Services (DCS), Graduate School of Public Health,
University of Puerto Rico.

Sánchez Cesáreo holds a doctorate in Clinical-Community Psychology with a minor in Women Studies from DePaul University in Chicago, Illinois. Currently, Sánchez-Cesáreo is the Executive Director of Instituto Tercera Misión (IM3) at Carlos Albizu University and the Director of the Division of Community Services (DCS) at the Graduate School of Public Health, University of Puerto Rico. Sánchez-Cesáreo has worked in the prevention field since 1989. She has extensive expertise in program development, program evaluation, capacity building, technical assistance, community based-research and evidence-based interventions. Between 1993 and 2007 she worked in violence prevention in Illinois at the state, county and neighborhood level. In this role she worked with organizations such as: Illinois Department of Human Services, Illinois Violence Prevention Authority, Illinois Center for Violence Prevention, Illinois Battered Women Coalition, Chicago Battered Women Coalition, Major's Office for Domestic Violence, Chicago Abused Women Coalition, South West Women Working Together, and Women's Counseling Center. For the last 12 years her work has focused in the promotion of policies, practices and program that promote the optimal development of children and youth and in addressing health disparities that affect their lives.

Overview of Conference Schedule

Wednesday, March 27, 2019

1PM-2PM

Opening Session

Red Lacquer Room

Welcome Reception

Indigenous/ Native American Welcome Ceremony

Coordinated by **Joseph Podlasek, (Ojibwe)**
CEO Trickster Art Gallery, Roselle, IL

Welcome

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

Opening Remarks

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

2:15 PM-3:45 PM

Water Tower Parlor

W.1.1 Symposium Presentation

**Evaluators As Story Tellers: Examples of Navigating
The Complexities of Program Evaluation with Indigenous
Populations**

Chair **Ronda Jensen**, Northern Arizona University

*1. Bridging the Gap: What Evaluators Need to Know
About Talking Story in American Indian/Alaska Native
(AI/AN) Programs and Services*

Darold Joseph, Northern Arizona University

*2. Stuck in the Middle: Evaluator's Role in Telling a
Common Evaluation Story*

Arden Day, Northern Arizona University

3. Evaluation and Talking Story in Pacific Island Programs
Kelly Roberts, Northern Arizona University

2:15 PM-3:45 PM

Hancock Parlor

Paper Session:

**Theories And Practices Of Culture And Equity In Indigenous
And Tribal Contexts**

Chair: **John Q. Adams**, Western Illinois University

W.1.2 Paper Presentations

*1. Reflections of Tribal-Defined Outcomes, Successes, and
Opportunities in Diabetes Efforts: Applying Culturally-
Responsive Understanding to Indigenous Evaluation*

Christina Lyengar, Syreeta Skelton-Wilson

Centers for Disease Control and Prevention

*2. Moving Toward Cultural Validity: Engaging
Stakeholders in Instrument Development*

Kerry S. Englert¹, Lucy Fredricks², Kara Underwood³

¹Seneca Consulting; ²ND Department of Public
Instruction; ³REL Central

2:15 PM-3:45 PM

Red Lacquer

Paper Session:

**Intersections In Cultural Contexts of
Changing Communities**

Chair: **Dominica McBride**, Become Inc.

W.1.3 Paper presentations

*1. Intersectionality and Multicultural Validity: Synergy and
Challenge*

Karen E. Kirkhart, Nadaya Brantley, Syracuse University

*2. Culturally Contextualizing Evaluation in American Indian
Communities*

Joan LaFrance, Mekinak Consulting

*3. A new framework for evaluating culturally specific
after-school programs*

Nicole Martin Rogers¹, Randi Roth²

¹Wilder Research; ²Interfaith Action

Overview of Conference Schedule

Wednesday, March 27, 2019

2:15 PM-3:45 PM Spire Parlor

Paper Session:

Frames, Tools, and Techniques in Building Institutional Opportunities for Cultural Responsiveness

Chair: **Kevin Favor**, Lincoln University

W.1.4 Paper Presentations

1. Developing a Tool for Organizers: Evaluating Opportunities for Cultural Responsiveness in Curricula

Leah Peoples, Jahque Bryan-Gooden, Megan Hester

New York University Metro Center

2. Student Perceptions of the Role of Race in Higher Education on Public Knowledge at a Predominately White Institution

Andrea Kunze

University of Illinois Urbana-Champaign

3. Creative subgroup analysis of Japanese college students: Implications to culturally responsive quantitative methodology

Emi Iwatani

Digital Promise Global

2:15 PM-3:45 PM Adams Room

Roundtable Session:

Innovative Pedagogies and Practices of Culturally Responsive Evaluation and Assessment

W.1.5 Roundtable Discussions

1. Using Machine Learning/Artificial Intelligence for a Culturally Responsive Needs Assessments in Policy Research

Asma M. Ali¹, Diana Lemos²

¹AA & Associates; ²AIDS Foundation of Chicago

2. The Struggle for Power With Instead of Power Over: Reexamining Hierarchy to Reimagine and Redefine Evaluation and Assessment as Liberation

Choua Her, Emily Cavazos

Science Museum of Minnesota

3. "Google Translate Just Does Not Cut it Anymore": Translation and Interpretation Services Within Research and Evaluation

Josefina Serrato, Grisel Robles-Schrader

Northwestern University Feinberg School of Medicine

4. Privilege Walk 2.0: Innovative Adaptations and Understanding the Intersections of Race, Power, and Privilege

Cristina Magaña, Sophia Lee

Harder+Company Community Research

5. The Program Evaluation Standards in an Era of Rising Intolerance and Inequity

Katherine Tibbetts¹, Hazel Symonotte²

¹Lili'uokalani Trust; ²University of Wisconsin - Madison

6. Data-Seeking-Data: An Iterative Approach for Realizing Intersectionality in Data Collection

Courtney Clingan, The Improve Group

2:15 PM-3:45 PM Monroe Room

Paper Session:

Critical and Intersectional Issues of Language, Identity, Gender, Race, and Equity

Chair: **Tamara Bertrand Jones**, Florida State University

W.1.6 Paper Presentations

1. Intersection of Jinx & Sae Sae Sae: Multicultural Identity Revealed Through Global/Local Popular Culture and Language

Yoonjin Nam

University of Illinois Urbana-Champaign

2. Preparing for Full Professor: Critical Issues on Gender and Racial Equity in Research, Teaching, Service, and Policy Making

Caroline Turner¹

¹California State University at Sacramento

Overview of Conference Schedule

Wednesday, March 27, 2019

3. Equity Work is Never Linear: Reflections and Lessons-Learned from Co-researchers' 4-year Journey

Esperanza De La Vega¹, Moti Hara¹, April Arevalo²

¹Portland State University; ²Portland Public School, Portland, Oregon

5 PM-6 PM Red Lacquer Room

Keynote Address And Welcome Reception

Introduction of Keynote Speaker:

Fiona Cram, Katoa Ltd.

