



CREA

Center for Culturally Responsive Evaluation and Assessment

Black Thriving at UCI –
Accountability Begins with Understanding
Institute for Equity, Diversity, & Inclusion
University of California-Irvine
September 24, 2020

*The Continuing Journey of One Aspiring Culturally
Responsive Evaluator*

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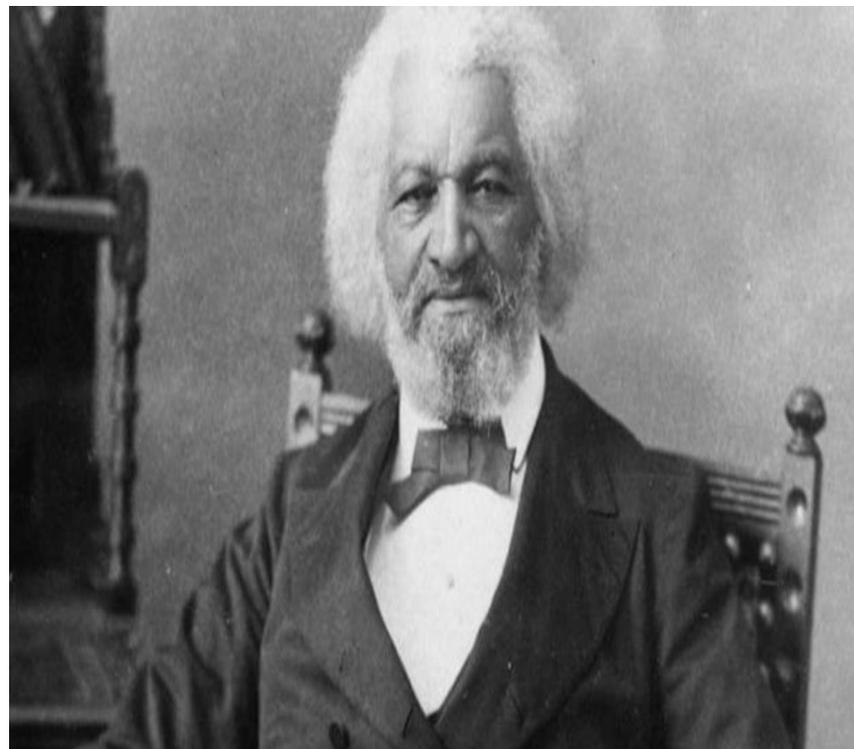
Mullingar Educate Together National School Mullingar, Ireland



Rangikura School Ascot Park, Porirua –New Zealand



**Power concedes nothing
without a demand.
It never did and it never
will**
(Frederick Douglass, 1857)



2 of my “right” questions

- To what extent do we understand the importance, role, and influence of culture and cultural context in educational assessment and program evaluation?
- Should culture and cultural context be a critical consideration in the design, implementation, and reporting of program evaluations when conducted in communities of color?



Evolution of Core Question 1:

To what extent do we understand the importance, role, and influence of culture and cultural context in educational assessment and program evaluation?

- 1984-1988
 - Illinois State Board of Education
 - Illinois Education Reform Act of 1985
 - Bias Review System
 - » Illinois Goals Assessment Program
 - » Illinois Certification Testing System
- 1988-1992
 - Northern Illinois University
 - North Central Regional Educational Laboratory
 - Evaluation of a consortium of 11 schools in major urban school districts across the Midwest (including MN)



Core Question 2:

Should culture and cultural context be a critical consideration in the design, implementation, and reporting of program evaluations when conducted in communities of color?

I can find no logical explanation as to why our evaluations should not be culturally responsive or that we should not behave in culturally responsible ways in our work as evaluators. (Hood, 2001)



Karen Kirkhart
Professor Emeriti
Syracuse University

Multicultural Validity in Evaluation

- “The vehicle for organizing concerns about pluralism and diversity in evaluation, and as a way to reflect upon the cultural boundaries of our work
- “the accuracy, correctness, genuineness, or **authenticity of understandings (and ultimately evaluative judgments) across dimensions of cultural difference.**”



Rodney Hopson University of Illinois-UC

Culturally Responsive Evaluation Defined

“A theoretical, conceptual and inherently political position that includes the centrality of and attunes to culture in the theory and practice of evaluation. CRE recognizes that demographic, sociopolitical and contextual dimensions, locations and perspectives, and characteristics of culture matter fundamentally in evaluation.”

