

C R E A

7th International Conference

October 4-6
2023


Radisson Blu Aqua
Hotel, Chicago

221 N Columbus Dr,
Chicago, IL 60601

Evaluation and Assessment as Healing: Towards Culture-Based Paradigms of Care



I
ILLINOIS
College of
Education

The logo features four vertical bars of different colors: 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 semi-transparent grey horizontal bar is overlaid across the middle of the letters.

CREA

Center for Culturally Responsive Evaluation and Assessment

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Dr. Stafford Hood

February 12, 1952 - January 15, 2023

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

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

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

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

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

CREA 7 Planning Committee

Memorial Lounge: A Private Space for our Community

In recognition of this unique time of loss, we have created a special space for the CREA community to quietly honor Stafford in a personal way. The **Black Sea Room** is purposely set up a bit away from the conference meeting rooms for participants' individual meditation, prayer, or quiet conversation. It is located on the third floor, using the Guest Elevators and key card. (If you are not staying at the Radisson, please see the front desk for access.)

In the Memorial Lounge, you will find a very special tribute video prepared by Suzanne Callahan and Shanice Mason, along with photographs, quotations, samples of Stafford's published work, and a Guest Book, which will be given to Denice at the end of the conference. It is a comfortable and relaxing space. Please stay as long as you like, leave a message if you choose, and of course respect the sanctity of the space for others who are processing Stafford's loss.

The Memorial Lounge will be open Wednesday 2:00pm through Friday, close of conference.

- The CREA 7 Program Committee

Welcome from Dean Mouza



Dean Mouza

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

On behalf of the College of Education and the University of Illinois at Urbana-Champaign, I welcome you to the 7th International Conference of the Center for Culturally Responsive Evaluation and Assessment (CREA). This year's theme, Evaluation and Assessment as Healing: Towards Culture-Based Paradigms of Care, is especially timely as researchers, analysts, historians, administrators, and policymakers seek to understand and promote healing and well-being among culturally diverse communities. This theme also speaks to our hearts, as we continue to mourn the loss of CREA leader and colleague, Stafford Hood.

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 about fair ways of evaluation and testing, while avoiding harmful educational practices, particularly in under-served communities. The focus of the conference on care and healing among not just individuals, but systems, institutions, and our environment, is particularly timely given calls to address injustices across various sectors of our society.

The International CREA Conference brings together an interdisciplinary group of scholars, researchers, and practitioners from around the world to collectively discuss, learn about, and advance theories and applications of culturally responsive evaluation and assessment. It is my hope that this year's conference will again provide the enriched intellectual, interdisciplinary space for impactful dialogue that helps us gain a greater understanding of how to address inequity and center the voices of marginalized communities. Through the outstanding lineup of keynotes and workshops, I hope that participants begin their journey towards a collective culture of care and healing in their respective communities.

C. Mouza

Chrystalla Mouza

Edward William and Jane Marr Gutgsell Professor of Education
Dean, College of Education

Acknowledgements

The entire CREA community mourns the loss of our beloved founding director, Dr. Stafford Hood. We dedicate this conference to his work and his legacy. Dr. Hood's unique vision of what evaluation and assessment should be created a pathway for including a culturally responsive approach throughout each stage of the evaluation process and as a part of any assessment activities. His vision has become a practical reality that has grown and expanded beyond the research community to include scholars and practitioners in public health, community development, civic engagement, philanthropy, and the arts.

As in previous years, we express our profound gratitude to the College of Education at the University of Illinois for the invaluable support provided to CREA.

We also sincerely thank the CREA UIUC Core Personnel, CREA Affiliated Researchers, and members of our global CREA family. Our CREA family represents the United States, including Alaska and Hawaii, and extends internationally to Ireland, New Zealand, and China. CREA is also represented through our partnerships with Indigenous communities here and abroad.

Last year, we witnessed the retirement of Dr. James D. Anderson, who served as the Dean of our College of Education. We are incredibly grateful for his leadership, service to our college, and commitment to CREA. Early on, Dr. Anderson contributed much-needed advice and guidance to the evolution and growth of the CREA Community. This persistent and resilient support enabled CREA to grow and expand globally.

As we bid farewell to Dr. Anderson, we welcome Dr. Chrystalla Mouza, our newly appointed Dean. During this pivotal transition period, we express our profound appreciation to Dean Mouza for her unwavering support of CREA. We eagerly anticipate the next chapter that lies ahead under her leadership.

The CREA community continues to be enriched by the invaluable guidance and multi-faceted support from our distinguished elder, Dr. Edmund W. Gordon. Dr. Gordon is the John M. Musser Professor of Psychology, Emeritus at Yale University, the 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.

This year, we have enhanced our program with special assessment sessions curated in collaboration with the Center for Measurement Justice, led by Dr. Jennifer Randall, Digital Promise, represented by Dr. Emi Iwatani, and our very own Seventh International Planning Committee Member, Dr. Drew Gitomer, Rutgers University. With input from our CREA Affiliate members, Drs. Tracy Hilliard and Leah Neubauer, we have also highlighted sessions and individual papers that reflect our theme of care and healing from a public health perspective.

Acknowledgements

SPONSORS AND AFFILIATED GROUPS

This year, CREA thanks our sponsors and affiliated groups whose numbers and contributions have exceeded our expectations. CREA conveys our sincere thanks to our **Platinum Level Sponsor**, Equal Measure; **Gold Level Sponsors**, Michigan Public Health Institute and W.K. Kellogg Foundation; **Silver Level Sponsors**: Center for Measurement Justice, Decision Information Resources, Fielding Graduate University, and the Sierra Health Foundation; **Bronze Level Sponsors**: American Evaluation Association, City of Champaign, Education Research Bureau, and Kandaki Tech. We express our thanks to Callahan Consulting for the Arts, Cathexis, and Creative Research Solutions for their contributions to CREA 7.

The commitment of groups such as Digital Promise, the Center for Measurement Justice, Cathexis, and individuals such as Dr. David Sul, Dr. Janine Jackson, Thao Vo, and Dr. Anthony Sullers ensure that the next generation of scholars are represented and participating in our conference. Through the efforts of Dr. Kathy Tibbetts (Lili'uokalani Trust and CREA Hawaii) and Dr. Palama Lee (Lili'uokalani Trust), we have on display the Hawaii Kakou Mural, which focuses on themes of healing and forgiveness from a Hawaiian perspective and orientation to the world.

As in previous years, we look forward to continuing our collaboration with CASL, and CREA family members Drs. Melvin Hall and Orlando Taylor.

THE SEVENTH INTERNATIONAL CONFERENCE TEAM

First, the Seventh International Conference would like to acknowledge CREA's Administrative Aide, Tim Leyhe, for his role in conference planning. Tim has worked tirelessly over the last 14 months to help facilitate this conference. Under Tim's leadership, the CREA Graduate Research Assistants have been integral to our planning team. We extend a special thanks to each of you.

We also would like to acknowledge Dr. Rodney Hopson, who supported the conference as CREA's Interim Director in recent months. Finally, we recognize our CREA friends and supporters at the Chicagoland Evaluation Association.

THE SEVENTH INTERNATIONAL CONFERENCE PLANNING COMMITTEE

We also thank the Seventh International Conference Planning Committee and Leadership Team for supporting our conference planning activities. Dr. Warren Chapman (University of Illinois Chicago), Dr. Pam Frazier-Anderson (Kandaki Tech), Dr. Cherie Avent (the University of Illinois Urbana-Champaign), Dr. Drew Gitomer (Rutgers University), Dr. Melissa Goodnight (the University of Illinois Urbana-Champaign), Dr. Melvin Hall (Professor Emeritus, Northern Arizona University); Dr. Tracy Hilliard (Michigan Public Health Institute), Dr. Rodney Hopson (American University), Dr. Karen Kirkhart (Professor Emerita, Syracuse University), Colleen McDermott (Rutgers University), Dr. Joe O'Hara (Dublin City University and CREA-Dublin), Dr. Kathy Tibbetts (Lili'uokalani Trust and CREA Hawaii), and Jennifer Baker (Kandaki Tech) for your support, wisdom, and guidance.

We send a special acknowledgment of gratitude to Jill Brinkoetter from the College of Education at UIUC as well as Drs. Melissa Goodnight, Karen Kirkhart, Melvin Hall, Pam Frazier-Anderson, Warren Chapman, and Suzanne Callahan, for their vision, leadership, and support in commemorating Dr. Stafford Hood's legacy and memory during the Seventh International Conference.

Denice Ward Hood

CREA Interim Director

Teaching Professor, Education Policy, Organization and Leadership

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 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". In recent years CREA has welcomed two additional partnerships: CREA BECOME, which fosters social change and justice through relationships, research, and restoration, and CREA-St. Mary's University, whose commitment to excellence is exemplified by their work to empower students with valuable insights and expertise in evaluation and assessment within community contexts. 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

James D. Anderson, Professor and Dean Emeritus, College of Education
Jennifer Greene, Professor Emeritus
Katherine Ryan, Professor Emeritus
Thomas Schwandt, Professor Emeritus
William Trent, Professor, Education Policy, Organizational & Leadership

University of Illinois Affiliates

Denice Hood, Professor, Education Policy, Organizational & Leadership
Cherie Avent, Assistant Professor, Educational Psychology
Melissa Goodnight, Assistant Professor & Queries Division Co-Chair, Educational Psychology
Rebecca Hinze-Pifer, Assistant Professor, Education Policy, Organization and Leadership
Samantha Lindgren, Assistant Professor, Education Policy, Organization and Leadership
Aixa Marchand, Assistant Professor, Educational Psychology
Asif Wilson, Assistant Professor, Curriculum & Instruction

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, (Pennsylvania)
Pamela Frazier-Anderson, Kandaki Tech, Alpharetta, GA
Henry Frierson, University of Florida at Gainesville
Drew Gitomer, Rutgers Graduate School of Education NJ
Leslie Goodyear, Education Development Center, Waltham, MA
Melvin Hall, Professor Emeritus, Northern Arizona University
Rodney Hopson, American University, Washington D.C.
Karen Kirkhart, Professor Emeritus, 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
Monica B. Mitchell, President, MERAssociates
Sharon Nelson-Barber, WestEd
Joe O'Hara, Dublin City University, Dublin, Ireland
Katherine Tibbetts, Queen Liliuokalani Trust Honolulu, HI
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 (deceased)
Ernie House, Professor Emeritus School of Education, University of Colorado Boulder

Seventh International Conference Planning Committee

Pam Frazier Anderson, Kandaki Tech, LLC
Warren Chapman, Institute for Policy and Civic Engagement at the University of Illinois Chicago
Melissa Goodnight, University of Illinois at Urbana-Champaign
Drew Gitomer, Rutgers University
Tracy Hilliard, Michigan Public Health Institute
Kathy Tibbetts, Lili' uokalani Trust
Joe O'Hara, Dublin City University
Rodney Hopson, American University
Aixa Marchand, University of Illinois at Urbana-Champaign
Cherie Avent, University of Illinois at Urbana-Champaign
Melvin Hall, Professor Emeritus, Northern Arizona University
Karen E. Kirkhart, Professor Emerita, Syracuse University

ST. MARY'S
UNIVERSITYOFFICE OF
COMMUNITY-BASED
RESEARCH

Rick Sperling
Associate Director,
St. Mary's University

Welcome from Rick Sperling, Associate Director, St. Mary's University

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

My name is Rick Sperling and I am writing on behalf of CREA-St. Mary's University (CREA-StMU) located in San Antonio, Texas. Although our Office of Community-based Research (CBR) became an official affiliate fairly recently, my students and I have been attending CREA conferences for several years. Our shared experiences at those meetings helped to galvanize us as a staff and to expose us to cutting edge theories and methods that we brought back to South-Central Texas. The relationships we built with other attendees sparked within us a motivation to do justice by our communities and reminded us that we are not alone on this journey.

As you know, this year will mark the first conference since the passing of Dr. Stafford Hood. I'd known Stafford since the late 1990s when I was a student at Arizona State University. For me, his passing made salient how significantly my career trajectory was influenced by his mentorship. I value the personal relationship we shared across the various stages of my professional development; Stafford had a way of making each and every one of us feel like we were his favorite student.

I intend to honor Stafford through CREA-StMU and our academic programs. Currently, St. Mary's University offers undergraduate and graduate certificates in Community-based Assessment and Evaluation (CBAE). We are also seeking university approval for a master's degree in Program Evaluation with a 3-2 component that would allow entering freshmen to earn a master's degree in five years. If approved, it would be the first degree-granting program in program evaluation open to undergraduate students. To be sure, the theoretical basis for these academic programs was built on lessons learned at CREA conferences and from the scholarship of those in attendance. The education of undergraduate students in CRE, should it come to be as part of our proposed 3-2 program, is a direct result of our having attended these conferences.

Once again, I would like to welcome you to a place where we will gather to share ideas, nourish our souls through dialogue and support, and move deliberately toward more fair, just, and equitable evaluation practice. Each of us has a role to play in developing and implementing evaluation and assessment that promote the common good. Here, we can create an environment in which the core values of CRE manifest and drive us to be more responsive in our work. Thank you for joining us, and I look forward to learning with you in the coming days.