Evaluation for Power Sharing

Eric J. Jolly, Saint Paul & Minnesota Community Foundation

Discussant: **Joan LaFrance**, Mekinak Consulting

Closing Comments: **Stafford Hood**, University of Illinois Urbana-Champaign

6:15 PM-8:00 PM Red Lacquer Room

Welcome Reception

Thursday March 28, 2019

8:30AM -10AM Red Lacquer

Complimentary Coffee and Tea Available

Morning Plenary Keynote Session Red Lacquer

Intersectionality and Empirical Social Science Research: Reflections on Conundrums, Vicissitudes and Adventures

Walter Allen, UCLA

Chair and Discussant: **Melvin Hall**, Northern Arizona University

10:15 AM-11:45 AM The Grant Park Parlor

Paper Session:

Global Intersections and Stratifications of Assessment and Evaluation

Chair **Olatokunbo (Toks) Fashola**, American University

T.1.1 Paper Presentations

1. Considerations of intersectionality for Black African immigrants living in the U.S.

Susan Akello Ogwal

University of Illinois Urbana-Champaign

2. Positioning Culturally Responsive Assessment in Higher Educations – A Strategic response from EQI, The Centre for Evaluation, Quality and Inspection – Ireland

Martin Brown^{1,2}, Denise Burns^{1,2}, Joe O'Hara^{1,2}

¹Center for Evaluation, Quality, and Inspection, Dublin City University, Ireland; ²CREA DCU

Overview of Conference Schedule

Thursday, March 28, 2019

10:15 AM-11:45 AM The Water Tower Parlor

T.1.2 Symposium Presentation

Examining Issues Facing Communities of Color Today: The Role of Evaluation to Incite Change

Chair: **Melvin E. Hall**, Northern Arizona University

1. LatCrit Theory – An Intersectional Framework for Social Justice Evaluation

Leah C. Neubauer¹, Andrea D. Guajardo², Grisel M. Robles-Schrader¹, Lisa Aponte-Soto³

¹Northwestern University; ²University of the Incarnate Word; ³University of Illinois at Chicago

2. Sovereignty and Spirituality: Indigenous Intersectionality to Transform Professional and Systemic Evaluation Practice

Nicole Bowman-Farrell, Bowman Performance Consulting

3. A Call to Action: Evaluators' of Color Multiple and Intersecting Identities, Roles and Responsibilities to Incite Change

Cherie Avent, Aileen Reid, Ayesha Boyce, J. R. Moller
University of North Carolina Greensboro

4. Language Justice as a Critical Framework for Evaluators Working with Communities of Color and Other Historically Marginalized Communities

Susan Ghanbarpour¹, Ada Palotai², Ana Paula Noguez Mercado²

¹Research, Evaluation & Capacity Building; ²Asian Pacific Institute on Gender-Based Violence

10:15 AM-11:45 AM Monroe Room

T.1.3 Symposium Presentation

Leveraging Assessment Collaboration for Cultural and Linguistic Revitalization Across the Globe: A Status Update on the Development of the Kantaa-Anishinaabemi Language Assessment and the Papaku – Makawalu Competency Assessment

1. Leveraging Assessment Collaboration to Reclaim Educational Autonomy

David Sul, Sul & Associates

2. Leveraging Assessment Collaboration to Revitalize the Anishinaabemowin Language

Rhonda Hopkins, Melanie Manitowabi
Kenjgewin Teg Educational Institute

3. Leveraging Assessment Collaboration to Protect Value of Measures

Roxane Kapuaimohalaikalani Stewart
Ka 'Umeke Kā'eo Charter School

10:15 AM-11:45 AM Adams Room

Roundtable Session:

Complex Dimensions and Reflections of Evaluation and Assessment in International and Local Contexts

T.1.4 Roundtable Discussions

1. A Hot MetS?: Evaluation of Metabolic Syndrome at an HBCU

Kareem Rasheed Muhammad; Steffani Driggins
Allen University

2. Decolonizing Evaluation and Assessment: A Collective Wisdom Mining, Healing and Planning Session on Confronting Co-option via Institutional, Systemic or Individual Privilege/"Superiority Sickness"

Geri Peak, Two Gems Consulting Services
Mindelyn Anderson, American University

10:15 AM-11:45 AM Honore Room

Paper Session:

Theoretical and Methodological Contributions to Valuing, Access and Assessment

Chair: **Emi Iwatani**, Digital Promise

T.1.5 Paper Presentations

1. The assumptions and characteristics of item response theory in the context of valuing evaluation theories

Katherine Wong Regelson
University of Illinois Urbana-Champaign

Overview of Conference Schedule

Thursday, March 28, 2019

2. Action Research for Evaluating a College Access Program: Evidence from Puerto Rico

Emely Medina-Rodriguez, Andrea Ruiz-Sorrentini, Marlin Soto, Karina Rodriguez-Figueroa
Loyola University Chicago

3. The Cultural Invalidity of Large-Scale International Standardized Tests and Challenges for Global Assessment Transformation

Rosnidar Arshad, University of Nevada, Las Vegas

12:15 PM-2PM

Red Lacquer Room

The Edmund W. Gordon Distinguished Senior Lecture and Luncheon

Margaret Beale Spencer, University of Chicago

Interrogating Persistent "Science" Traditions: "Weaponized" Research and Resilience Resistance

Chair and Discussant: **Rodney Hopson**, University of Illinois Urbana-Champaign

2:15 PM-3:45 PM

Adams Room

Roundtables Session:

Advancing Portfolios of Domestic and International Evaluation Practice

T.2.1 Roundtable Discussions

1. Building the cross-cultural research capacity of our team

Nicole Martin Rogers, Anna Granias, Sera Kinoglu
Wilder Research

2. Addressing Inequity Using Culturally Responsive Frameworks to Broaden STEM Participation

Sharon Nelson-Barber¹, Phillip Stevens²

¹WestEd; ²University of Idaho

3. Infusing Evaluation with Community Organizing to Improve Maternal Health Outcomes in Underserved Communities

Nicole Clark¹, Sadie Wych²

¹Nicole Clark Consulting, LLC; ²HealthConnect One

4. Measuring Interaction as a Metric for Agency in Education Organizational Decision-Making

Andrea Vitale Lockard

Clackamas Education Service District

5. Utilization of a Racial Equity Lens to help Guide Strategic Engagement and Evaluation

LaShaune P. Johnson¹, Paul Elam², Mindelyn Anderson³

¹Creighton University; ²Michigan Public Health Institute;