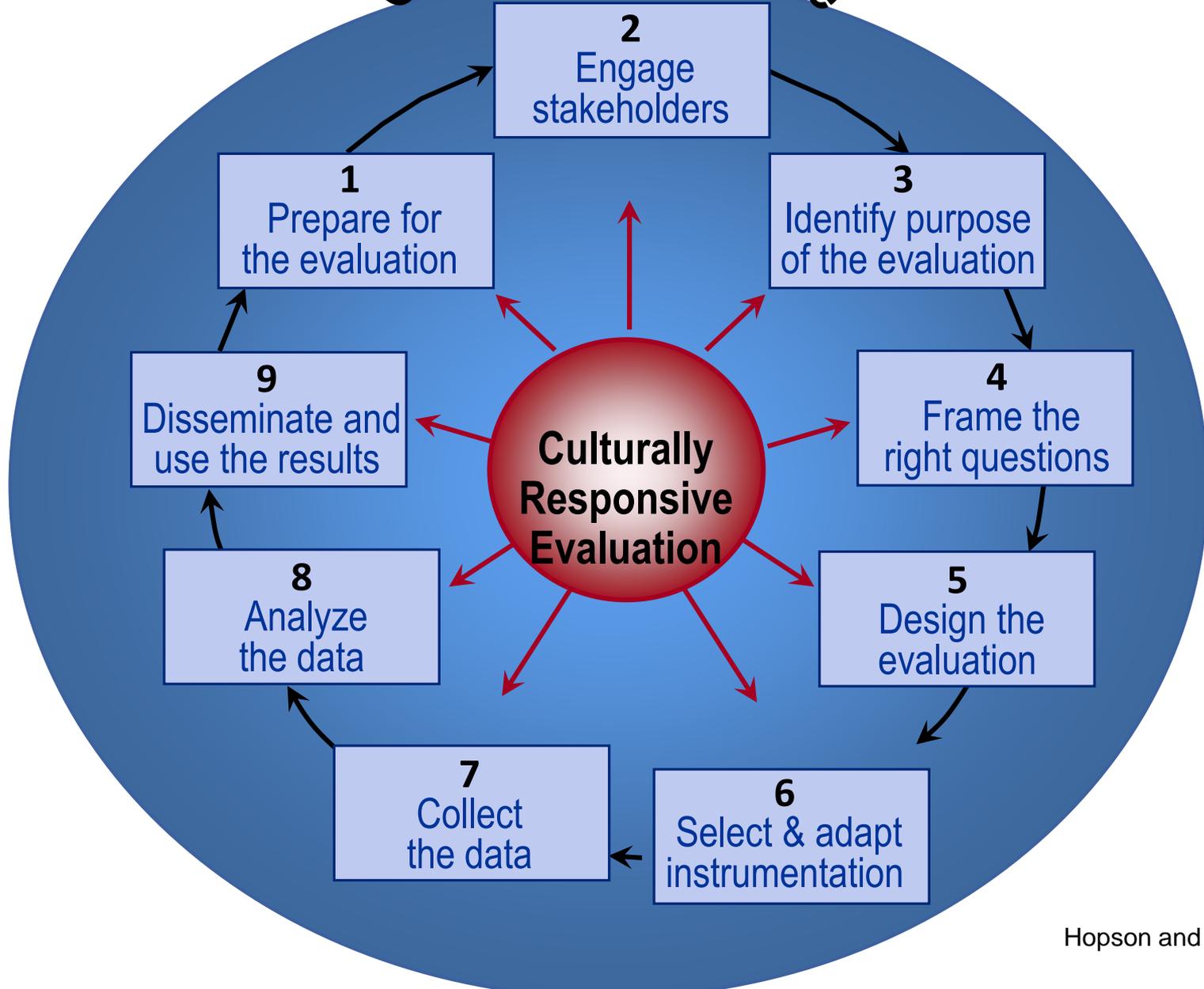
(Hopson, 2009)