About CREA at Dublin City University



Joe O' Hara
Director,
CREA Dublin



Martin Brown
Director,
CREA Dublin

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

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

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

Joe O' Hara and Martin Brown
Directors. CREA Dublin



Culturally Relevant Evaluation and Assessment Hawai‘i

CREA Hawai‘i ORIGIN STORY

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

Dear CREA Conferee’s:

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

As we embark and board this 7th CREA Conference, we are humbly reminded and honored to have crossed paths with Dr. Stafford Hood and his keen foresight in establishing CREA that continues to inspire how we look at the world and serve our respective communities.

CREA Hawai‘i was formed in 2014 and is more robust, dedicated and committed to the ideals that Dr. Stafford Hood held sacred in uplifting new paradigms of thought honoring and respecting the culture of people in our diverse country. Mahalo Dr. Hood for helping to light our way in this continuing journey!

We are only beginning to understand and quantify the effects of a “post-pandemic” time upon our beloved communities. This year’s theme, “Evaluation and Assessment as Healing: Towards Culture-Based Paradigms of Care” reminds us of the power that resides within us and our respective cultures to dig deep and find the answers that have been planted by our ancestors from times past.

Let us continue to reflect on the power of relationships, the values and shared experiences that bind us in profound ways. May we continue to build new “bridges of aloha” between indigenous wisdom and contemporary ways of knowing all for the singular purpose of healing ourselves and in turn our families and community!

May you all have the best and most enjoyable and profound CREA conference of all time, while we also celebrate the dreams, inspiration and spirit that Dr. Stafford Hood instilled in all of us.

Sincerely and with fond Aloha,

CREA Hawai‘i



BECOME

Transforming Our Reality

Dear CREA Family,

We need healing more than ever as a community. This will be the first time we're coming together without our dear teacher, mentor, leader, and friend, Stafford. But even though he will not be there physically, his spirit will be. I still feel his presence in the work, in meetings, in whispers of wisdom guiding me through tough decisions or painful moments. He likely is still there for many of you.

It's fortunate for us, and for the communities we serve, work with, or will touch in the future, that this year's conference theme is *Evaluation and Assessment as Healing: Towards Culture-based Paradigms of Care*. As we consider what healing and care are for each of us, we must also consider what these concepts mean for our clients, partners, teammates, and broader communities. This year, may we create a culture of care and discovery at the conference as we grieve together and celebrate what Stafford has done, created, and the impact he had and continues to have through his legacy as well as explore how we can live more into his legacy and be healing agents in our communities.

One of the last work meetings we (my team at BECOME) had with Stafford, he urged us to sit with and answer, for ourselves, a question coming from the book *Street Data* – How can data be healing, humanizing, and liberatory? Since this push, we have been grappling with what it means for data, and even data collection, to be healing. What we've learned so far is that when the strength, power, and beauty that exists already in community, in people, is reflected in stories, numbers, visuals, and broader narratives, that is healing. We've also learned that the process of collecting data in a way that is connective, authentically human, and uplifting is healing. We're still on this journey of discovery and practice, and we look forward to being on this journey with all of you.

May you come ready to feel, grieve, celebrate, dig deep, share, and connect...together.

With Love,

Dominica McBride
CEO and Founder, BECOME

The Seventh International Conference Theme

Evaluation and Assessment as Healing: Towards Culture-Based Paradigms of Care

Injury and illness. Anger, hostility, and destruction. Disregard, disrespect, and dishonesty. Betrayal. As scholars, practitioners, and as global citizens, we are surrounded by toxicity in ways that can make the ideals of CREA appear unattainable. Yet we embrace and embody the belief that people from distinct cultures can live together harmoniously, and that culturally responsive evaluation and assessment can offer guidance toward a more just future.

The theme of CREA 7 both acknowledges the pain and challenges us to engage in a culture-based paradigm of care that uses evaluation and assessment to promote healing and transformation. A culture-based paradigm of care guides us to understand culture and context, learn from and with communities, support actions toward health and healing, and seek effective ways to create more responsive environments for individuals, groups, and communities.

Adopting a stance of care seeks to identify and avoid evaluation and assessment practices that demean or otherwise harm stakeholder groups. For example, the ground-breaking AERA publication on Fairness in Educational and Psychological Testing (Jonson & Geisinger, 2022) raises critical issues about the alignment of culturally responsive assessment with nurturing and cultivating talents and strengths vs. obscuring or pathologizing them. Finally, caring demands reflection upon our practices and their impact on current and historical contexts and authentically occurring, context-specific experiences.

This theme is timely and expansive, leaving room to address healing people, healing the environment, and healing our systems and institutions. For example, this theme examines how evaluation and assessment can be viewed through a lens of care when applied to issues of:

- Indigenous and minoritized populations
- Educational and psychological assessment
- Environmental land policies and practices
- Public health policies and practices
- Civic Engagement
- Philanthropy

Jonson, J. L., & Geisinger, K. F. (Eds.). (2022). *Fairness in Educational and Psychological Testing: Examining Theoretical, Research, Practice, and Policy Implications of the 2014 Standards*. American Educational Research Association. <https://doi.org/10.2307/j.ctv2kzv0fw>

CREA 7th International Conference Pre-conference Workshop Presenters



Lisa Aponte Soto,
Tanoma Consulting
LLC



Mindelyn Anderson,
Mirror Group



Tracy Hilliard, Michigan
Public Health Institute



Rodney Hopson,
American University



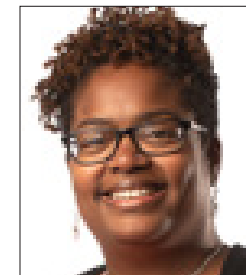
Palama Lee,
Lili'uokalani Trust



Geri Lynn Peak,
Two Gems Consulting
Services



Gregry Phillips,
Northwestern University



Ebony Reddock,
Michigan Public Health
Institute

**CREA 7th International Conference
Pre-conference Workshop
Presenters**



Erik Elias Glenn,
Northwestern
University



Toks Fashola,
American University



Karen Kirkhart,
Syracuse University,
Professor Emerita



Herb Lee,
Pacific American
Foundation



Dawn Mahi
Consuelo Foundation



Esrea Perez Bill,
Northwestern University

Keynote Speakers Radisson Blu Aqua Hotel

Keynote Speakers

October 4
Opening Keynote



Meleanna Meyer, M.A.

Artist, Activist, Healer in Training

Meleanna Aluli Meyer, is a life-long advocate for culture and the arts. Her family background and support in the arts and all things creative is acknowledged. Early roots and support in the arts were pivotal to the professional path she has chosen. Meleanna has spent her career as a practicing artist, arts educator, documentary filmmaker, arts and social justice advocate and creative visionary in community.

Beyond her formal training at Stanford (BA '78) under the likes of world renown painter printmaker Nathan Oliviera, photographer Leo Holub, and arts educator Dr. Eliot Eisner, she returned home to learn from esteemed kumu J. Keola Lake, Hale Makua and many other remarkable kumu. Receiving an M.A. in Educational Foundations under the guidance of Dr. Royal Fruehling at the College of Education - U.H. Manoa, she was able to develop and further her interest areas in educational pedagogy, hermeneutics, and community outreach. Always eager to learn, Meleanna considers herself a life-long student in all things creative, of Hawaiian culture, of spirit, and the world.

Meyer's interests span a wide range of work also in murals, theater design, architecture, linguistics, mythology, cooking, writing and philosophy. An **East-West Center** grantee, **APAWLI and Salzburg fellow**, she has been a recipient of numerous awards and distinctions that have broadened her world view and opportunities to workshop and share her insights and work through local and international venues. A recipient of the prestigious *James Borelli* Art Prize while at Stanford, the *Lamakū* award for work in community from the UH at Manoa, along with the most recent distinction of *Kumu Kukui*, being honored as a Master Educator, continues to bolster Meyer's lifelong commitment to all things creative, community, and grounded in culture.

Meyer's artwork and her films, **Puamana- '91** with noted filmmaker Les Blank; and **Ho'oku'ikahi,-'98** with nā kumu K.Keola Lake and Halemakua, have screened and shown on 4 continents, at film festivals, museums and in communities throughout the islands and beyond. **'Onipa'a '96** is a documentary about Hawaiian resistance and what Hawaiians have done since the illegal overthrow of 1893. 1993 challenged Hawaiians throughout the islands to step forward, to Meyer's latest documentary short, **Maunakea: Sacred Mountain, Sacred Conduct '20**, has been screened internationally on open platforms garnering rave reviews.

Morning Plenary

October 4, 2023



Renee Canady, Ph.D., MPA

Chief Executive Officer

Michigan Public Health Institute

Dr. Renée Branch Canady serves as Chief Executive Officer (CEO) of MPHI, a public health institute comprised of process and subject matter experts with a shared mission of working together to center equity, promote health and advance well-being for all. Dr. Canady is a relationship-driven leader and author of the newly released Amazon bestselling book, “Room at the Table: A Leader’s Guide to Advancing Health Equity and Justice.”

Prior to joining MPHI, Dr. Canady served as Health Officer and Director of the Ingham County Health Department, located in Lansing, Michigan. In that role she oversaw the county’s statutory responsibility to protect and promote the health of county residents and lead the development of the innovative and nationally known, Ingham County Health Equity Social Justice program.

Dr. Canady has held faculty and administrative positions in the Michigan State University College of Nursing where she developed a research trajectory in maternal health and health inequities. She continues her faculty appointment at MSU in the C.S. Mott Department of Public Health, chairing the masters of public health core course “Health Equity for Public Health Practitioners.”

Dr. Canady is recognized as a national thought leader in the areas of health inequities and disparities, cultural competence, and social justice. She has published and presented broadly on these topics and her passion for this work is evident in her personal, academic, and professional life. Dr. Canady has been highly influential in broadening the discussion of health equity and social justice while serving on numerous national boards, review panels, and advisory groups.

Dr. Canady is immediate past chair of the Boards of Directors of the National Network of Public Health Institutes (NNPHI), immediate past chair of the Council on Black Health, and is a member of the National Public Health Accreditation Board. Within the state of MI, she serves as secretary of the Ascension Health System Michigan Market Board of Directors and was appointed by Governor Gretchen Whitmer to the State of MI Coronavirus Task Force on Racial Disparities, where she chaired the Health Equity workgroup.

She has served on numerous advisory boards including the Robert Wood Johnson Foundation (RWJF) County Health Rankings Scientific Advisory Group, the National Collaborative for Health Equity Advisory Committee, the Institute for Alternative Futures Public Health 2030 project Advisory Group, and the National 10 Essential Public Health Services Task Force.

Dr. Canady has been an outstanding public health advocate, researcher, educator, and facilitator. She serves her community as a member of Alpha Kappa Alpha Sorority, Inc. and the Links, Inc. and as part of the ministerial leadership of the Tabernacle of David Church in Lansing. She is the mother of three adult sons, all alumni of Morehouse College in Atlanta, GA. Dr. Canady earned her PhD in Medical Sociology from Michigan State University, master’s degree in public administration from Western Michigan University and bachelor’s degree in Public Health Nutrition from the University of North Carolina at Chapel Hill.

Edward W. Gordon Sr. Distinguished Lecture and Luncheon



Jennifer Randall, Ph.D.

**Dunn Family Chair of Psychometrics and Test Development
Founding President, Center for Measurement Justice
University of Michigan**

Dr. Jennifer Randall is the Dunn Family Chair of Psychometrics and Test Development in the School of Education at the University of Michigan. She is also the founding President of the Center for Measurement Justice, which is a research center dedicated to facilitating the adoption and implementation of justice-oriented educational assessment and measurement processes. Dr. Randall received her bachelor's (1996) and master's (1999) degrees from Duke University and her doctoral degree from Emory University (2007). She began her career as a high school public-school teacher in social studies working with racially and ethnically minoritized students. It was in this capacity that she began to recognize the ways in which traditional assessment practices cause deep and irreparable harm to the most marginalized students- the students the system should be seeking to serve the most. Her work seeks to disrupt white supremacist, racist logics in assessment through assessment practices that center justice and are explicitly and unapologetically antiracist. She is committed to working with minoritized populations and our co-conspirators to explore the ways in which we can create a justice-oriented assessment system culture in which the sociocultural identities of students are deliberately considered, valued, and sustained - not as an afterthought, but rather - in the planning and development phases of assessment.

Dr. Randall's work has been published in assessment and education journals such as *Educational Measurement: Issues and Practice*, *Educational Assessment*, and *Applied Measurement in Education*. She sits on numerous state and national working groups, committees, and technical advisories as a fierce advocate for antiracist, liberating processes and regulations that center the needs of Black, Brown, and Indigenous students. In addition, she teaches courses in measurement theory, statistics, research design, and assessment.

Closing Plenary Discussion and Luncheon October 6

As we focus on CREA's next developmental phase, we enter this period firmly grounded in the theoretical underpinnings that have shaped our evaluative thinking over the last two decades. Yet, alongside this theory, there have been "boots-on-the-ground": those individuals and organizations who have successfully applied CREA's theoretical principles to their work. Through this work, individuals and organizations have demonstrated the process of true healing by shaping CREA's framework into transformative practices infused with a commitment to social justice that impacts lives and changes communities.