³American University

2:15 PM-3:45 PM

Honore Room

T.2.2 Symposium Presentation

The Continuing Imperative For Culturally Responsive Assessment In The Us And Relevance For International Assessment

Discussant **Drew Gitomer**, Rutgers University

1. Utilizing The Arbuthnot Assessment Fairness Framework (TAAF) to Examine Culturally Responsive Assessment Domestically and Abroad

Keena Arbuthnot

Louisiana State University

2. Culturally Responsive Assessment in Secondary Schools: A European Perspective

Denise Burns^{1,2}

¹Center for Evaluation, Quality, and Inspection, Dublin City University, Ireland; ²CREA DCU

3. Culturally Responsive Assessment in Secondary Schools: Case Studies from Europe during turbulent times

Martin Brown^{1,2}

¹Center for Evaluation, Quality, and Inspection, Dublin City University, Ireland; ²CREA DCU

2:15 PM-3:45 PM

The Wrigley Parlor

T.2.3 Paper Session

Navigating Intersectionality, Rethinking Evidence in International Cultural Contexts

Chair: **Katherine Tibbetts**, Lili'uokalani Trust

Discussant: **Nathan Castillo**, University of Illinois Urbana-Champaign

Paper Presentations

1. Unnecessary Tension: Bridging the Gap between Evidence-Based Practices and Equity in the Context of ESSA

Peter Tan Keo, University of Pennsylvania

2. Navigating Emotionally Charged Evaluations in Politically Uncertain Times

Sonia Taddy-Sandino, Cristina Whyte

Engage R+D (Research and Development)

3. Cultural Responsiveness and Intersectionality in Large-Scale Monitoring and Evaluation: Lessons Learned from India

Melissa Goodnight, University of Illinois Urbana-Champaign

2:15 PM-3:45 PM The Grant Park Parlor

Paper Session

Towards Educative and Transformative Evaluation Theories, Practices, and Praxis

Chair: **Dominica McBride**, Become Inc.

T.2.4 Paper Presentations

1. Teaching CREMA: Essential Elements of Culturally-responsive Evaluator Education

Cristian Avila, Mia Stahl, Michelle Drifill, Jacqueline Lucero, Rick Sperling

St. Mary's University

2. Effect of Cultural Practices on the Intersectionality of Poverty, Gender, Access to Health and Education: Reflections to Policy Interventions for Attaining Sustainable Development Goals in Tanzania

Francis Aaron Mwaijande, Mzumbe University, Tanzania

3. Evaluation From Within: Empowering Every Student to Experience Academic and Social-Emotional Growth

Selina Lesiaki, Prosper Mushi, Northeastern Illinois University

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

Paper Session:

Complex Ecologies and Critical Intersections of Equity and Inclusion

Chair: **Fiona Cram**, Katoa Ltd.

T.2.5 Paper Presentations

1. Gaining a Critical Understanding of Equity and Inclusion through Culturally Responsive Evaluation

Valeria Romero, University of California Berkeley

2. An Exploration of Intersectionality as a Critical Dimension of Culturally Responsive Practice

Jill Anne Chouinard, Ayesha Boyce, University of North Carolina at Greensboro

3. The Complexity of Us: The Challenge of Intersectionality to Participatory Evaluation Approaches

Felisa A Gonzales¹, Katrina L. Bledsoe²

¹The Colorado Trust; ²Education Development Center

2:15 PM-3:45 PM Spire Parlor

Paper Session

Evaluator Philosophies, Perspectives, and Principles Toward Personal, Professional, and Institutional Development

Chair: **Caroline Turner**, California State University - Sacramento

T.3.1 Paper Presentations

1. The Devil May Hide in Details, But Its Origin Is in Conceptualization

Melvin E. Hall¹, Kate Winter²

¹Northern Arizona University; ²Kate Winter Evaluation

2. A Culturally Responsive Approach to Black Women's Early Career Professional Development for Black Women: A Longitudinal Analysis of the Research Boot Camp

Tamara Bertrand Jones, Jesse Ford
Florida State University

Overview of Conference Schedule

Thursday, March 28, 2019

3. Guiding Principles for the Assessment of Inclusive College Classrooms

Margaret Evans, Yesenia Martinez-Calderon, Maxwell Crowinshield, Illinois Wesleyan

4:00 PM-5:30 PM Adams Room

Roundtables Session

Cases and Voices of Relevant and Radical Global and Local Change

T.3.2 Roundtable Discussions

1. Global Updates: EvalIndigenous and Indigenous Peoples in Evaluation (AEA IPE TIG)

Nicole Bowman-Farrell¹, Serge Eric Yakeu Dijam²

¹Bowman Performance Consulting LLC; ²Center for Evaluation and Rural Development, Cameroon

2. I'm not Ashamed to be African: Examining Culturally Relevant/Sustaining Pedagogical Practices in an African Club

Nicole Limperopulos¹, Michelle Knight-Manuel²

¹Bank Street College of Education; ²Teachers College, Columbia University

3. Developing Relevant Metrics to Assess Community Engagement Support

Grisel Marie Robles-Schrader, Keith Herzog

Northwestern University

4. Creating Radical and New Knowledge to Improve Native Hawaiian Wellbeing: Kūkulu Kumuhana

Katherine Tibbetts¹, Palama Lee²

¹Lili'uokalani Trust; ²CREA Hawai'i

5. Moving Beyond Responsive: Assessment of Culturally Sustaining STEM Pedagogy with Learners and Educators

Chris Cardiel¹, Brea Cohen²

¹Oregon Museum of Science and Industry; ²Woodburn School District

4:00 PM-5:30 PM The Buckingham Room

Paper Session

Intersectional Approaches, Applications, and Analyses

Chair: **Katrine Bledsoe**, Education Development Center, Inc.

T.3.3 Paper Presentations

1. Betty's Here, Where is Everyone Else?

Jane Whynot, University of Ottawa, Canada

2. TREAT Trauma: Developing Patient Informed culturally Responsive screening And Treatment of TRAUMA

Lisa Aponte-Soto¹, Nicole Gastala², Dominica McBride³, Carla Pinto¹

¹University of Illinois Cancer Center; ²University of Illinois at Chicago, Mile Square Health Center; ³Become Inc.