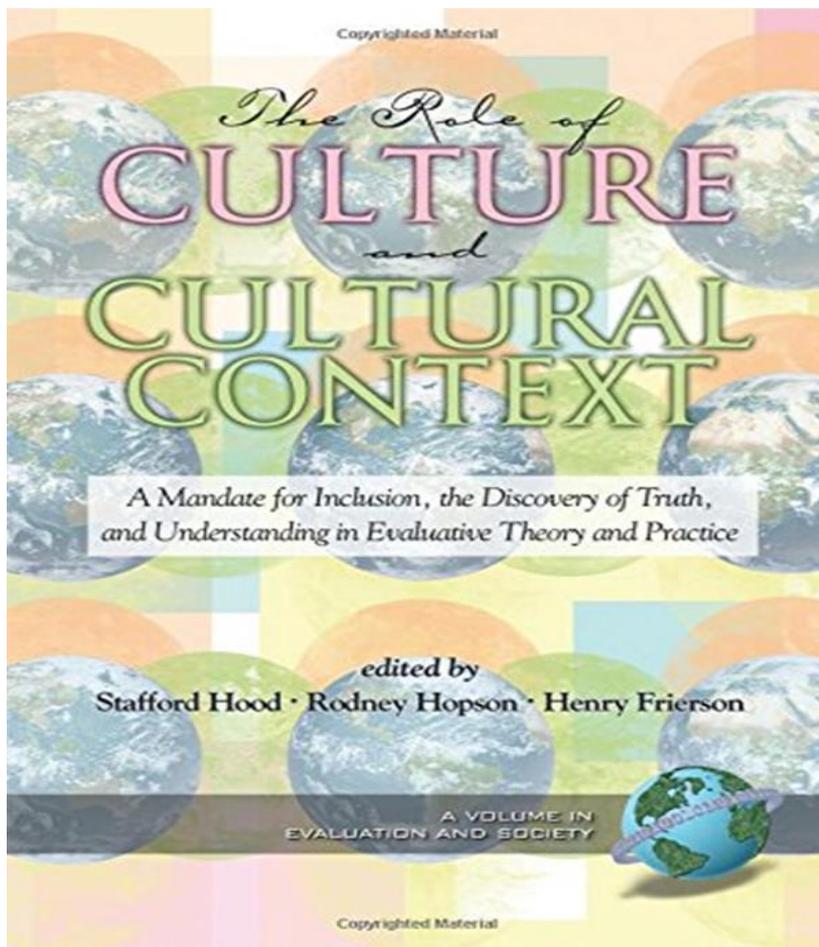
Translating CRE from Theory to Practice

- NSF User Friendly Handbook for Project Evaluation (2002 and 2010)
 - Frierson, H. T., Hood, S., & Hughes, G. B. (2002). Strategies that address culturally-responsive evaluation. In J. Frechtling (Ed.), *The 2002 user-friendly handbook for project evaluation* (pp. 63-73). Arlington VA: National Science Foundation.
 - Frierson, H. T., Hood, S., Hughes, G. B., & Thomas, V. G. (2010). A guide to conducting culturally-responsive evaluations. In J. Fechtling (Ed.), *The 2010 user-friendly handbook for project evaluation* (pp. 75-96). Arlington, VA: National Science Foundation.

Cultural Relevance



Reference Point in 2005 and Now



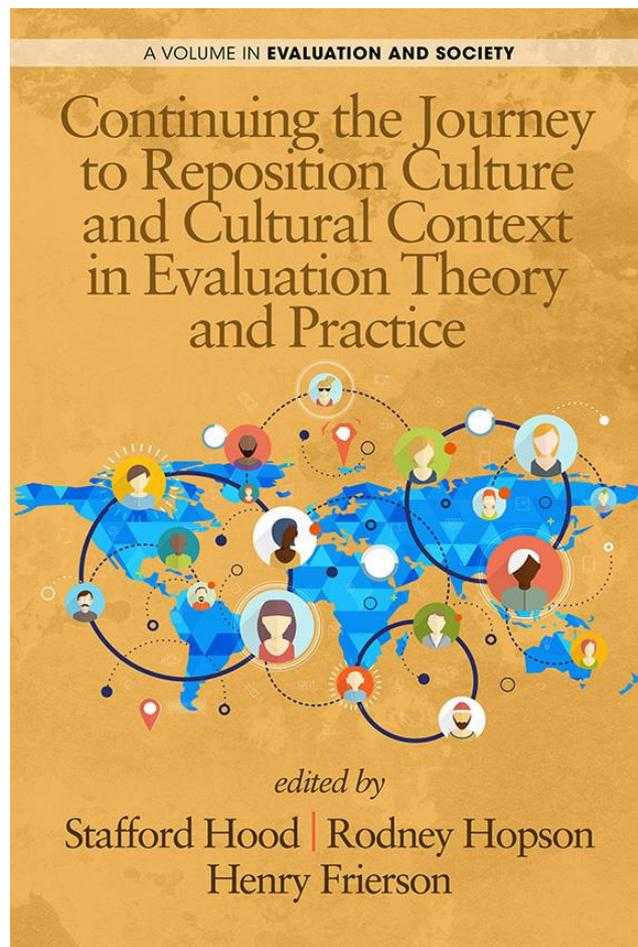
Principle 1: Without nuanced the consideration of cultural context in evaluations conducted within communities of color and/or poverty there can be no good evaluations