This plenary features a group of experienced individuals applying CREA theory and principles in new directions and transformative ways. The discussion aims to shed light on their application of CREA and the significance of their approaches to ensure that the principles of social justice are applied in their respective areas. The panel will also explore potential future directions for the advancement of CREA in evaluation and assessment practice. *Conference attendees will have the opportunity to ask questions*



Warren K. Chapman, Ph.D., Session Moderator

Co-Founder and Strategic Advisor at the Institute for Policy and Civic Engagement at the University of Illinois Chicago

Warren K. Chapman's professional experience spans the fields of education, philanthropy, art, and non-profit governance. He has served as the Chief Advancement Officer at the Chicago Lighthouse; Senior Vice President and Interim Vice President for Institutional Development at Columbia College Chicago; Vice Chancellor for External Affairs at the University of Illinois at Chicago; Vice President and National Philanthropic Advisor at JP Morgan Chase; President of the Bank One Foundation; Lead Program Officer at the Joyce Foundation; and is the co-founder of the Institute for Policy and Civic Engagement, at the University of Illinois at Chicago.

Warren received his B.A. and M.A. degrees from Northeastern Illinois University, and a Doctorate of Philosophy in Educational Policy from the University of Illinois at Urbana-Champaign. He also serves on the Boards of the Chicago History Museum, and the Jazz Institute of Chicago.

Closing Plenary Discussion and Luncheon October 6



Robin L. Miller, Ph.D.

**Professor and Area Director for Doctoral Training,
Ecological-Community Psychology; Associate Director,
Master's Degree and Certificate in Program Evaluation
Michigan State University**

Robin Lin Miller, PhD is a Professor of Psychology at Michigan State University, where she directs the doctoral training program in ecological-community psychology and is co-founder and associate director of the master's degree and certificate in program evaluation. Miller has been a member of the American Evaluation Association since 1992, played multiple leadership roles in the Association, and is winner of three of its career awards. She is a 2022 recipient of the Exemplary Project W. K. Kellogg Foundation Community Engagement Scholarship Award from the Association of Public and Land Grant Universities and Engagement Scholarship Consortium for her work evaluating LGBT community-led human rights advocacy initiatives in Africa and the Caribbean. The latter project is the subject of a book co-authored with human rights activist George Ayala to be published in 2024 by Oxford University Press.



Maurice Samuels, Ph.D.

**Managing Director of Evaluation.
Sierra Health Foundation**

Maurice Samuels, PhD, (he/him), Managing Director of Evaluation and Learning at Sierra Health Foundation and The Center at Sierra Health Foundation.

Maurice is responsible for ensuring that all work of the Evaluation and Learning Department is carried out in alignment with the mission, vision and core values of Sierra Health Foundation and The Center. Prior to joining Sierra Health Foundation, Maurice was a Senior Evaluation Officer at the MacArthur Foundation, where he contributed to the use of measurement, evaluation and learning to support informed decision making by the foundation's staff and board of directors. He currently serves on the American Evaluation Association Board of Directors. Maurice earned his PhD from the University of Illinois at Urbana-Champaign with an emphasis on research and evaluation methods. He attended Xavier University of Louisiana, where he earned a Bachelor's of Science and a Masters of Art. In his spare time, he enjoys hiking and competing in triathlons.

Closing Plenary Discussion and Luncheon October 6



Drew Gitomer, Ph.D.

Current and Inaugural DeMarzo Chair in Education Rutgers Graduate School of Education

Drew Gitomer, the current and inaugural holder of the DeMarzo Chair in Education at Rutgers Graduate School of Education (GSE), studies the assessment and evaluation of teaching. His research has examined policy-related issues in teaching and teacher education and considers a range of constructs that are related to teaching quality—teacher knowledge, teacher beliefs, student achievement, and quality of classroom interactions. From work in student performance assessment and portfolios, the scope of Gitomer’s research has focused on the design and validation of assessments that support the improvement of instruction. Recent work has focused on the failure of teacher effectiveness research and policy to appropriately consider issues of race, culture, and context in developing measures and making judgments of teaching quality. Other recent papers have considered how conceptions of fairness and assessment are substantially different when considered from traditional measurement and social justice perspectives.



Dr. Dominica McBride

Founder of BECOME

Dr. Dominica McBride is a leading thinker in the realm of community psychology, community healing, and collective transformation. As a champion of Culturally Responsive Evaluation and a grassroots advocacy strategist, she has dedicated her work to building the capacity of communities to create the reality they desire and deserve.

In 2013, Dr. McBride founded BECOME with the belief that communities should be at the forefront of realizing their visions of thriving communities. Drawing on her experience in program development and evaluation projects in Arizona, the Chicago area, and Tanzania, Africa, she recognizes the power of culturally responsive evaluation as a tool for positive change.

With a background in community psychology, Dr. McBride has made significant contributions as a consultant, program director, adjunct faculty member, and therapist in the field. Her expertise and insights have made her a sought-after speaker and trainer for communities, coalitions, and organizations across the nation. She has also been recognized and honored with a range of awards for her outstanding work, including the Supervisor of the Year Award from The Chicago School of Professional Psychology and the Marcia Guttentag Promising New Evaluator Award from the American Evaluation Association.

Dr. McBride holds a Ph.D. in Counseling Psychology with a specialization in Consultation from Arizona State University. Aside from her professional accomplishments, she embraces the joy of motherhood and finds fulfillment in witnessing her two remarkable children flourish.

Special Conference Sessions and Papers

CREA 2023 Featured Assessment Sessions

Edmund W. Gordon Senior Distinguished Lecture and Luncheon

Keynote Speaker: Jennifer Randall,
Center for Measurement Justice

Keynote Address:

Seeing the Best in Them:
Different Script, Same Cast

Thursday, October 5, 2023

Location: Atlantic Ballroom

Assessment Symposium Series

Session I: Racial Justice in Educational Assessment

Facilitator: Jennifer Randall

Thursday, October 5, 2023

This session features papers from *Applied Measurement in Education's Special Issue on Racial Justice*. Each represents different research communities and contexts, but all show how both classroom and large-scale assessment can work as an agent for change, justice, and liberation.

Presentation 1: Shifting Educational Measurement from an Agent of Systemic Racism to an Anti-Racist Endeavor

Michael Russell, Boston College

Presentation 2: The Standards Will Never Be Enough: A Racial Justice Extension

Maria Elena Oliveri, Buros Center for Testing

Mya Poe, Northeastern University

Norbert Elliot, New Jersey Institute of Technology

Presentation 3: Validity and Racial Justice in Educational Assessment

Josh Lederman, Brandeis University

Presentation 4: The Promise of Assessments that Advance Social Justice: An Indigenous Example

Pōhai Kūkea Shultz, University of Hawai'i at Mānoa

Kerry Englert, Seneca Consulting

Presentation 5: Applying a Culturally Responsive Pedagogical Framework to Design and Evaluate Classroom Performance-Based Assessments in Hawai'i

Dr. Carla M. Evans, Senior Associate, Center for Assessment

Special Conference Sessions and Papers

CREA 2023 Featured Assessment Sessions

Session 2: Co-Designing Justice-Oriented, Antiracist Assessments with Minoritized Youth Populations

Facilitators: Jennifer Randall and Jenin Sabbah

Thursday, October 25, 2023

This interactive session will feature what a justice-oriented, antiracist assessment tool (and process) looks like and how we, at the Center for Measurement Justice, are actively partnering with youth populations in this work. Attendees will (1) hear from our youth partners (13 - 22 years) about their experiences with the process and its challenges; (2) compete for prizes; (3) try your hand at writing antiracist assessment tasks; and (4) discuss next steps.

Session 3: Advancing Culturally and Linguistically Responsive Assessment for Multilingual Learners

Session Chair: Mariana Castro, University of Wisconsin-Madison

Discussant: Courtney Bell, University of Wisconsin-Madison

Thursday, October 5, 2023

The four papers presented in this symposium examine the assessment of multilingual learners at different scales and for different purposes -reading instruction at the classroom level, access and engagement within special education programs, monitoring science learning at the state level, and policy and accountability at the national level. However, across all papers, authors contest traditional approaches to assessing multilingual learners and propose equity-minded, assets-based, culturally and linguistically responsive frames to advance high-quality assessments for multilingual learners.

Paper 1: Always at the bottom: Ideologies in Assessment of Emergent Bilinguals

Laura Ascenzi-Moreno, City University of New York (CUNY)

Kate Seltzer, Rowan University

Paper 2: Considerations for Culturally & Linguistically Responsive AND Inclusive Assessment

Laurene Christiansen, University of Wisconsin-Madison

Cristina Sanchez-Lopez, Paridad

Paper 3: North Carolina Multilingual Multimodal Science Inventory (M2-Si)

Keira Ballantyne, Center for Applied Linguistics; Ivanna Mann Thrower Anderson,
North Carolina Department of Public Instruction

Paper 4: Socioculturally Responsive Assessments Integrating Cognitive and Psychometric Model

Edynn Sato, University of Wisconsin-Madison

Grace Xin Li, University of Wisconsin-Madison

Special Conference Sessions and Papers

CREA 2023 Featured Public Health-Themed Sessions and Papers

Given the unprecedented challenges the world has faced in recent years, the need to address social justice topics within Public Health has never been more apparent. Below are sessions and papers that resonate with our conference theme and our featured focus on Public Health:

Tuesday Morning Workshop: Repairing Harm by Restoring my Humanity: A Multifocal Healing Journey

Workshop Presenter: Geri Peak, Two Gems Consulting Services

Tuesday, October 3, 2023

8:00 a.m. – 12 p.m.

Location: Caribbean/Caspian

Wednesday Afternoon Roundtable Session

1.8: Why Health, Well-being, and Cultures of Care Matter

Location: Atlantic Ballroom

Are We There Yet? Professional Development Grounded in a Health-Sustaining Culture for a CREE Expansion Journey

Sharon Attipoe-Dorcoo¹, Norma Diana Martínez-Rubin²

¹TERSHA, LLC, United States of America, Texas Woman's University, United States of America; ²Evaluation Focused Consulting, United States of America

Influencing Health and Wellness Through Evaluation Internship Programs: Reflections of Student Engagement in Culturally Responsive and Trauma-Informed Evaluation

Anthony B. Sullers Jr.^{1,2}, Cecilia Vaughn Guy^{1,2}, Giavanna McCall¹, Sindra Gerdes¹, Aixa Marchand¹, Larry Washington¹, Rodney Hopson^{1,2}

¹College of Education - University of Illinois at Urbana-Champaign; ²Center for Culturally Responsive Evaluation and Assessment

‘Aohe pau ka ‘ike i ka hālau ho‘okahi-All Knowledge is Not Taught in the Same School

PALAMA LEE¹, PATRICK UCHIGAKIUCHI², HERB LEE³, LISA WATKINS-VICTORINO⁴, DAWN MAHI⁵

¹Lili'uokalani Trust; ²University of Hawai'i; ³The Pacific-American Foundation; ⁴Office of Hawaiian Affairs; ⁵Consuelo Foundation

Through the Looking Glass: A Foundation's Multidimensional Approach to Disrupting Systemic Barriers in Health Equity Research

Natalie Joseph¹, Sheldon Watts², Caryn Bell³, Rachele Espiritu⁴

¹Mirror Group; ²Robert Wood Johnson Foundation; ³Tulane University; ⁴Change Matrix

Towards a Culture of Care for Black and Brown American Students within Global Education (Study Abroad)

Angelique Evans, Anthony Sullers

University of Illinois at Urbana-Champaign, United States of America

On Becoming Undisciplined: How a Non-traditional Entrance into the Field of Evaluation Increases Organizational Capacity for Cultural Relevance and Care

Ebony Renea Kirkendoll, Sojourner White

UBUNTU Research and Evaluation, United States of America

Special Conference Sessions and Papers

CREA 2023 Featured Public Health-Themed Sessions and Papers

Thursday Morning Plenary

Keynote Speaker: Renee Branch Canady, CEO, Michigan Public Health Institute
Keynote Address: Truth, Facts & Findings: Advancing A Standpoint that Disrupts Inequities
Thursday, October 5, 2023
8:30 a.m. – 10 a.m.
Location: Atlantic Ballroom

Thursday Morning Paper Session:

Paradigms of Care in Evaluation

Location: Aegean
Session Chair: Ayehsa Boyce, Arizona State University

Healing The Measures of Black Folks: Embracing a Duboisian Approach of Care for Black Evaluators Monique Liston

Ubuntu Research and Evaluation, United States of America

An Ethic of Care: Hearing the Moan of Indifference

Robert Stake², Merel Visse¹

¹Drew University, United States of America; ²University of Illinois Urbana-Champaign

Shix nam pinanaknúwita (Take Good Care of Yourself): Yakama Paradigms of Care

Michelle M. Jacob

Centering Care Through Participatory Action Research on Engagement with DEI in STEM Evaluation

Ayesha Sherita Boyce¹, Tiffany Lee Smith Tovey², Neelakshi Rajeev Tewari¹

Arizona State University; ²University of North Carolina Greensboro

The conference wishes to acknowledge the individual paper contributions made by the following presenters:

Cherokee Medicine Wheel as Leadership Model: Healing the leader

Mark Parman

Cherokee Nation

HBVIPs (Hospital-Based Violence Intervention Programs): Views from the Survivor Perspective

Christopher St. Vil¹, Noelle St. Vil¹, Roberto Aspholm², Erin Hall³

¹University at Buffalo School of Social Work; ²University of St. Thomas, Morrison Family College of Health; ³Georgetown University School of Medicine

Integrating Culturally Responsive and Racially Equitable Evaluation into a Community-Based Vaccine Equity Initiative