3. Application of intersectionality in a peace education community evaluation in Mumbai

Dian Mitrayani¹, Sarah Gough^{1,2}

¹Play for Peace; ²University of Wisconsin, Milwaukee

4. Understanding the underlying issues that result in fewer federally-funded projects at Historically Black Colleges and Universities

Rodney Hopson^{1,2}, Shawnta Jackson¹, Mercy Mugo³, Ivory A. Toldson^{3,4}

¹H&H Strategies; ²College of Education, University of Illinois Urbana-Champaign; ³Quality Education for Minorities Network; ⁴School of Education, Howard University

4:00 PM-5:30 PM Red Lacquer Room

T.3.4 Symposium Presentation

Intersectionality and Broadening Stem Participation in the HBCU Context

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

1. Standing on the Shoulders of Giants - Langston Hughes, Nnamdi Azikiwe, Thurgood Marshall, Kwame Nkrumah, Saara Kuugongelwa: The African Diasporan Intersectional Dynamic at Lincoln University

John O Chikwem, Lincoln University

#CREA_2019

Overview of Conference Schedule

Friday, March 29, 2019

2. *The Counter-Narrative: African and African-American Intersectionality and STEM Broadening Participation*

Kevin E Favor, Lincoln University

3. *Intersectional Perspectives and STEM Broadening Participation Student Outcomes at an HBCU*

Olatokunbo (Toks) S. Fashola, American University

6:00 - 7:30PM

Mezzanine

CREA/CASL/GEDI

Reception (Invitation only)

Friday March 29, 2019

9:00AM - 10:30AM

Red Lacquer Room

F.1.1 Symposium Presentation

Intersectionality by Design: Addressing Multiple Forms of Discrimination and Oppression, or Not

1. *Transformative Culturally Responsive Evaluation: An Umbrella for Addressing Multiple Forms of discrimination and oppression*

Donna Mertens, Gallaudet University

2. *Impact investing in a Culturally-Responsive Way: Asking Tough Questions of the Sector and Ourselves*

Courtney Bolinson, Engineers without Borders Canada

3. *Let's see the proof: examining multiple dimensions of culturally contextualized evidence*

Gail Dana-Saco, Wayfinders for Health

4. *Evaluation meets Indigeneity: Still Biding Time at the Cross-roads Advocating for Culturally Responsive Indigenous Evaluation Rather Than Navigating Intersectionality*

Fiona Cram, Katoa Ltd.

9:00AM - 10:30AM

Adams Room

Roundtable Session:

Intersections Of Evaluation, Identity, And Equity Toward Social Change

F.1.2

Roundtable Presentations

1. *Identity and the Oppression Olympics: Intersectional Evaluation as a Vehicle for Building Solidarity*

Vidhya Shanker, Rainbow Research

2. *Addressing Educational Debt and Multiculturalism Through the Application of an Equity Framework*

Jason A. Pope

University of Illinois Urbana-Champaign

3. *Social Equity and the AEA Guiding Principles*

Katherine Tibbetts¹, Hazel Symonette²

¹Lili'uokalani Trust; CREA Hawai'i

²University of Wisconsin - Madison

4. *Assumptions, Challenges and Advantages of "Naming" - Conceptual and Practical Implications*

Arthur E Hernandez, University of the Incarnate Word

5. *Addressing the Intersectionality of Race, Sex, Sexual Orientation, and Gender Identity in Evaluation*

Rachel L Marro¹, Dylan Felt¹, Peter T. Lindeman¹, Emma Reidy¹, Amy K. Johnson², Gregory Phillips II¹

¹ISGMH, Northwestern University; ²Ann & Robert H. Lurie Children's Hospital of Chicago

9:00AM - 10:30AM

Spire Parlor

Paper Session

Strategies for Partnerships, Networks, and Syntheses of Culturally Responsive Evaluation Practice

Chair: **Monica Mitchell**, MERAssociates

Discussant **Suzanne Callahan**: Callahan Consulting for the Arts, LLC

Overview of Conference Schedule

Friday, March 29, 2019

F.1.3 Paper Presentations

1. Mixed Methods Research Synthesis: Implications for Culturally Responsive Evaluation

Lilian Linialy Chimuma

University of Denver

2. Integrated Strategies: Uplifting Best Practices in Community Organizing

Jennifer Garcia, Cheryl Grills, Sandra Villanueva, Karren Lane, Curtiss Rooks, Loyola Marymount University

3. Strategies for Culturally Responsive Evaluation: Advancing Racial and Economic Equity through Philanthropy

Dianna Paredes¹, Tracy Hilliard²

¹Seattle Foundation; ²ORS Impact

9:00AM -10:30AM Grant Park Parlor

Paper Session:

Pathways And Partnerships In Building And Brokering STEM, Evaluation, And Community Engagement And Success

Chair: **Rodney Hopson**, University of Illinois Urbana-Champaign

F.1.4 Paper Presentations

1. Reconceptualizing our Work: Adopting a Critical Perspective When Evaluating Efforts to Broaden Participation in Informal STEM Education

Cecilia Garibay¹, Rebecca Teasdale^{1,2}

¹Garibay Group; ²University of Illinois Urbana-Champaign

2. American Evaluation Association Graduate Education Diversity Internship Alumni Network Evaluation

José Reyes¹, Emely Medina-Rodriguez², Shaneeka Favors-Wells³, Cristina Enriquez⁴, Alemayehu Bekele⁵, Scarlett Kingsley⁶, Jacqueline Forbes⁷

¹University of Southern California; ²Loyola University Chicago; ³University of Georgia; ⁴Lehman College, City University of New York; ⁵Brandeis University; ⁶University of California Davis; ⁷University of Wisconsin Madison

3. Development of a Partnership Brokering Database to Support Community-Academic Research Partnerships & Ensure Culturally Responsive Collaborations

Gina Curry, Josefina Serrato, Grisel Robles-Schrader

Center for Community Health, Northwestern University

4. Factors that Drive the Successful Development of Sustainable Intergenerational Evaluation Pipeline and Pathways Mechanisms to Promote Broadening Participation (BP) in STEM

Rodney Hopson¹, Ananya Tiwari¹, Esther Nolton², Kelly N Giles³

¹University of Illinois Urbana-Champaign; ²George Mason University; ³University of Massachusetts, Amherst