Principle 2: If evaluators consider and become more responsive to cultural context and adopt strategies that are congruent with cultural understandings, the face of educational evaluation can be profoundly changed for the better

Principle 3: We also unapologetically assert that we have zero tolerance for continuing the current practice of assigning evaluators unaware of the cultural landscape to projects that serve the least served children [people] of our society.

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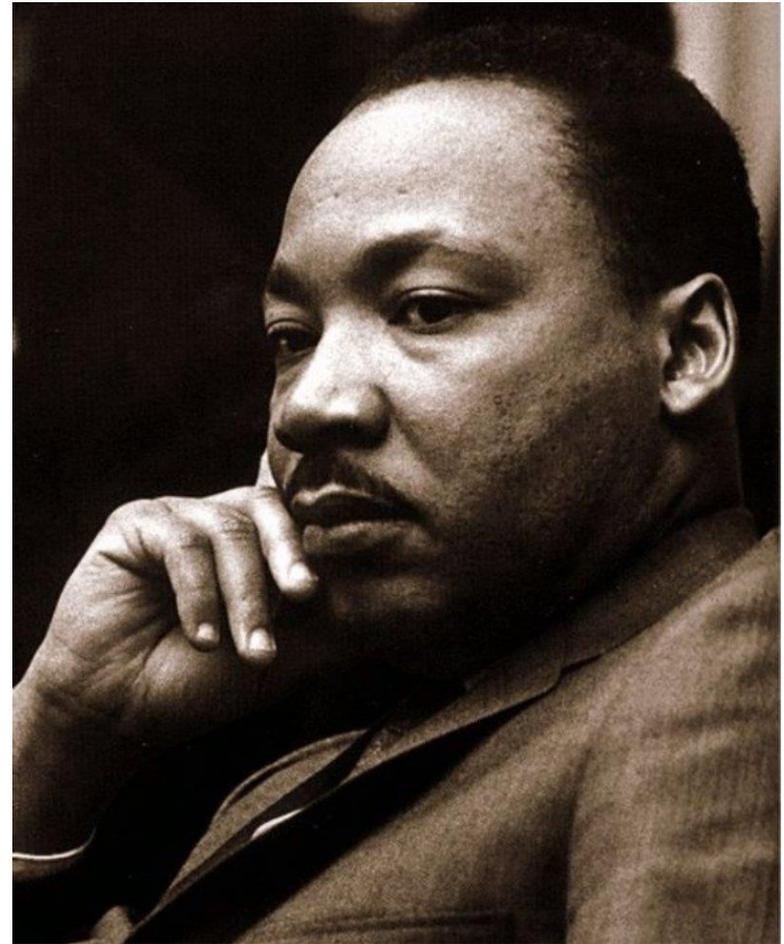
Center for Culturally Responsive Evaluation and Assessment