Ebony Reddock, Tracy Hilliard, Tyler Logan, Ashley Barnes, Monique Williamson, Kaylyn Williams

Michigan Public Health Institute, United States of America

Special Conference Sessions and Papers

CREA 2023 Featured Public Health-Themed Sessions and Papers

Neighborhood Change Agents Lead Data-Driven Community Violence Intervention: Advance Peace Peacemaker Fellowship- Lansing, MI

Erica Lynn¹, Marlon Beard¹, Aaron Blankenberg¹, Terrance Cooper¹, DeAndre McFadden¹, Jason Corburn³, Julie Krupa², Paul Elam¹, Tracy Hilliard¹, DeVone Boggan⁴

¹MPHI (Michigan Public Health Institute), United States of America; ²Michigan State University School of Criminal Justice; ³UC Berkley; ⁴Advance Peace

Somatic Archaeology© Model: Using Evaluation as Good Medicine to Heal our People and Communities

Roberta Gibson Sequeira¹, Kara Big Crow¹, Nicole Bowman², Jeremy Braithwaite³

¹Freedom Lodge, United States of America; ²Bowman Performance Consulting; ³EvaluACT, Inc

The Importance of Trauma-Informed Evaluation in Public Spaces: A Critical Reflection

Julia Eileen Nee, Hsin-Yi Chien

The Exploratorium, United States of America

Vaccine Confidence and the Backdrop of Racism: Culturally Responsive Evaluation for COVID-19 Vaccinations and Creative Engagement among Black Citizens in Rural Georgia

Dania Hussain², Marcel Foster¹, Brianna Smith²

¹Performance Hypothesis LLC, United States of America; ²Emory University Rollins School of Public Health

Pre-conference Workshops

Tuesday
October 3, 2023

8:00am - 12:00pm

Tues. AM Half Day Workshop: LGBTQ+ Evaluation and Cultural Responsiveness: Theory, Practice, and Praxis for Liberatory LBTQ+ Evaluation

Location: **Baltic/Bering**

Session Chair: **Esrea Perez-Bill**, Northwestern University; esrea.bill@northwestern.edu

Principles of justice, equity, and cultural responsiveness are foundational to the field of evaluation's important work. These principles guide us in centering marginalized voices, experiences, and individuals in our practice in order to ensure that as evaluators, we are not just observers - but actors, supporters, and co-conspirators alongside the communities that we work with. Despite calls to center communities at the margins in our work, the lesbian, gay, bisexual, transgender, queer and other sexual and gender minority (LGBTQ+) community has been largely excluded from evaluation theory, models, and frameworks. LGBTQ+ Evaluation utilizes evaluation as a tool to move us towards a thriving present and future that is guided by a deep love for the stories, livelihoods, and liberation of LGBTQ+ people and communities. This dynamic and interactive workshop will provide attendees with an intensive, practice-based experience that will connect the foundational principles of LGBTQ+ evaluation from theory, into practice. Attendees will leave the session with the necessary tools to be culturally responsive LGBTQ+ evaluators, advocates, and allies.

8:00am - 12:00pm

Tues Half Day Workshop: Repairing Harm by Restoring my Humanity: A Multifocal Healing Journey

Location: **Caribbean/Caspian**

Session Chair: **Geri Peak**, Two Gems Consulting Services; geri@twogemsconsulting.com

Building upon the restorative and healing approach to evaluation practiced for the past 25 years and inspired by the luminous work of Sistah Dr. Hazel Symonette, this workshop provides an opportunity for participants to work as collaborators who are dedicated to the principle of a twofold advancement where it is essential to transform

and hone ourselves as "responsive instruments" in order to have any effective impact on social transformation through our chosen service/art of evaluation and assessment.

In the first hour: Participants will co-create a brave working space through shared agreements to explore how our environments, our methods and mechanisms, our training and our sources of support introduce practices and patterns of thought which perpetuate harm in communities facing systemic oppression with an emphasis on those who are racialized and minoritized. Starting with a brief overview of how racialized ideas have influenced westernized approaches to research and evaluation, the rest of the workshop will use interactive adult learning approaches, arts integration, story share and consultation to allow each member to map a real harm through their practice. For example, the practice of "racing" individuals through using race as an explanatory variable absent theoretical evidence for its use reinforces othering and false attribution that has led to persistent harms in both medical and public health practice.

During the next two hours: We will use story and journey mapping to identify places along the life course where harmful norms first entered into our awareness (in retrospect), individual journaling to anchor our personal stories and artistic expression (movement, sketching, guided poetry construction) to share our experiences and take individual time to create a restorative plan for ongoing transformative reflection and growth.

Finally, we will use the last hour to gather into affinity groups to explore pathways towards healing our arenas of influence. These will be guided by the group, but may well fall into field categories such as community coalitions, academia, philanthropy, public institutions, non-profit organization, and independent and corporate consulting.

Examples shared along the way will provide resources in the form of transformative frameworks for social transformation, particularly exploring those centering blackness as a reparative to white dominance and not as an exclusionary or divisive ideology and spiritually principled frameworks for social action that center collective advancement over exploitative approaches to experimentation.

The workshop will model a healthy mind/body/spirit balance by matching intellectual reflection and knowledge acquisition/exploration with what the body is sensing and what the heart is feeling.

Pre-conference Workshops

9:00am - 5:00pm

Full Day Workshop: Utilization of a Culturally Responsive and Racial Equity Lens to Help Guide Strategic Engagement and Evaluation

Location: **Adriatic/Aegean**

Session Chair: **Ebony Reddock**, Michigan Public Health Institute; ereddock@mphi.org

The field of evaluation is being challenged to utilize a process that considers who is being evaluated and who is conducting the evaluation. MPHI has worked to develop useful frameworks, tools, and approaches that evaluators could consider focusing 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 culturally responsive and 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. Participants will be provided with a Template for Analyzing Programs through a Culturally Responsive and Racial Equity Lens, designed to focus deliberately on an evaluation process that takes race, culture, equity, and community context into consideration. Presenters will also share a “How-to Process” focused on the cultural competencies of individuals conducting evaluations, how such competencies might be improved, and strategies for doing so. This “How-to Process” is the result of thinking around developing a self-assessment instrument for evaluators, is based primarily on the cultural-proficiencies literature, and relates specifically to components of the template. Participants will have the opportunity to engage in small-group exercises to apply the concepts contained in the template to real-world evaluation processes. Based on these experiences, participants will gain practical knowledge on the use of the lens.

9:00am - 5:00pm

Full Day Workshop: Reconsidering Validity in Culturally Responsive Evaluation and Assessment

Location: **Pacific Ballroom**

Session Chair: **Karen E. Kirkhart**, Syracuse University; kirkhart@syr.edu

This workshop comes on the 10th anniversary of CREA I, which included a keynote address, *Repositioning Validity* (Kirkhart, 2013). We celebrate a decade of reflection on validity in the context of Culturally Responsive Evaluation and Assessment (CREA), showing how both validity theory and evaluation theory can be extended in the service of equity, inclusion, and justice. Building upon an intersectional understanding of inequity and oppression, CREA directs evaluators' attention to practice procedures that can mitigate historically negative impacts of evaluation and assessment on minoritized and Indigenous communities. But how does this call us to reconsider validity? Should it be rejected as a tool of colonial supremacy? Should it be embraced to support the authenticity of CREA? How might validity be repurposed and redefined to improve congruence with the principles underlying CREA? What has CREA taught us about validity?

Kirkhart and Hopson will move participants from theory to application, while updating validity conversations over the past decade. Following opening introductions and acknowledgements, we review foundational definitions of culture, intersectionality, and validity, highlighting complexities. A brief history of two justice-seeking frameworks—multicultural validity and culturally responsive evaluation—examines how they both support and challenge one another. Moving from theory to application, participants will apply the elements of a Culture Checklist (updated from Kirkhart, 2013a-b) to their own contexts of practice, which in turn may raise additional considerations.

This workshop uses a combination of lecture, large-group discussion, and small-group exercises guided by worksheets and supporting handouts and resources. Participant ideas will be explicitly brought into conversation with the presenters' prepared materials.

Pre-conference Workshops

1:00pm - 5:00pm

Tues PM Half Day Workshop: Atabey y Bohiken: Cultivating Paradigms of Love, Authenticity, and Healing through CREE

Location: **Baltic/Bering**

Session Chair: **Lisa Aponte-Soto**, Tanoma Consulting;
lapontesoto@tanomaconsulting.com

The Latine (Lee, 2020) community in the U.S. currently accounts for nearly 19% of the total population and is projected to comprise about one-third of Americans by 2050 (U.S. Census, 2021). Latines encompass a variety of cultural groups, sociopolitical identities, ethnicities, and national origins (Rumbaut and Portes, 2001). Acknowledging the growing Latine community in the U.S., it is critical to understand the complexity and diversity of the Latine culture to honor culture and context by centering love, authenticity, and healing practices. This will then provide a foundation for evaluators to use CREE to align the assets and strengths of the community members and their environments with culturally and linguistically appropriate programs and services.

Implementing CREE (Frierson et al., 2010) cannot occur in isolation. It calls for engaging an interdisciplinary community of scholars in discourse around actionable advocacy, democratic principles, courageous leadership, and social justice agency that advance the knowledge of attending to culture and context. According to SenGupta, Hopson, and Thompson-Robison (2004, p.13), CRE(E) “is actively cognizant, understanding and appreciative of the cultural context in which evaluation takes place.” Recognizing the added-value of co-learning with cross-cultural evaluators working for and with Latine-serving programs, this workshop is structured in three main components to allow participants to reflect and apply CREE.

In Part I, participants will reflect on the foundational social justice evaluation theories and principles of CREE with an emphasis on Latino Critical Race Theory (LatCrit) and contemporary indigenous praxis-oriented paradigms for working with Latine communities. This component will discuss the unique cultural values and identity in relevance to Latine culture and

inclusive participatory approaches. Part II will guide participants through self-reflection exercises to assess their positionality as evaluators and agents of CREE (Symonette, 2008). Part III will lead participants in small groups discussions through applied case study exercises using CREE. The facilitator will also extract from a series of evaluation projects and case studies with Latine communities to illustrate CREE in practice. In Part III, participants will have an opportunity to reflect and react to real-world case studies of missteps when working with Latine communities. Attendees will identify ways to leverage missteps by promoting a culture learning to embrace health and healing and avoid further demeaning and harming communities.

The facilitator is a Latine evaluator with experience conducting Latine responsive and equitable evaluation (LREE). The facilitator will share unique perspectives and experiences practicing LREE and reflect on where the field has been and what directions it needs to take when practicing evaluation for and with Latine communities. Practical applications explore tactics attending to the unique heterogeneity of Latine culture across multiple contexts, settings, communities, and geographic regions. Participants will have an opportunity reflect on their experiences with Latine-focused evaluation planning and practice.

1. Latine is a gender-inclusive term that emerged from the Hispanic/Latina/o/x community (Lee, 2020).

1:00pm - 5:00pm

Tues PM Half Day Workshop: Using Quantitative Data to Address Civil Rights in Education

Location: **Caribbean/Caspian**

Session Chair: **Toks Fashola**, American University;
Fashola@american.edu

As we explore the experiences of minorities and indigenous children in public school systems (especially in the U.S), we are constantly informed about the underperformance of minority and indigenous populations in the public school settings. These populations tend to be overrepresented in the areas of discipline, expulsion, bullying, and other negative experiences, yet they are underrepresented in the areas of gifted and talented education,

Pre-conference Workshops

Advanced Placement classes, college readiness, and other positive experiences.

The Office of Civil Rights was created in 1966, as a part of the Civil Rights act of 1964, with the goal of providing access to education to everyone. Schools and school districts are required to submit information yearly to the OCR, and the database is available for public use.

The goal of this workshop is twofold. The first goal of this workshop is to address the topic of healing by exploring the CRDC, and address policy issues that are either helping or hurting the targeted students. Participants will be introduced to the dataset, and will be invited to select areas or topics that they are interested in, and explore how the data explore these topics. For instance, the database can show the existence of suspensions and expulsions across the country, and explore schools or districts where these suspensions and expulsions occur the most, but also explore these by race and gender.

The second (or secondary) goal of this workshop is to introduce the participants to quantitative data and data analysis (or data wrangling). Participants will learn to explore the contents of the database, but will also learn some basic concepts of data science and data analysis, such as creating data dictionaries, understanding variables, exploring relationships and data representation.

We will address quantitative topics such as variable types, creating data dictionaries and visualizing and displaying data in various manners. We will also explore the concept of transforming data from excel into a data program such as SPSS or STATA, and learning the basics of how and why to code data.

Workshop Methods: The overall method will be exploratory in nature. Participants will select their area of interest from the database, and then all of the analyses that they participate in will be based upon their areas of interest, based upon the aforementioned topics. The workshop approach will be full participatory and hands-on. Methods will include didactic teaching, cooperative and group learning, and project-based learning tasks.

Wednesday, October 4, 2023

8:00am - 12:00pm

8:00am - 12:00pm

**Wed Half Day Workshop Half Day:
The Healing Potential of Culturally
Responsive and Sustaining Evaluation**

Location: **Adriatic/Aegean**

Session Chair: **Herb M. Lee, Jr.**, Pacific American Foundation; herblee@thepaf.org

This workshop brings together two emerging and complementary Native Hawaiian frameworks founded on traditional cultural ways of knowing and being, and examples of how they are being used to reshape evaluation practice as a healing practice in Hawai'i.