Paper Session

The Millennium Parlor

Health Applications and Opportunities in Culturally Responsive Evaluation and Policy

Chair: **Andrea Guajardo**, University of Incarnate Word

F.1.5

9:00AM -10:30AM Paper Presentations

1. A Culturally Responsive Model for Comprehensive Cancer Screening Patient navigation for Engaging with Latinx and African American Communities in Chicago

Lisa Aponte-Soto¹, Jade Wong², Brittney Harding³, Ivan Hall¹, Barbara Williams¹, Paola Torres¹, Carla Pinto¹

¹University of Illinois Cancer Center; ²University of Chicago; ³Governors State University

2. Unique Perspectives of Various Stakeholders Groups on Conclusion Policy Implementation in Schools

Esther C. Nolton, George Mason University

F.1.6

10:45AM -12:15PM The Water Tower Parlor
Symposium Presentation

Discerning and Responding to the Needs of Racialized Communities: Lessons of Racial Equity Research and Evaluation In Portland, Oregon

1. Using Research to Achieve Racial Justice: Learnings from a Seven-Year Partnership

Ann Curry-Stevens, Wilfrid Laurier University

2. Lessons learned: How Racial Justice can be Fully Integrated into Research and Evaluation practices

Shweta Moorthy, Coalition of Communities of Color

3. Shifting the Gaze: Identifying the Evidence of How Culturally Specific Organizations are Valued by Communities of Color

Rebecca Gibbeson, Self Enhancement, Inc

10:45AM -12:15PM Monroe Room

F.2.1 Symposium Presentation

Critty Critty Bang Bang! Intersectional Interpretations and Applications of Critical Theories in Culturally Responsive Evaluations

Chair: **Leah Neubauer**, Northwestern University

Discussant: **Rodney Hopson**, University of Illinois–Urbana-Champaign

1. For Colored Girls Who Have Considered Black Epistemological Evaluation When White Supremacy Was Enuf

Jacqueline Forbes, University of WI-Madison

2. LatCrit Counterstorytelling as Resistance in Evaluation

Andrea Guajardo, University of the Incarnate World School of Osteopathic Medicine

3. Beyond Feathers and Beads: Tribal Sovereignty as the Foundation to Culturally Responsive Indigenous Evaluations

Nicole R. Bowman-Farrell^{1,2}

¹Bowman Performance Consulting; ²University of WI-Madison

F.2.2 Roundtable Session Adams Room

Dynamic and Diverse Culturally Responsive Approaches and Opportunities for Change and Improvement

10:45AM -12:15PM Roundtable Discussions

1. Applying Culturally Responsive Approaches to a Portfolio Evaluation

Howard M. Walters¹, **Tracy M. Hilliard**²

¹W.K.Kellogg Foundation; ²ORS Impact

2. Exploration of the cultural responsiveness of the Professional Evaluators Attitudes toward Professionalization (PEAP)

Brittney Anne Hernandez, **Aarti Bellara**, **Bianca Montrosse-Moorhead**

University of Connecticut

3. Parent Voice in Early Education: Engaging and Leveraging Parent Input in Preschool Quality Improvement

Maureen R. Wagner, **Amanda G. Stein**

Ounce of Prevention Fund

4. A Culturally-Responsive Wellbeing Family Assessment

Pua Lili'u, Palama Lee, Lili'uokalani Trust

5. Participation as Evaluation: Rethinking Systems Change in a Kansas Tribal Community

Jenny Flinders¹, **Rebecca Gillam**¹, **Lester Randall**², **Johanna Thomas**², **Rachel Bruursema**¹

¹Center for Public Partnerships in Research, University of Kansas; ²Kickapoo Tribe in Kansas

Overview of Conference Schedule

Friday, March 29, 2019

6. Southern Initiative Algebra Project: A Culturally Responsive Approach to Addressing Mathematics as a Gateway

Kevin Favor¹, Bill Crombie², Denise Gaither-Hardy¹

¹Lincoln University; ²Algebra Project

F.2.3 Paper Session The Spire Parlor

International and Intersectional Cases of Vulnerability and Decoloniality

Chair: **Joe O'Hara**, Dublin City University, Ireland, CREA DCU

10:45AM -12:15PM Paper Presentations

1. The Voice of Climate Change in Vulnerable Island Communities

Joan LaFrance, Mekinak Consulting

2. Views and Challenges to Decolonize Evaluation from our Knowledge and Identity, Beyond Intersectionality

Martha Eugenia Lanza

Bolivian Network for Monitoring and Evaluation, Bolivia

F.2.4 Paper Session The Grant Park Parlor

Intersectional Lenses and Factors of Resilience in Culturally Responsive Evaluation

Chair: **Michelle Knight**, Columbia University

Discussant: **Myisha Wilcher-Roberts**, Washington University

10:45AM -12:15PM Paper Presentations

1. Police Response to Intimate Partner Violence and Victim Willingness to Report: Representative Bureaucracy Through an Intersectional Lens

Rachel Breslin, The George Washington University

2. Improving the Uptake in Services among Male Survivors of Violence: Results from a Gap Analysis

Christopher St. Vil, University at Buffalo

3. Rethinking Protective Factors as We Explore the Intersectionality of Extending the School Day and Opportunities to Learn

Olatokunbo (Toks) Fashola, American University

F.2.5 Paper Session The Millennium Parlor

Rethinking Methods and Measures in Diverse Cultural Contexts of Evaluation Practice

Chair: **Denise Hood**, University of Illinois Urbana-Champaign

10:45AM -12:15PM Paper Presentations

1. Beyond Geniuses and Gangsters: Problematizing Arbitrary Categories and False Dichotomies of "Asian Americans" in an Era of Equity and Excellence

Peter Tan Keo, University of Pennsylvania

2. Constructing a Culturally Sensitive Instrument; Critical Reflections and Implications of Practice

J.R. Moller, Aileen Reid, Cherie Avent, Ayesha Boyce

University of North Carolina at Greensboro

12:30 PM-2:30 PM Red Lacquer Room

Keynote Luncheon and Traditional Native American Closing Ceremony

Chair: **Leah C. Neubauer**, Northwestern University

Discussant: **Karen Kirkhart**, Syracuse University

Marizaida Sanchez Cesa' reo, University of Puerto Rico
Our Islands and Their People: 16 Months Post MARIA, 31 Months Post PROMESA, 526 years of Colonialism, Puerto Rico Intersected

Closing Comment and Reflections

Stafford Hood, University of Illinois Urbana-Champaign

Indigenous And Native American Closing Ceremony

Index of Presenters

Adams, John Q.