Through hands-on engagement with the frameworks, participants will explore the utility of these frameworks or adaptations of them when working in their own cultural contexts and reflect on their evaluation praxis, exploring ways to use culturally responsive evaluation as healing interventions when working with Indigenous groups and/or people of color to counter colonial and racist assumptions and practices.

Although both frameworks are grounded in ancestral knowledge spanning a multitude of generations and centuries (if not millennia), their articulation and publication for the explicit purposes of guiding research and evaluation are quite recent. In 2016, a group of researchers and evaluators came together to answer the question, "What if the practice of evaluation was guided by the value of Aloha?" At its essence the Framework privileges Aloha as the primary evaluation intelligence and competency when working in Hawaiian contexts. The framework offers evaluators ways to think about living in a space of respectful relationships, honoring the histories and stories of injustice and justice (e.g., military occupation and cultural re-birth), and unpacking colonial assumptions that interfere with understanding the truths experienced by the Indigenous communities.

Seventh International Conference Schedule of Events

The value and definition of Aloha are informed by Auntie Pilahi Paki, a Native Hawaiian elder and expert in language and sound, and by Puanani Burgess, a poet and staunch community leader. In the foreword to the framework, Puanani describes the complexity of evaluating with Aloha, “I have been struggling with the notion that there is an Aloha Framework that will help to guide us, challenge us, help us decide on how we can both respect diversity and differences in perspective, values, behaviors and actions, yet can offer us a measure of certainty, consistency and peace in spite of the complexities, turbulence and mysteries of modernity, change, injustice and history.”

Formal work on the second framework began in 2017 when a number of researchers, evaluators, cultural practitioners, and community activists began meeting to reframe the concept of wellbeing through a Native Hawaiian lens to create radical new knowledge. The purpose of this work, named Kūkulu Kumuhana, is to support a research and evaluation agenda that focuses on promotion of wellbeing and self-determination of Native Hawaiians. The framework is holistic, multi-dimensional, and promotes social justice and healing. Six interconnected dimensions include Ea–Self determination, ‘Āina Momona–Healthy and productive land and people, Pilina–Mutually sustaining relationships, Waiwai– Ancestral abundance and collective wealth, and ‘Ōiwi–Cultural identity and Native intelligence.

To ground our workshop in an Indigenous lens, we privilege the following Hawaiian methods: a) ha’i ‘ōlelo or lecture/sharing by a kūpuna or elder via video as she explores the complexities of Aloha and by the presenters as they provide an overview of both frameworks ; b) mo’olelo or generative story telling by participants to bring forward personal connections to wellbeing and the intersection of race, colonialism, and power in small groups; and c) hui kūkākūkā or focused group discussions as we delve into unpacking colonial and racist assumptions, and re- pack a deeper understanding of what helps and what hinders healing in the evaluation space.

Individually and, even more powerfully, in combination, the Evaluation with Aloha and Kūkulu Kumuhana frameworks position knowledge of and respect for Indigenous peoples as imperative for valid, ethical, and healing practice. Likewise, both frameworks are expected to influence the future of evaluation and research on wellbeing in Hawai’i. Although grounded in Hawaiian culture, these frameworks may be used by evaluators working in other cultural contexts as jumping off places to examine what it means to practice evaluation in ways that are consonant with the values of the communities they serve.

12:30pm - 2:00pm

Wednesday, October 4, 2023

Opening Session

Opening Comments

Indigenous/ Native American Welcome Ceremony Coordinated by Trickster Art Gallery, Roselle, IL

Dr. Stafford Hood Tribute

Pam Frazier-Anderson, Kandaki Tech & Seventh International Conference Co-Chair

Welcome

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

Special Acknowledgements

Warren Chapman, Institute for Policy and Civic Engagement at the University of Illinois Chicago & Seventh International Conference Co-Chair

Special Remarks






Leon Andrews, President and CEO, Equal Measure

Closing Remarks

Warren Chapman and Pam Frazier-Anderson, Seventh International Conference Co-Chairs

Location: **Atlantic Ballroom**

The Legend for presentations

-  = Pre-Conference Workshop
-  = Plenary Sessions / Keynotes
-  = Paper Session
-  = Roundtable Presentation
-  = Symposia

Seventh International Conference Schedule of Events

Wednesday October 4, 2023

2:15pm - 3:45pm

1.1: Racial and Community Healing, Harm, and Strategies for Social Transformation

Location: **Atlantic Ballroom**

Healing the Land, Healing the People: Approaching Environmental and Land Policy Evaluation With a Lens of Care

Deja Taylor, Radaya Ellis, Koren Dennison
UBUNTU Research & Evaluation, United States of America

How a Foundation's Research and Evaluation Agenda Can Promote Healing for Youth and Young Adults

Matthew Closter¹, Cynthia Roman-Cabrera¹, Peter de Guzman², Allison Holmes³, Teddy Smith²
¹Equal Measure, United States of America; ²CIRCLE (Tufts University), United States of America; ³Annie E. Casey Foundation, United States of America

Our Scars Show That We Can Heal: Strategies For Healing Amidst the Harms That Surface in Evaluation

Kantahyanee Murray, Tracy Hilliard, Stella Gran-O'Donnell, Ashley Barnes, Ryan Rowe, Ji Won Shon
MPHI - Center for Culturally Responsive Engagement, United States of America

2:15pm - 3:45pm

1.2: Frameworks for Culturally Responsive Practice

Location: **Adriatic/Aegean**
Session Chair: **Cherie Avent**, University of Illinois Urbana-Champaign; cmavent@illinois.edu

From Cultural Responsiveness to a Dignity-based Beloved Community Framework

Linetta Daniell Alexander Islam
UBUNTU Research and Evaluation, United States of America

The Evaluation CAPS Framework: A Systematic Meta-Narrative Review of Ethical Awareness and Practices

Betty Onyura¹, Emilia Main², Alexandra Wong³, Claudia Barned⁴, Tin D. Vo⁵, Nazi Torabi⁶, Deena M. Hamza⁷, Suzanne Zerger⁵
Centre for Addiction and Mental Health; ²Library Services, Sunnybrook Hospital; ³York University Libraries; ⁴The Institute for Education Research, University Health Network; ⁵Unity Health Toronto; ⁶University of Toronto Libraries; ⁷Faculty of Medicine & Dentistry, University of Alberta

The Class-based Trauma and Justice (CBTJ) Framework

J. Scarlett Kingsley
Oklahoma State University, United States of America

Cherokee Medicine Wheel as Leadership Model: Healing the leader

Mark Parman
Cherokee Nation

Seventh International Conference Schedule of Events

Wednesday October 4, 2023

2:15pm - 3:45pm

1.3: Collaborations & Partnerships

Location: **Baltic/Bering**

Session Chair: **Joe O'Hara**, EQI; joe.ohara@dcu.ie

Exploring an Intercultural Community Evaluation and Planning (ICCEP) - a networked response to increasing diversity

Joe O Hara¹, Martin Brown¹, Sarah Gardezi¹, Gerry McNamara¹, Guri Skedsmo², Jeffrey Hall², Herbert Altrichter³, Barbara Herzog Punzenberger⁴, Sieglinde Fulterer³, Laura Castillo Blanco⁵, Funda Nayir⁶, Kazim Celik⁶, Abdurrahman Tanriogen⁶

¹EQI/ CREA, Dublin City University, Ireland; ²University of Oslo in Norway; ³JKU, Linz, Austria; ⁴University of Innsbruck, Austria; ⁵Junta de Extremadura, Spain; ⁶Pamukkale University, Turkey

Developing Culturally Responsive Partnerships to Address Health Equity: Learning From University-Church Collaborations During COVID-19

Virnaliz Jimenez, Julius Freeman, Melissa Goodnight, Cherie Avent, Nidia Ruedas-Gracia, Emily Stone
University of Illinois at Urbana Champaign

Collaborative Research: Power and Conflict in Knowledge Production

Jaideep Visave
University of North Carolina at Greensboro, United States of America

2:15pm - 3:45pm

1.4: Minority Serving Institutions: Challenges, Opportunities, and Transformative Practices

Location: **Caribbean/Caspian**

Session Chair: **Monica Mitchell**, MERAssociates LLC; mmitchell@merassociates.com

Kujichagulia in the Data Revolution: Increasing the Participation of Black students in Data Science and Analytics at an HBCU

Monica B Mitchell¹, LaTanya Brown-Robertson², Azene Zenebe³, Augustin Ntembe³, Tyesha N. Burks³

¹MERAssociates LLC; ²Howard University; ³Bowie State University

Imbalances and Opportunities for MSIs in Research Collaborations: Evidence From the Evaluation of an NSF-Funded Science and Technology Center

Courtney Stone, Caitlin Albrechtsen, Ayesha Boyce
Arizona State University, United States of America

More Than Counting Pieces of Paper: The Critical Role Evaluation Plays in Helping HSIs Be Truly Latinx-serving

Rick Sperling
St. Mary's University, United States of America

2:15pm - 3:45pm

1.6: Redressing Historical Perspectives: HBCU STEM Academic Leadership and Roles in Broadening Participation

Location: **Pacific Ballroom**

Session Chair: **Camille McKayle**, University of the Virgin Islands; cmckayl@uvi.edu

Identifying Predictors of HBCU Success in Broadening Participation in STEM: A Case Study Approach

Elizabeth Jaegar, Camille McKayle, Kimarie Engerman, Curlis Joseph, Karyl Askew
University of the Virgin Islands

"I See the Potential in You": HBCU Provosts' Use of Purposeful Perspective- Taking to Promote Broadening STEM Participation

Angelicque Tucker Blackmon¹, Karyl Askew², Camille McKayle², Kimarie Engerman²

¹Innovative Learning Center, LLC, ²University of the Virgin Islands

Seventh International Conference Schedule of Events

Wednesday October 4, 2023

What is Going on Here? Exploring Why HBCU Presidents are Successful in Producing STEM Graduates

Mohomodou Boncana, Camille McKayle, Kimarie Engerman, Karyl Askew

University of the Virgin Islands

Exploring Caring-Oriented STEM Academic Leadership

Kenny Hendrickson, Karyl Askew, Camille McKayle, Kimarie Engerman

University of the Virgin Islands

2:15pm - 3:45pm

1.8: Why Health, Well-being, and Cultures of Care Matter

Location: **Atlantic Ballroom**

Are We There Yet? Professional Development Grounded in a Health- Sustaining Culture for a CREE Expansion Journey

Sharon Attipoe-Dorcoo¹, Norma Diana Martínez-Rubin²

¹TERSHA, LLC, United States of America, Texas Woman's University, United States of America;

²Evaluation Focused Consulting, United States of America

Influencing Health and Wellness Through Evaluation Internship Programs: Reflections of Student Engagement in Culturally Responsive and Trauma- Informed Evaluation

Anthony B. Sullers Jr.^{1,2}, Cecilia Vaughn Guy^{1,2}, Giavanna McCall¹, Sindra Gerdes¹, Aixa Marchand¹, Larry Washington¹, Rodney Hopson^{1,2}

¹College of Education - University of Illinois at Urbana-Champaign;

²Center for Culturally Responsive Evaluation and Assessment

‘Aohe pau ka ‘ike i ka hālau ho‘okahi-All Knowledge is Not Taught in the Same School

PALAMA LEE¹, PATRICK UCHIGAKIUCHI², HERB LEE³, LISA WATKINS- VICTORINO⁴, DAWN MAHI⁵

¹Lili'uokalani Trust; ²University of Hawai'i; ³The Pacific-American Foundation; ⁴Office of Hawaiian Affairs;

⁵Consuelo Foundation

Through the Looking Glass: A Foundation's Multidimensional Approach to Disrupting Systemic Barriers in Health Equity Research

Natalie Joseph¹, Sheldon Watts², Caryn Bell³, Rachele Espiritu⁴

¹Mirror Group; ²Robert Wood Johnson Foundation;

³Tulane University; ⁴Change Matrix

Towards a Culture of Care for Black and Brown American Students within Global Education (Study Abroad)

Angelique Evans, Anthony Sullers

University of Illinois at Urbana-Champaign, United States of America

On Becoming Undisciplined: How a Non-traditional Entrance into the Field of Evaluation Increases Organizational Capacity for Cultural Relevance and Care

Ebony Renea Kirkendoll, Sojourner White

UBUNTU Research and Evaluation, United States of America

5:00pm - 6:00pm

Opening Keynote

Hana Ki'i No'ēau: Retrieving and Remembering Our Images, Our Past

Keynote Speaker: **Meleanna Meyer**,

Chair: **Kathy Tibbetts, Lili'uokalani**

Trust Discussant: Palama Lee, Lili'uokalani Trust

Location: **Atlantic Ballroom**

6:15pm - 8:00pm

Welcome Reception and Meet the Artist: Meleanna Meyer

Location: **Atlantic Ballroom**

Seventh International Conference Schedule of Events

Thursday October 5, 2023

8:30am - 10:00am

Morning Plenary: Truth, Facts & Findings: Advancing A Standpoint that Disrupts Inequities

Keynote Speaker: **Renée Branch Canady**, Michigan Public Health Institute

Chair: **Tracy Hilliard**, Michigan Public Health Institute

Location: **Atlantic Ballroom**

10:15am - 11:45am

2.1: Building Capacity for Culturally Responsive Assessment in Theory and Action

Location: **Atlantic Ballroom**

Creating a Space to Empower Women in the Measurement and Assessment Community

B. Fiona Hinds, Susan Lyons, Jenn Dunn, Janine Jackson, Katrina Santner

Women in Measurement, United States of America

Culturally Specific Assessment as Healing: Constructing the CASL Soul of HBCU STEM Leadership Assessment Framework

David Sul¹, Angelicque Tucker Blackmon²

¹University of the Virgin Islands, USVI, United States of America; ²Innovative

Learning Center, ILC, Atlanta, GA

Context is Key: The Observer's Cultural Impact on Functional Behavioral Assessment Outcomes

Heather Lyn Volchko

Threshold Learning Consultancy, United States of America

"There is No Word For Art:" Art as Foundational to Assessment in Professional Development Workshops for Teachers in Hawai'i

Moira Pirsch, Ka'anohiokala Kalama-Macomber, Pono Fernandez

Maui Arts & Cultural Center, United States of America

Stereotype Threat Theory and Assessments in Marginalized Communities- What Now?

Alicia L Ross

University of Illinois, United States of America

They Said What They Said: Community Voices Inform Next Steps for Truth, Racial Healing and Transformation

Tracy Marie Hilliard¹, Kantahyanee Murray¹, Tyler Logan¹, S. Amy Snipes³, Howard Walters², Icela Pelayo²

¹MPHI (Michigan Public Health Institute), United States of America; ²W.K. Kellogg Foundation; ³Crossbeam Collaborative

Pedagogical Praxis of Care in Higher Education: Operationalizing EDI in Teaching

Nuha Dwaikat-Shaer¹, Ann Curry-Stevens², Xu {Sunny} Wang³, Lisa Kuron⁴, Sobia Iqbal⁵, Matthew Rohweder⁶

¹Wilfrid Laurier University, Canada; ²Wilfrid Laurier University, Canada; ³Wilfrid Laurier University, Canada; ⁴Wilfrid Laurier University, Canada; ⁵Wilfrid Laurier University, Canada; ⁶Wilfrid Laurier University, Canada

10:15am - 11:45am

2.2: Assessment 1 - Measurement Instruments

Location: **Adriatic**

Session Chair: **Tracy Hilliard**, Michigan Public Health Institute; thilliar@mphi.org

Educator Cultural Proficiency Insight Tool: Construction and Validation of the Measurement of Cultural Proficiency

Queinnise Miller
University of Houston - Clear Lake, United States of America

Developing a Sensitive, Culturally Sustaining Instrument for Gauging Reading Abilities: The Critical Reading Assessment

Diana J. Arya, Sabiha Sultana, John Galisky, Daniel Katz

University of California Santa Barbara, United States of America

Providing Students With Equitable Learning Opportunities Through Fair Assessments

Alia Hadid¹, Abdulsamad Humaidan²

¹Rhode Island College, United States of America; ²University of Illinois at Urbana Champaign

Seventh International Conference Schedule of Events

Thursday October 5, 2023

10:15am - 11:45am

2.3: Paradigms of Care in Evaluation

Location: **Aegean**

Session Chair: **Ayehsa Boyce**, Arizona State University; Ayesha.Boyce@asu.edu

Healing The Measures of Black Folks: Embracing a Duboisian Approach of Care for Black Evaluators

Monique Liston

Ubuntu Research and Evaluation, United States of America

An Ethic of Care: Hearing the Moan of Indifference

Robert Stake², Merel Visse¹

¹Drew University, United States of America; ²University of Illinois Urbana- Champaign

Shix nam pinanaknúwita (Take Good Care of Yourself): Yakama Paradigms of Care

Michelle M. Jacob

University of Oregon, United States of America

Centering Care Through Participatory Action Research on Engagement with DEI in STEM Evaluation

Ayesha Sherita Boyce¹, Tiffany Lee Smith Tovey², Neelakshi Rajeev Tewari¹

¹Arizona State University; ²University of North Carolina Greensboro

10:15am - 11:45am

2.4: Teachers, Schools, and Programs

Location: **Baltic**

Session Chair: **Emi Iwatani**, Digital Promise Global; eiwatani@digitalpromise.org

Developing an Understanding of Teachers' Attitudes toward Culturally Responsive Personalized Learning Practices

Teresa Ober¹, Blair Lehman¹, Reginald Gooch¹, Olasumbo Oluwalana¹, Geoffrey Phelps¹, Laura Hamilton²

¹Educational Testing Service (ETS); ²American Institutes for Research (AIR)

Exploring the Place of Cultural Responsivity in Teacher Education Programmes on the Island of Ireland

Joe O Hara¹, Martin Brown¹, Joanne Hughes², Manuela Heinz⁴, Patricia Eaton³, Lisa McKenzie³, Sharon Jones³, Ann Rowan³

¹EQI/ CREA, Dublin City University, Ireland; ²Queens University, Belfast, Northern Ireland; ³Stranmillis University College, Belfast, Northern Ireland; ⁴University of Galway, Ireland

Cultural Responsiveness in Evaluating a Middle-School Summer Equity Program

Melissa Goodnight, Anthony Sullers Jr, Mostafa Hanafy, Molly Galloway, Jasmine Johnson, Katie Regelson, Lisa Chasanov, Valerie O'Brien University of Illinois at Urbana-Champaign, United States of America

Empowering High School Communities to Evaluate Their Programs Through Alumni Surveys

Shelton Joseph Daal, Emi Iwatani, Tiffany Leones Digital Promise, United States of America

10:15am - 11:45am

2.5: Data as Control/Data as Dialogue

Location: **Bering**

Session Chair: **Denice Hood**, University of Illinois at Urbana-Champaign; dwhood@illinois.edu

Indigenous Data Sovereignty in Mexico: a Contribution to the Governance and Empowerment of Indigenous Peoples

Oscar Luis Figueroa-Rodriguez Colegio de Postgraduados, Mexico

The Cost of Lost Trust: The Effect of Data Abuses on the Use of Educational Data

Michael Perry¹, Andrew Asher²

¹Northwestern University; ²Indiana University-Bloomington

Increasing Diversity in the Computer Science Professoriate at Research Universities. Report of CREA's Evaluation of the LEAP Alliance

Santiago Ospina Tabares, Evin Tari, Denice Ward Hood, Stafford Hood

University of Illinois, United States of America

Seventh International Conference Schedule of Events

Thursday October 5, 2023

10:15am - 11:45am

2.7: Promoting Responsible Use and Culturally Responsive and Equity-Focused Evaluation

Location: **Caribbean**

Session Chair: **Christy Peterson**, Strategic Learning Partners for Innovation; Christypeterson@slp4i.com

Introduction and Overview of the Eval Matrix

Katrina Bledsoe

Strategic Learning Partners for Innovation

Key Principles of the Eval Matrix

Felisa Gonzales

The Colorado Health Foundation

Discussion of Focus Areas of the Eval Matrix

Blanca Flor Guillen-Woods

Strategic Learning Partners for Innovation

10:15am - 11:45am

CMJ AM Session: Racial Justice in Educational Assessment

Facilitator: **Jennifer Randall**; jrandall@measurementjustice.org

measurementjustice.org

Location: **Pacific Ballroom**

Shifting Educational Measurement from an Agent of Systemic Racism to an Anti-Racist Endeavor

Michael Russell

Boston College

The Standards Will Never Be Enough: A Racial Justice Extension

Maria Elena Oliveri¹, Mya Poe², Norbert Elliot³

¹Buros Center for Testing, ²Northeastern University;

³New Jersey Institute of Technology,

Validity and Racial Justice in Educational Assessment

Josh Lederman

Brandeis University

The promise of assessments that advance social justice: An indigenous example

Pōhai Kūkea Shultz¹, Kerry Englert²

¹University of Hawai'i at Mānoa, ²Seneca Consulting

Applying a Culturally Responsive Pedagogical Framework to Design and Evaluate Classroom Performance-Based Assessments in Hawai'i

Carla M. Evans

Center for Assessment

12:15pm - 2:00pm

Ed Gordon Lecture: Edmund W. Gordon Senior Distinguished Lecture and Luncheon

Seeing the Best in Them: Different Script, Same Cast

Keynote Speaker: **Jennifer Randall**, Center for Measurement Justice

Chair: **Pam Frazier Anderson**, **Kandaki Tech** and Seventh International Conference Co-Chair

Location: **Atlantic Ballroom**

2.10: Collective Action to Build Power for a Counter-Politic of Evaluation: The May 13 Group

Location: **Caribbean**

Session Chair: **Vidhya Shanker**, Independent Consultant; shan0133@umn.edu

The MN IBPOC in Evaluation Community of Praxis

Carolina De La Rosa Mateo¹, Vidhya Shanker²

¹HACER, ²Collective Knowledge Works

Mavens of the Feminist Evaluation Regenerative Network: Co-creating a Map to a New World

Albertina Lopez¹, Trish Dao Tran², Libby Smith³

¹Center for Evaluation Innovation, ²Resonance Data Collective, ³Work With Libby

A Collective Focused on Somatic/ Embodied Counter Political Education

Aisha Rios¹, Libby Smith², Justin Laing³

¹Coactive Change, ²Work With Libby, ³Hillombo

Repair (and Infiltrate) the Canon: An Oral History Project

Aisha Rios¹, Isadora Collins², Libby Smith³

¹Coactive Change, ²Maude, LLC, ³Work With Libby

Seventh International Conference Schedule of Events

Thursday October 5, 2023

2:15pm - 3:45pm

2.12: Assessment 2 - Rethinking Assessment and Data Use

Location: **Adriatic**

Session Chair: **Drew Gitomer**, Rutgers University; drew.gitomer@gse.rutgers.edu

Building a Fairness Validation Framework for the Consequences of Assessment

Drew Gitomer¹, Emi Iwatani²

¹Rutgers University, United States of America; ²Digital Promise, United States of America

Toward An Enriched CREA Framework Exploring the Role of Quantitative Methods: Why? When? How?

Chunling Niu, Ashley Love, Art Hernandez
UNIVERSITY OF THE INCARNATE WORD, United States of America

Prioritizing Community Collaboration in Data Use

Pōhai Kūkea Shultz¹, Kerry S. Englert², Pono Fernandez³, Kelsie Pualoa³

¹University of Hawaii, Manoa; ²Seneca Consulting; ³Hawaii Department of Education

The Relational Analysis of Human Adaptive Functioning in Support of Learning Repurposing of Educational Assessment

Edmund Gordon¹, Elham Zandvakili²

¹Teachers college, Colombia University, United States of America; ²Teachers College, Colombia University, United States of America

2:15pm - 3:45pm

2.13: Evaluation and Healing

Location: **Aegean**

Session Chair: **Cherie Avent**, University of Illinois Urbana-Champaign; cmavent@illinois.edu

Somatic Archaeology© Model: Using Evaluation as Good Medicine to Heal our People and Communities

Roberta Gibson Sequeira¹, Kara Big Crow¹, Nicole Bowman², Jeremy Braithwaite³

¹Freedom Lodge, United States of America; ²Bowman Performance Consulting; ³EvaluACT, Inc.

Structuring Self-Healing Early in Development

Selina Lesiaki Prosper Mushi, Yi Hao, Rachel Adeodu, Brandy Mushi
Northeastern Illinois University, United States of America

Understanding Cultural Differences: Donning Hofstede's Cultural Dimensions Lens for Healing

Eva Sarr¹, Cherie Avent²

¹Centre for Multicultural Policy and Program Evaluation, Australia; ²University of Illinois at Urbana-Champaign, United States of America

Community Healing in Appalachia: Narrative Development Through K-8 CT/STEAM Initiatives in Eastern Kentucky

Emi Iwatani¹, Quinn Burke¹, Aileen Owens², Traci Tackett³, Pati Ruiz¹, Merijke Coenraad¹

¹Digital Promise Global, United States of America; ²ThroughlinesEdu; ³Bit Source

2:15pm - 3:45pm

2.14: Innovations in Evaluation Use

Location: **Baltic**

Session Chair: **Karen Kirkhart**, Syracuse University, kirkhart@syr.edu

Injury, Healing, and Evaluation Influence

Karen E. Kirkhart
Syracuse University, United States of America

Seventh International Conference Schedule of Events

Thursday October 5, 2023

Promoting Healing Through Caring Evaluation In the Context of Gendered Violence and Criminalization

Emily M. Colpitts, Benji Nothwehr
Blueprint ADE, Canada

The Use of Just-In-Time feedback and Critical Friendship to Promote Diversity, Equity, Inclusion, and Culture in the Evaluation of an NSF INCLUDES

Brianna Taylor Hooks Singletary¹, Ayesha Boyce², Aileen Reid¹
¹University of North Carolina Greensboro, United States of America; ²Arizona State University, Phoenix, United States of America

Using a Culturally Responsive and Equitable Approach to Evaluate the Design of an Inclusive, Culturally Responsive Faculty Development Program

Suzanne J. Zerger^{1,2}, Beck McNeil^{1,2}, Laura Hayos^{1,2}, Latika Nirula^{1,2}
¹Unity Health Toronto; ²University of Toronto

2:15pm - 3:45pm

2.17: Lessons Learned From Complex Orientations of Culture, Equity, and Social Change