Western Illinois University
Wednesday 2:15-3:45 - Chair

Ali, Asma M.

AA & Associates
Wednesday 2:15-3:45

Allen, Walter

UCLA
Thursday 8:30-10:00 - Keynote

Anderson, James D.

Professor and Dean, College of Education,
University of Illinois at Urbana-Champaign
Wednesday 1:00-2:00
Wednesday 5:00-6:00

Anderson, Mindelyn

American University
Tuesday 8:00-5:00
Thursday 10:15-11:45
Thursday 2:15-3:45

Aponte-Soto, Lisa

University of Illinois at Chicago
Thursday 10:15-11:45
Thursday 4:00-5:30
Friday 9-10:30

Arbuthnot, Keena

Louisiana State University
Thursday 2:15-3:45

Arevalo, April

Portland Public School, Portland, Oregon
Wednesday 2:15-3:45

Arshad, Rosnidar

University of Nevada, Las Vegas
Thursday 10:15-11:45

Avent, Cherie

University of North Carolina Greensboro
Thursday 10:15-11:45
Friday 10:45-12:15

Avila, Cristian

St. Mary's University
Thursday 2:15-3:45

Beale-Spencer, Margaret

University of Chicago
Thursday 12:15-2:00 - Keynote

Bekele, Alemayehu

Brandeis University
Friday, 9-10:30

Bellara, Aarti

University of Connecticut
Friday, 10:45-12:15

Bertrand Jones, Tamara

Florida State University
Wednesday 2:15-3:45 - Chair
Thursday 2:15-3:45

Bledsoe, Katrina L

Education Development Center
Wednesday 2:15-3:45 - Chair
Thursday 2:15-3:45
Thursday 4:00-5:30 - Chair

Bolinson, Courtney

Engineers without Borders Canada
Friday, 9-10:30

Bowman-Farrell, Nicole

Bowman Performance Consulting
Thursday 10:15-11:45
Thursday, 4:00-5:30
Friday 9:00-10:30
Friday 10:45-12:15

Boyce, Ayesha

University of North Carolina Greensboro
Thursday 10:15-11:45
Thursday 2:15-3:45
Friday 10:45-12:15

Bradley Eitel, Karla

University of Idaho
Thursday 2:15-3:45

Brantley, Nadaya

Syracuse University
Wednesday 2:15-3:45

Breslin, Rachel

The George Washington University
Friday, 10:45-12:15

Brown, Martin

EQI DCU, Ireland
Thursday 10:15-11:45

Bruursema, Rachel

Center for Public Partnerships & Research,
University of Kansas
Friday, 10:45-12:15

Bryan-Gooden, Jahque

NYU Metro Center
Wednesday 2:15-3:45

Burns, Denise

EQI DCU, Ireland
Thursday 10:15-11:45

Callahan, Suzanne

Callahan Consulting for the Arts, LLC
Friday 9:00-10:30

Cardiel, Chris

Oregon Museum of Science and Industry
Thursday 4:00-5:30

Castillo, Nathan

University of Illinois Urbana-Champaign
Thursday 2:15-3:45 Discussant

Cavazos, Emily

Science Museum of Minnesota
Wednesday 2:15-3:45

Chikwem, John O.

Lincoln University
Thursday 4:00-5:30

Chimuma, Lilian Linialy

University of Denver
Friday, 9-10:30

Chouinard, Jill Anne

University of North Carolina at
Greensboro
Thursday 2:15-3:45

Clark, Nicole

Nicole Clark Consulting, LLC
Thursday 2:15-3:45

Clingan, Courtney

The Improve Group
Wednesday 2:15-3:45

Cohen, Brea

Woodburn School District
Thursday 4:00-5:30

Cram, Fiona

Katoa Ltd
Tuesday 1:00-5:00
Thursday 2:15-3:45
Friday 9-10:30

Crombie, Bill

Algebra Project
Friday, 10:45-12:15

Crowinshield, Maxwell

Illinois Wesleyan
Thursday 2:15-3:45

Curry, Gina

Center for Community Health,
Northwestern University
Friday, 9-10:30

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Curry-Stevens, Ann

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Friday 10:45-12:15

Dana-Saco, Gail

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Friday, 9-10:30

Day, Arden

Northern Arizona University
Wednesday 2:15-3:45

De La Vega, Esperanza

Portland State University
Wednesday 2:15-3:45

Drifill, Michelle

St. Mary's University
Thursday 2:15-3:45

Driggins, Steffani

Allen University
Thursday 10:15-11:45

Elam, Paul

Michigan Public Health Institute
Tuesday 8:00-5:00
Thursday 2:15-3:45

Englert, Kerry S.

REL Central
Wednesday 2:15-3:45

Enriquez, Cristina

Lehman College CUNY
Friday, 9-10:30

Evans, Margaret

Illinois Wesleyan
Thursday 2:15-3:45

Fashola, Olatokunbo (Toks)

American University
Tuesday 8:00-12:00
Thursday 10:15-11:45 - Chair
Thursday, 4:00-5:30
Friday, 10:45-12:15

Favor, Kevin

Lincoln University
Wednesday 2:15-3:45 - Chair
Thursday 4:00-5:30
Friday, 10:45-12:15

Favors-Wells, Shaneeka

University of Georgia
Friday, 9-10:30

Felt, Dylan

ISGMH, Northwestern University
Friday, 9-10:30

Flinders, Jenny

Center for Public Partnerships & Research,
University of Kansas
Friday, 10:45-12:15

Forbes, Jacqueline

University of Wisconsin - Madison
Friday, 9-10:30 Friday, 10:45-12:15

Ford, Jesse

Florida State University
Thursday 2:15-3:45

Fredricks, Lucy

Office of Indian/Multicultural Education
Wednesday 2:15-3:45

Gaither-Hardy, Denise

Lincoln University
Friday 10:45-12:15

Garcia, Jennifer

Loyola Marymount University
Friday, 9-10:30

Garibay, Cecilia

Garibay Group
Friday, 9-10:30

Gastala, Nicole

University of Illinois at Chicago, Mile
Square Health Center
Thursday 4:00-5:30

Ghanbarpour, Susan

Research, Evaluation & Capacity Building
Thursday 10:15-11:45

Gibbeson, Rebecca

Self Enhancement, Inc
Friday, 10:45-12:15

Giles, Kelly N.

University of Massachusetts, Amherst
Friday, 9-10:30

Gillam, Rebecca

Center for Public Partnerships & Research,
University of Kansas
Friday, 10:45-12:15

Gitomer, Drew

Rutgers University
Thursday 2:15-3:45

Gonzales, Felisa A

The Colorado Trust
Thursday 2:15-3:45

Goodnight, Melissa

University of Illinois at Urbana-Champaign
Thursday 2:15-3:45

Gough, Sarah

Play for Peace, University of Wisconsin -
Milwaukee
Thursday 4:00-5:30

Granias, Anna

Wilder Research
Thursday 2:15-3:45

Grills, Cheryl

Loyola Marymount University
Friday 9:00-10:30

Guajardo, Andrea

University of the Incarnate World School
of Osteopathic Medicine
Tuesday 8:00-12:00
Thursday 10:15-11:45
Friday 9:00-10:30 - Chair
Friday, 10:45-12:15

Hall, Ivan

University of Illinois Cancer Center
Friday 9:00-10:30

Hall, Melvin E

Northern Arizona University
Thursday 8:30-10:00 - Chair/Discussant
Thursday 10:15-11:45
Thursday 2:15-3:45

Hanh Huynh, Denise

Science Museum of Minnesota
Wednesday 2:15-3:45

Hara, Moti

Portland State University
Wednesday 2:15-3:45

Harding, Brittney

Governors State University
Friday, 9-10:30

Her, Choua

Science Museum of Minnesota
Wednesday 2:15-3:45

Hernandez, Arthur E.

University of the Incarnate Word
Friday, 9-10:30

Hernandez, Brittney Anne

University of Connecticut
Friday, 10:45-12:15

Herzog, Keith

Northwestern University
Thursday 4:00-5:30

Hester, Megan

New York University Metro Center
Wednesday 2:15-3:45

Hilliard, Tracy

ORS Impact
Friday, 10:45-12:15

Hobbs, Keia

University of Illinois at Chicago, Mile
Square Health Center
Thursday 4:00-5:30

Hood, Denice

University of Illinois Urbana-Champaign
Friday 10:45-12:15 chair

Hood, Stafford

Director, CREA, College of Education,
University of Illinois at Urbana-Champaign
Wednesday 1:00-2:00

Hopkins, Rhonda

Kenjgewin Teg Educational Institute
Thursday 10:15-11:45

Hopson, Rodney

University of Illinois - Urbana Champaign,
H&H Strategies
Tuesday 9:00-5:00
Thursday 12:15-2:00 - Chair
Thursday 4:00-5:30
Friday, 9-10:30 - Chair
Friday 10:45-12:15 Discussant

Iwatani, Emi

Digital Promise Global
Wednesday 2:15-3:45
Thursday 10:15-11:45 - Chair

Jackson, Shawnta

H&H Strategies
Thursday 4:00-5:30

Jenson, Ronda

Northern Arizona University
Wednesday 2:15-3:45 - Chair

Johnson, Amy K.

Ann & Robert H. Lurie Children's Hospital
of Chicago
Friday 9:00-10:30

Johnson, LaShaune P

Creighton University
Tuesday 8:00-5:00
Thursday 2:15-3:46

Jolly, Eric

Saint Paul & Minnesota Foundations
Wednesday 5:00-6:00 - Keynote

Joseph, Darold

Northern Arizona University
Wednesday 2:15-3:45

Kapuaiahalaikalani Stewart, Roxane

Ka 'Umeke Kā'eo Charter School
Thursday 10:15-11:45

Keo, Peter Tan

University of Pennsylvania
Thursday 2:15-3:45
Friday, 10:45-12:15

Kingsley, Scarlett

University of California Davis
Friday, 9-10:30

Kinoglu, Sera

Wilder Research
Thursday 2:15-3:45

Kirkhart, Karen E.

Syracuse University
Tuesday 9:00-5:00
Wednesday 2:15-3:45
Friday 12:30-2:30 - Discussant

Knight-Manuel, Michelle

Teachers College, Columbia University
Thursday 4:00-5:30
Friday, 10:45-12:15 - Chair

Kunze, Andrea

University of Illinois at Urbana-Champaign
Wednesday 2:15-3:45

LaFrance, Joan

Mekinak Consulting
Tuesday 1:00-5:00
Wednesday 2:15-3:45
Wednesday 5:00-6:00 - Discussant
Friday 10:45-12:15

Lane, Karren

Loyola Marymount University
Friday 9:00-10:30

Lanza, Martha Eugenia

Bolivian Network for Monitoring and
Evaluation, Bolivia
Friday, 10:45-12:15

Lee, Palama

Lili'uokalani Trust; CREA Hawai'i
Thursday 4:00-5:30
Friday 10:45-12:15

Lee, Sophia

Harder+Company Community Research
Wednesday 2:15-3:45

Lemos, Diana

AIDS Foundation of Chicago
Wednesday 2:15-3:45

Limperopulos, Nicole

Bank Street College of Education
Thursday 4:00-5:30

Lindeman, Peter T.

ISGMH
Friday 9:00-10:30

Lockard, Andrea Vitale

Clackamas Education Service District
Thursday 2:15-3:45

Lucero, Jacqueline

St. Mary's University
Thursday 2:15-3:45

Lyengar, Christina

ICF
Wednesday 2:15-3:45

Magaña, Cristina

Harder+Company Community Research
Wednesday 2:15-3:45

Malhotra, Gayatri

The George Washington University
Thursday 10:15-11:45

Manitowabi, Melanie

Kenjgewin Teg Educational Institute
Thursday 10:15-11:45

Marro, Rachel L

ISGMH, Northwestern University
Friday, 9-10:30

Martin Rogers, Nicole

Wilder Research
Wednesday 2:15-3:45
Thursday 2:15-3:45

Martinez-Calderon, Yesenia

Illinois Wesleyan
Thursday 2:15-3:45

McBride, Dominica

Become Inc.
Thursday 2:15-3:45 Chair
Wednesday 2:15-3:45 Chair

Medina-Rodriguez, Emely

Loyola University Chicago
Thursday 10:15-11:45
Friday 9:00-10:30

Mercado, Ana Paula Noguez

Asian Pacific Institute on Gender-Based
Violence
Thursday 10:15-11:45

Mertens, Donna M

Gallaudet University
Tuesday 1:00-5:00
Friday, 9-10:30

Mitchell, Monica

MERAssociates
Friday 9:00-10:30 - Chair
Thursday 4:00-5:30 - Chair

Mitrayani, Dian

Play for Peace; University of Wisconsin-
Milwaukee
Thursday 4:00-5:30

Moller, J. R.