Location: **Atlantic Ballroom**

Critical Reflections for Supporting Equitable and Culturally Responsive Evaluation in Environmental Education

Charlotte Reeves Clark¹, Kelsey Tayne², Karyl Askew³, Steve Braun⁴, Spirit Brooks⁵, Liz DeMattia¹, Jean Kayira⁶, Monique Liston, Elizabeth McCann⁶, Charissa V. Jones⁵, Luciana Ranelli⁷, Kathryn T. Stevenson², Rachel Szczytko⁸, Ashlyn Teather⁸, Noelle Wyman Roth¹
¹Duke University; ²North Carolina State University; ³Karyl Askew Consulting, LLC; ⁴eeRISE: Environmental Education Research & Implementation Support Experts; ⁵Oregon State University Extension Service Outdoor School Program; ⁶Antioch University New England; ⁷Lake Superior National Estuarine Research Reserve; ⁸Unaffiliated

Lessons Learned from Evaluating the Inaugural Racial Healing Certification Program

Charlotte Williams, Kent Broughton, Irene Jones, Tracy Hillard, Tyler Logan, Stella Gran-O'Donnell, Kantahyane Murray, Ji Won Shon
MPHI - Center for Culturally Responsive Engagement, United States of America

Diversity, Equity, and Inclusion Climate in Higher Education

M. David Miller¹, Tammie Cumming²
¹University of Florida, United States of America; ²Brooklyn College of the City University of New York, United States of America

'What's Culture Got to Do With It?' Program Evaluation and Broadening STEM Participation

Monica B Mitchell¹, Toks Fashola²
¹MERAssociates LLC; ²American University

Evaluation Pathways: Cultivating CREE Evaluators to Promote Community Healing

Lisa Aponte-Soto
Tanoma Consulting, United States of America

Community Visioning Sessions: Preliminary Analysis and Recommendations Evaluation Report for Truth, Racial Healing and Transformation

Leslie Ekpe, Cecilia Hill, Rosia Frater, Gabriel Huddleston
Texas Christian University, United States of America

Seventh International Conference Schedule of Events

Thursday October 5, 2023

2:15pm - 3:45pm

2.9: Culturally Specific Assessment as Healing: Measuring Hawaiian Sense of Belonging and Hawaiian Sense of Responsibility

Location: **Caspian Ballroom**

Session Chair: **David Sul**, Sul & Associates International; dsul@sulandassociates.com

Culturally Specific Assessment as Healing: Foundations for Measuring Hawaiian Sense of Belonging and Hawaiian Sense of Responsibility

David Sul

Sul & Associates International

Culturally Specific Assessment as Healing: Building an Assessment Instrument to Measure Hawaiian Sense of Belonging and Hawaiian Sense of Responsibility

Manning Taite

NALU Studies, The Pacific American Foundation

2:15pm - 3:45pm

CMJ PM Session: Co-Designing Justice-Oriented, Antiracist Assessments with Minoritized Youth Populations

Facilitators: **Jennifer Randall, & Jenin Sabbah**, Center for Measurement Justice

Location: **Pacific Ballroom**

2:15pm - 3:45pm

Toward Culturally Responsive Personalized Learning and Caring Assessments

Location: **Red Sea**

Session Chair: **Jesse R. Sparks**, Educational Testing Service; jsparks@ets.org

Linking Students' Funds of Knowledge to Task Engagement and Performance: Toward Culturally Responsive "Caring Assessments"

Jesse R. Sparks, Blair Lehman, Teresa Ober, Jonathan Steinberg, Laura McCulla

Educational Testing Service

Evaluating Methods for Modeling Students' Reading Comprehension in a Theoretically Grounded and Culturally Contextualized Way

Teresa Ober, Caitlin Tenison

Educational Testing Service

The Role of Engagement in Conversation-based Assessment

Carol Forsyth, Danielle Guzman-Orth

Educational Testing Service

Personalized Learning as a Method to Achieve Caring and Culturally Responsive Assessments

Blair Lehman, Teresa Ober, Reginald Gooch, Olasumbo Oluwalana

Educational Testing Service

4:00pm - 5:30pm

2.18: Transformative Strategies

Location: **Adriatic**

Session Chair: **Gregory Phillips II**, Northwestern University; glp2@northwestern.edu

Evaluating BIPOC Artist-Led Narrative Change at a Cultural Strategy Organization

Moira Pirsch, Melanie Meinzer

Center for Cultural Power, United States of America

Evaluating Institutional Equity, Diversity, Inclusion, and Anti-oppression Initiatives: A Scoping Review

Tin D. Vo¹, Christine Sheppard², Steven Lam³, Sabine Calleja¹, Betty Onyura⁴, Suzanne Zerger¹

¹Unity Health Toronto, Canada; ²University of Toronto;

³University of Guelph; ⁴Centre for Mental Health and Addictions

Braiding Praxis for Good Medicine: Indigenous and 2SLGBTQ+ Solidarity for Transformative Research and Evaluation

Dylan Felt¹, Nicole Bowman², Megan M. Ruprecht¹, Gregory Phillips II¹

¹Department of Medical Social Sciences, Northwestern University Feinberg School of Medicine, Chicago, IL;

²Bowman Performance Consulting, Shawano, WI

Seventh International Conference Schedule of Events

Thursday October 5, 2023

Evaluation as Medicine: Evaluation as a Transformative Strategy for Building Capacity to Strengthen Indigenous and Decolonized Impact Investments and Lending Strategies

Kim Pate¹, Jeremy Braithwaite², Nicole Bowman³

¹NDN Fund; ²EvaluACT, Inc., United States of America;

³Bowman Performance Consulting

4:00pm - 5:30pm

2.20: Assessment 3 - Supporting Students in Education

Location: **Baltic**

Session Chair: **Melvin Hall**, Northern Arizona

University; melvin.hall@nau.edu

Dynamic Assessment of Academic Advisors' Attitudes, Skills and Behaviors: An Assessment Professional's Perspectives of Year One of an Inclusive Advising Initiative

Katherine Yngve

Purdue University, United States of America

Feedback as a Culturally Responsive Assessment Tool. Toward an Education as Care Approach

Luigina Mortari, Alessia Bevilacqua

University of Verona, Italy

Critical Assessment of a Scholarship and Support Program Designed To Serve Historically Underrepresented Students in Teacher Education Programs

Kendra Lowery, John Anderson, Rebecca Gold

Ball State University, United States of America

4:00pm - 5:30pm

2.21: Belonging and Youth

Session Chair: **Aixa Marchand**, University of Illinois at Urbana-Champaign;

admarch@illinois.edu

Location: **Bering**

Fostering Belonging Through Evaluating a Military-Connected Cultural Competency Workshop

Wayne N. Taylor

University of South Florida, United States of America

Remezcla: Cultural Relevancy and Belonging Through Music and Coding with Latinx Youth

Amita Jyoti Kaneria¹, Jayma Koval¹, Diley Hernandez¹, Pascua Padro Collazo², Taneisha Brown³, Tom McKlin³, Doug Edwards¹, Rafael Arce², Jason Freeman¹, Isaris Quiñones², Lilliana Marrero²

¹Georgia Institute of Technology, United States of America; ²Universidad de Puerto Rico, Rio Piedras;

³The Findings Group

Understanding Youth Experiences in a Solar-Technology-Based Summer Program Through Culturally Responsive Research Practices

Alex Sanchez, Valeria F. Romero, Melissa A. Collins, Devin Cavero

The Lawrence Hall of Science, United States of America

4:00pm - 5:30pm

2.23: Inclusive by Design: A Student-centered Approach to Diverse Assessment Content

Location: **Caspian**

Session Chair: **Nirupa Mathew**, Curriculum Associates; nmathew@cainc.com

Centering Student Voice in Multi Year Research Agenda

Nirupa Mathew

Curriculum Associates

Impacts of a Design Centered Development Process on Assessment

Sarah Croughwell-Lincon, Edward Lim

Curriculum Associates

Leveraging Authentic Voices in Assessment Creation

Melondy Knight

Curriculum Associates

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Thursday October 5, 2023

4:00pm - 5:30pm

2.25: Re-envisioning Evaluator Roles, Identities and Worldviews in Pursuit of Equity and Social Justice

Location: **Atlantic Ballroom**

“The Evaluator is an Agent of Change, an Advocate, a Facilitator”: Evaluator Roles in Advancing Racial Equity and Justice

Cherie Avent¹, Rebecca Teasdale², María Serrano Abreu¹, Xinru Yan¹, Ceily Moore²

¹University of Illinois Urbana-Champaign; ²University of Illinois Chicago

What Are We Gonna Do: Exploring How Black Evaluators Learned and Conceptualize Evaluation Theory

Brianna Hooks Singletary, Malitsitso Moteane, Tyler Clark

University of North Carolina Greensboro, United States of America

Two-Eyed Seeing: Benefits and Cautions

Joan LaFrance¹, Karen E. Kirkhart²

¹Mekinak Consulting, United States of America; ²Syracuse University, United States of America

From the Root: Power, Equity, and the Transition from Graduate Student to Novice Practitioner

Hannah Valdiviejas, Paapa Nkrumah-Ababio, Jailene Aguirre, Cecilia Vaughn-Guy, Madison Sewell, Shiyu Sun, Casey Kim, Cherie Avent University of Illinois at Urbana-Champaign, United States of America

Embracing the Complexity of Evaluator Identity and Role

Justina Jackson, Katie Boice, Meltem Alemdar

Georgia Institute of Technology, United States of America

Where/ Do We belong? Asian/Pacific Americans, Race and Evaluation

Vidhya Shanker, Trish Dao Tran

Collective Knowledge Works

Neighborhood Change Agents Lead Data Driven Community Violence Intervention: Advance Peace Peacemaker Fellowship- Lansing, MI

Erica Lynn¹, Marlon Beard¹, Aaron Blankenberg¹, Terrance Cooper¹, DeAndre McFadden¹, Jason Corburn³, Julie Krupa², Paul Elam¹, Tracy Hilliard¹, DeVone Boggan⁴
¹MPHI (Michigan Public Health Institute), United States of America; ²Michigan State University School of Criminal Justice; ³UC Berkley; ⁴Advance Peace Session Chair: **Mariana Castro**, UW Madison; mcastro@wisc.edu Location: Pacific Ballroom
Ascenzi-Moreno and Seltzer Christianson and Sánchez-López Ballantyne & Anderson Sato & Li

6:00pm - 7:30pm

1.5: Good Medicine Talking -- A CREA Community Academic Talking Circle to Share the Impacts, Wisdom, and Legacy of Dr. Stafford Hood

Session Chair: **Nicole R. Bowman-Farrell**, Bowman Performance Consulting, LLC; nicky@bpcwi.com

Location: **Atlantic Ballroom**

Indigenous Female Elder Wisdom: Facilitating an Academic Talking Circle

Carolee Dodge Francis
University of WI Madison

Elder Male Wisdom: Facilitating and Academic Talking Circle

Melvin Hall
Northern Arizona University

Academic Talking Circles: Indigenous Roots used for Contemporary Practice

Nicole R. Bowman-Farrell, Bowman Performance Consulting, LLC; nicky@bpcwi.com

Academic Talking Circles: Understanding the Importance of Community Supported Engagement in Challenging Times

Leah Neubauer
Northwestern University

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4:00pm - 5:30pm

3.8: Advancing Culturally and Linguistically Responsive Assessment for Multilingual Learners

Always at the bottom: Ideologies in assessment of emergent bilinguals

Laura Ascenzi-Moreno, (Professor of Bilingual Education) City University of New York (CUNY)

Kate Seltzer, (Assistant Professor) Rowan University

Considerations for Culturally & Linguistically Responsive AND Inclusive Assessment"

Laurene Christiansen, (Director of Accessibility Research; Advancing ALTELLA Project Director) University of Wisconsin -Madison

Cristina Sanchez-Lopez, (Consultant) Paridad

North Carolina Multilingual Multimodal Science Inventory (M2-Si)

Keira Ballantyne, (Vice President, Programs and Development) Center for Applied Linguistics

Ivanna Mann Thrower Anderson, (Multilingual/Title III Consultant) North Carolina Department of Public Instruction

Socioculturally Responsive Assessments Integrating Cognitive and Psychometric Models

Edynn Sato, (Director of Psychometrics and Research) University of Wisconsin -Madison

Grace Xin Li, (Director of Assessment) University of Wisconsin -Madison

6:00pm - 7:30pm

Good Medicine Talking -- A CREA Community Academic Talking Circle to Share the Impacts, Wisdom, and Legacy of Dr. Stafford Hood

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Northern Arizona University

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Academic Talking Circles: Understanding the Importance of Community Supported Engagement in Challenging Times

Leah Neubauer

Northwestern University

8-10 PM

Atlantic Foyer

New evaluator mixer –

with food, drinks, cash bar and DJ Matrix

Seventh International Conference Schedule of Events

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9:00am - 10:30am

3.16: Advancing Equity by Bridging the Gap Between Large-scale and Classroom

Location: Caspian Ballroom

Unresolved Tensions between Accountability and Instructional Support in Large-scale Standardized Test Reportage

Paul Zavitkovsky

University of Illinois at Chicago, United States of America

Getting Richer, More Equity-Driven Reportage from Large-Scale Standardized Tests: A District/Publisher Collaboration