University of North Carolina Greensboro
Thursday 10:15-11:45
Friday, 10:45-12:15

Montrosse-Moorhead, Bianca

University of Connecticut
Friday, 10:45-12:15

Moorthy, Shweta

Coalition of Communities of Color
Friday, 10:45-12:15

Mugo, Mercy

Quality Education for Minorities Network
Thursday 4:00-5:30

Muhammad, Kareem Rasheed

Allen University
Thursday 10:15-11:45

Mushi, Selina Lesiaki Prosper

Northeastern Illinois University
Thursday 2:15-3:45

Mwaijande, Francis Aaron

Mzumbe University, Tanzania
Thursday 2:15-3:45

Nam, Yoonjin

University of Illinois at Urbana Champaign
Wednesday 2:15-3:45

Nelson-Barber, Sharon

WestEd
Thursday 2:15-3:45

Neubauer, Leah C.

Northwestern University
Tuesday 8:00-12:00
Thursday 10:15-11:45
Friday 10:45-12:15 Chair
Friday 12:30-2:30 - Chair

Nolton, Esther C.

George Mason University
Friday, 9-10:30

Ogwal, Susan Akello

University of Illinois at Urbana Champaign
Thursday 10:15-11:45

O'Hara, Joe

EQI DCU, Ireland
Thursday 10:15-11:45
Friday 10:45-12:15 - Chair

Palotai, Ada

Asian Pacific Institute on Gender-Based Violence
Thursday 10:15-11:45

Paredes, Diana

Seattle Foundation
Friday, 9-10:30

Peoples, Leah

NYU Metro Center
Wednesday 2:15-3:45

Phillips II, Gregory

Ann & Robert H. Lurie Children's Hospital of Chicago
Friday 9:00-10:30

Pinto, Carla

University of Illinois Cancer Center
Thursday 4:00-5:30
Friday 9:00-10:30

Podlasek, Joseph

Ojibwe CEO of Trickster Art Gallery
Wednesday 1:00-2:00 - Welcome

Pope, Jason A.

University of Illinois, Urbana-Champaign
Friday, 9-10:30

Randall, Lester

Kickapoo Tribe in Kansas
Friday, 10:45-12:15

Regelson, Katherine Wong

University of Illinois, Urbana-Champaign
Thursday 10:15-11:45

Reid, Aileen

University of North Carolina Greensboro
Thursday 10:15-11:45
Friday, 10:45-12:15

Reidy, Emma

ISGMH
Friday 9:00-10:30

Reyes, José

University of Southern California
Friday, 9-10:30

Roberts, Kelly

Northern Arizona University
Wednesday 2:15-3:45

Robles-Schrader, Grisel

Center for Community Health, Northwestern University
Wednesday, 2:15-3:45
Thursday 10:15-11:45
Thursday 4:00-5:30
Friday, 9-10:30

Romero, Valeria

University of California - Berkeley
Thursday 2:15-3:45

Rooks, Curtiss

Loyola Marymount University
Friday 9:00-10:30

Roth, Randi

Interfaith Action
Wednesday 2:15-3:45

Ruiz-Sorrentini, Andrea

Loyola University Chicago
Thursday 10:15-11:45

Sanchez Cesareo, Marizaida

University of Puerto Rico
Friday 12:30-2:30 - Keynote

Serrato, Josefina

Northwestern University Feinberg School of Medicine
Wednesday 2:15-3:45
Friday 9:30-10:30

Shanker, Vidhya

Rainbow Research
Friday, 9-10:30

Skelton-Wilson, Syreeta

ICF
Wednesday 2:15-3:45

Sperling, Rick

St. Mary's University
Thursday 2:15-3:45

St. Vil, Christopher

University at Buffalo
Friday, 10:45-12:15

Stahl, Mia

St. Mary's University
Thursday 2:15-3:45

Stein, Amanda G.

Ounce of Prevention Fund
Friday 10:45-12:15

Stevens, Phillip

University of Idaho
Thursday 2:15-3:45

Symonotte, Hazel

University of Wisconsin - Madison
Wednesday 2:15-3:45
Friday 9:00-10:30

Taddy-Sandino, Sonia

Engage R+D
Thursday 2:15-3:45

Teasdale, Rebecca

Garibay Group;
University of Illinois at Urbana-Champaign
Friday, 9-10:30

Thomas, Johanna

Kickapoo Tribe in Kansas
Friday, 10:45-12:15

Tibbetts, Katherine

Lili'uokalani Trust; CREA Hawai'i
 Tuesday 1:00-5:00
 Wednesday, 2:15-3:45
 Thursday 4:00-5:30
 Thursday 2:15-3:45 - Chair
 Friday 9:00-10:30

Tiwari, Ananya

University of Illinois - Urbana Champaign
 Friday, 9-10:30

Toldson, Ivory A.

Quality Education for Minorities Network;
 4School of Education, Howard University
 Thursday 4:00-5:30

Torres, Paola

University of Illinois Cancer Center
 Friday 9:00-10:30

Turner, Caroline

California State University at Sacramento
 Wednesday 2:15-3:45
 Thursday 2:15-3:45 - Chair

Underwood, Kara

REL Central
 Wednesday 2:15-3:45

Villanueva, Sandra

Loyola Marymount University
 Friday 9:00-10:30

Wagner, Maureen R.

Ounce of Prevention Fund
 Friday, 10:45-12:15

Walker, Willard

Public Policy Associates, Inc.
 Tuesday 8:00-5:00

Walters, Howard M.

W.K. Kellogg Foundation
 Friday, 10:45-12:15

Whynot, Jane

University of Ottawa, Canada
 Thursday 4:00-5:30

Whyte, Cristina

Engage R+D
 Thursday 2:15-3:45

Wilcher-Roberts, Myisha

Washington University - St. Louis
 Friday 10:45-12:15 - Discussant

Williams, Barbara

University of Illinois Cancer Center
 Friday 9:00-10:30

Winter, Kate

Kate Winter Evaluation
 Thursday 2:15-3:45

Wong, Jade

University of Chicago
 Friday, 9-10:30

Wych, Sadie

HealthConnect One
 Thursday 2:15-3:45

Yakeu Dijam, Serge Eric

Center for Evaluation and Rural
 Development (Cameroon, Central Africa)
 Thursday 4:00-5:30

CREA

I ILLINOIS
College of Education

Center for Culturally Responsive Evaluation and Assessment
College of Education
University of Illinois at Urbana-Champaign
<http://education.illinois.edu/crea>
217-333-2981