Suzanne Johnson¹, Peter Leonard², Heidi Dettman³, Paul Zavitkovsky⁴

¹Illinois School District U-46 (Elgin), United States of America, ²Chicago Public Schools, United States of America, ³Rockford School District 205, United States of America, ⁴University of Illinois at Chicago, United States of America

Supporting Deep Learning and Productive Struggle in the Midst of Pandemic Disruptions

Laquita Louie¹, Nancy Marseille Jones¹, Paul Zavitkovsky²

¹Chicago Public Schools, United States of America, ²University of Illinois at Chicago, United States of America

3.1: Rethinking the “Master’s Tools”: Theories, Methods, and Approaches

Location: Atlantic Ballroom

Decolonizing Evaluation Practice: Centering Community Storytelling, Healing, y Cultura

Giannina Fehler¹, Joel Cazares², Ruben Barreto², Idalia Rios², Alba Piedra²

¹Engage R+D, United States of America; ²Santa Ana Building Healthy Communities

Taxonomy of CRE(E): Considerations for Intersectional Evidence Base and Instrumentation

Jochebed G. Gayles¹, Kimberly N. Harris², Tamarah Moss³, Jennifer Garcia⁴, Rachel Powell⁵

¹Penn State University; ²Educa Consulting; ³Bryn Mawr College; ⁴Engage R+D; ⁵CDC Foundation

Indigenous Methodologies in Philanthropy: Building an Indigenous Strategic Learning and Evaluation System at the American Indian College Fund

Rebecca Garvoille¹, David Sanders¹, Nicole Bowman², Jeremy Braithwaite³

¹American Indian College Fund; ²Bowman Performance Consulting; ³EvaluAct

An Introduction to Action Research as a Tool for CREE

Arthur E. Hernandez

University of the Incarnate Word, United States of America

Virtual Reality as a Pathway to Cultural Responsiveness

Jori Hall

University of Georgia, United States of America

The Restorative Validity Agenda: Theorizing and Applying Evaluation that Restores and Heals, Rather than Reduces and Steals

Giovanni Dazzo

University of Georgia, United States of America

9:00am - 10:30am

3.5: Pathways and Profiles of Success in Survivance

Location: Adriatic

Session Chair: Tamara Bertrand Jones, Florida State University; tbertrand@fsu.edu

Islander Scientists Cultural Profiles: Rethinking Underrepresented Groups in Sciences

María B. Serrano Abreu, Manuel Pérez-Troncoso, Rodney Hopson

UIUC, IL (U.S.)

Seventh International Conference Schedule of Events

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Factors Influencing Career Path Decisions of Computer Science PhDs From Underrepresented Communities
Santiago Ospina Tabares, Evin Tari, Denice Ward Hood, Stafford Hood
University of Illinois, College of Education

HBVIPs (Hospital Based Violence Intervention Programs): Views from the Survivor Perspective
Christopher St. Vil¹, Noelle St. Vil¹, Roberto Aspholm², Erin Hall³
¹University at Buffalo School of Social Work; ²University of St. Thomas, Morrison Family College of Health; ³Georgetown University School of Medicine

The Research BootCamp: Implementing a Culturally Responsive Evaluation of Early Career Professional Development for Women of Color
Tamara Bertrand Jones, Gabrielle Haggins, O’Juan Edwards
Florida State University, United States of America

9:00am - 10:30am
3.6: Assessment 4: Culturally Responsive Measurement and Assessment
Location: **Aegean**
Session Chair: **Katrina Bledsoe**, Abt Associates; katrina.bledsoe@gmail.com

Asking the Right Questions: Developing Surveys to Measure Experiences of Discrimination and Racial Socialization Among Early Childhood Families and Staff in the Educare Learning Network
Sarah Daniel Rasher¹, Donna M Bryant², Demi Siskind³, Donna Quiroz⁴
¹OER Associates LLC, United States of America; ²Frank Porter Graham Child Development Institute, University of North Carolina; ³Start Early, United States of America; ⁴Educare of West DuPage, United States of America

Measuring Awareness of Identity and Privilege: Intersections with the Efficacy Scales for Culturally Responsive Pedagogy in STEM
Kate Winter¹, Kelly Mack²
¹Kate Winter Evaluation, LLC, United States of America; ²American Association of Colleges and Universities

Piloting a Culturally Responsive Survey-Based Measure of Social-Emotional Learning in Out-of-School Time in a National Multi-City Initiative
Isabella Fante, Jacques Noisette, Phillip Yakushev
Expanded Schools, United States of America

Holding Ourselves Accountable: Measuring Progress Toward Equitable Grantmaking
Suzanne Callahan¹, Katrina Bledsoe², Maurine Knighton³
¹Callahan Consulting for the Arts, United States of America; ²Katrina Bledsoe Consulting, United States of America; ³Doris Duke Charitable Foundation, United States of America

9:00am - 10:30am
3.7: Portraits of Experience: Qualitative and Arts-Based Methodologies
Melissa Goodnight, University of Illinois, Urbana-Champaign
Location: **Baltic**

Rethinking Arts-Based Methods in Promoting Voice, Equity, and Agency: Questioning Value and Considerations for Culturally Responsive Practice
Jenna M LaChenaye
The University of Alabama at Birmingham, United States of America

Evaluation of Experiences of Education Doctoral Student Mothers at one of the Research Universities in the US
Aidana Sirgebayeva
University of Illinois Urbana-Champaign, United States of America

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How Do We Do It? Critical Reflections On Culturally Responsive Problem- Solving In Program Development and Iterative Evaluation

Cecilia Vaughn-Guy¹, Tiffany Octavia Harris²

¹University of Illinois at Urbana Champaign, United States of America; ²College of Charlseton, United States of America

10:45am - 12:15pm

3.10: Evaluation Beyond Borders

Location: **Baltic**

Session Chair: **Melissa Goodnight**, University of Illinois at Urbana-Champaign; mrg@illinois.edu

The Importance of Trauma-Informed Evaluation in Public Spaces: A Critical Reflection

Julia Eileen Nee, Hsin-Yi Chien

The Exploratorium, United States of America

A Tool for Reflective Practice Towards Equity and Accountability

Cecilia Garibay¹, Nisaa Kirtman²

¹Garibay Group, United States of America; ²Rockman et al., United States of America

Choosing To Be a Part of the Solution: Lessons Learned from Co-leading an Intervention To Decenter Normative White Supremacy in Academic Work.

Katherine Yngve, Nastasha E. Johnson

Purdue University, United States of America

Getting Out and Becoming Dangerous: Evaluation as Witchcraft

Mikey Murry

UBUNTU Research & Evaluation, United States of America

10:45am - 12:15pm

3.11: Power, Protection, and Restoration

Location: **Adriatic**

Session Chair: **Anthony B. Sullers Jr**, University of Illinois at Urbana-Champaign; sullers1@illinois.edu

Exploring Ethics Power Dynamics in Systems Change Work: Development of Evaluator Competencies During the LIFT Program

Cecilia Vaughn-Guy, Anthony B. Sullers Jr., Larry Washington, Rodney Hopson

University of Illinois at Urbana Champaign, United States of America

Evaluating With (Restorative) Validity: Reorienting Our Justice Signposts Toward Reclamation and Reparation

Giovanni Dazzo

University of Georgia, United States of America

The Ethics of Exemption: Protecting Participants and Navigating the Unsettled Role of IRBs in the Evaluation Context

Caitlin Jean Boyce Albrechtsen, Courtney Stone

Arizona State University, United States of America

Vaccine Confidence and the Backdrop of Racism: Culturally Responsive Evaluation for COVID-19 Vaccinations and Creative Engagement among Black Citizens in Rural Georgia

Dania Hussain², Marcel Foster¹, Brianna Smith²

¹Performance Hypothesis LLC, United States of America; ²Emory University Rollins School of Public Health

10:45am - 12:15pm

3.2: Collaborations, Community, and Conflict in CRE Capacity Building

Location: **Atlantic Ballroom**

Navigating Interpersonal Conflicts in Multidisciplinary: Skills for Young and Emerging Evaluators

Gabriel Keney

University of North Carolina, Greensboro, United States of America

Making Evaluation Findings Culturally Relevant, Engaging, and Meaningful

Christina Tydeman, Brad Rentz

McREL International, United States of America

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From Capacity Building to Community Wisdom and Everything In Between: Practicing Evaluation in Service of Racial Equity

Daniela Pineda¹, Kien Lee², Huilan Krenn³

¹RTI International, United States of America;

²Community Science, United States of America; ³W. K. Kellogg Foundation, United States of America

Integrating Culturally Responsive and Racially Equitable Evaluation Into a Community-Based Vaccine Equity Initiative

Ebony Reddock, Tracy Hilliard, Tyler Logan, Ashley Barnes, Monique Williamson, Kaylyn Williams

Michigan Public Health Institute, United States of America

Cultivating a Culture of CARE: Applying an Ethical and Anti-racist Lens to Teacher Evaluation Data

Mo Thomas, Mary Cashen

Urban Teachers United States of America

Care as Pedagogy, Politic, and Praxis: Learning through Nurture, Reflection, and Action

Esrea Perez-Bill

Northwestern University

10:45am - 12:15pm

3.3: Going Back to the Blanket

Location: **Pacific Ballroom**

Session Chair: **Katherine Tibbetts**, Lili'uokalani Trust; ktibbetts@onipaa.org

E iti noa ana nā te aroha - A small thing given with love

Fiona Cram

Katoa Ltd.

Āmama ua noa, lele wale - The prayer is said, the kapu is lifted, it is released

Pālama Lee

Lili'uokalani Trust

Evaluation as storytelling

Joan LaFrance

Mekinak Consulting

10:45am - 12:15pm

3.4: Broadening Participation Among Underrepresented Minorities in STEM!!! A Systemic Approach

Location: **Caspian**

Session Chair: **Toks Fashola**, American University; Fashola@american.edu

Creating and Nurturing the Pipeline in by involving K-12

Toks Fashola

American University

Broadening Participation in STEM among undergraduate students

Monica Mitchell

MERA Associates

Institutional Buy-In for Broadening Participation in STEM is a Process and and a Commitment:

Christopher Botanga

Chicago State University

Keynote Luncheon + Traditional Native American Closing Ceremony

Session Title: Charting a Path Forward: The Next Level

Moderator: Warren Chapman, Seventh International Conference Co-Chair Featured Discussants:

Drew Gitomer, Rutgers Graduate School of Education;

Dominica McBride, BECOME;

Maurice Samuels, Sierra Health Foundation;

Robin Miller, Michigan State University

Closing Comments and Reflections

Location: **Atlantic Ballroom**

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- Sharon Attipoe-Dorcoo**, TERSHA LLC
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- Keira Ballantyne**, Center for Applied Linguistics
- Ashley Barnes**, MPHI (Michigan Public Health Institute)
- Ruben A Barreto**, Santa Ana Building Healthy Communities
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Jesse R. Sparks, Educational Testing Service
Rick Allan Sperling, St. Mary's University
Christopher St. Vil, University at Buffalo
Robert Earl Stake, University of Illinois Urbana-Champaign
Courtney Renee Stone, Arizona State University
David Sul, Sul & Associates International
Anthony B. Sullers Jr., University of Illinois at Urbana-Champaign
Sabiha Sultana, University of California Santa Barbara
Evin Tari, University of Illinois at Urbana Champaign
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Larry Romaris Washington, Office of Minority Student Affairs
Sheldon Oliver Watts, Robert Wood Johnson Foundation
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Kate Winter, Kate Winter Evaluation, LLC
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Katherine Yngve, Purdue University
Elham Zandvakili, Teachers college, Colombia University
Paul Zavitkovsky, University of Illinois at Chicago
Suzanne J. Zerger, Unity Health and University of Toronto

RECREA

Center for Culturally Responsive Evaluation and Assessment

O U R S P O N S O R S

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FUELING
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Special Thanks:

CALLAHAN CONSULTING

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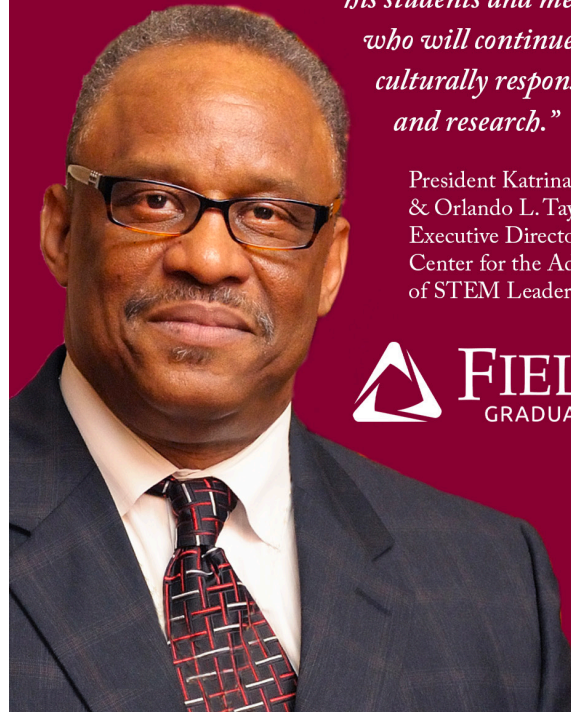
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"Dr. Hood's legacy lives on through his students and mentees, who will continue to advance culturally responsive scholarship and research."

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**Thank you for participating in CREA 7.
We look forward to seeing you at
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