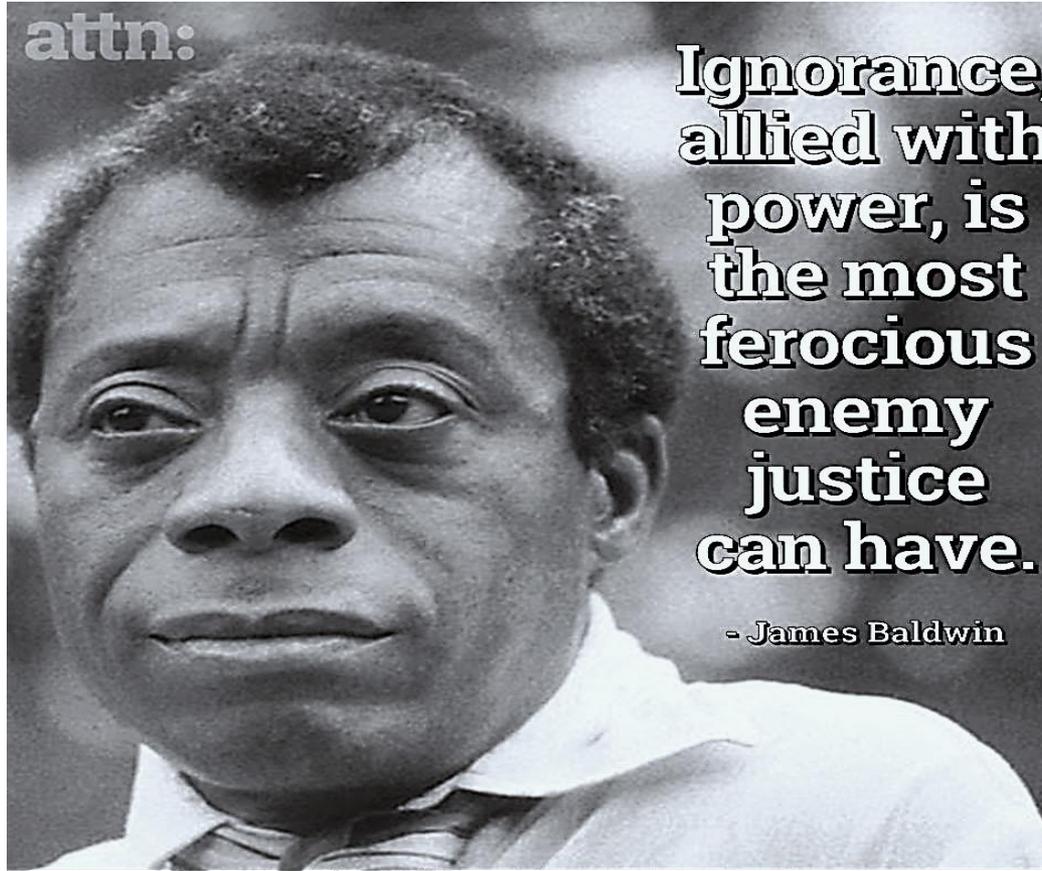
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education.illinois.edu

- “Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.”



attn:



**Ignorance,
allied with
power, is
the most
ferocious
enemy
justice
can have.**

- James Baldwin

What is Social Justice?
What is Evidence?

Readings for Diversity and Social Justice (2013)

“Social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure”

Evidence (Dictionary.com)

1. that which *tends to prove or disprove* something; ground for belief; proof.
2. something that *makes plain or clear*; an indication or sign: His flushed look was visible evidence of his fever.
3. Law. *data presented to a court or jury in proof of the facts in issue* and which may include the testimony of witnesses, records, documents, or objects.

Evidence

Sometimes people hold a core belief that is very strong. When they are presented with evidence that works against that belief, the new evidence cannot be accepted. It would create a feeling that is extremely uncomfortable, called cognitive dissonance. And because it is so important to protect the core belief, they will rationalize, ignore and even deny anything that doesn't fit in with the core belief.”

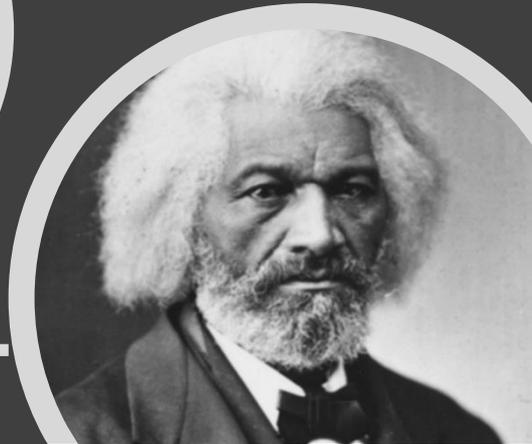
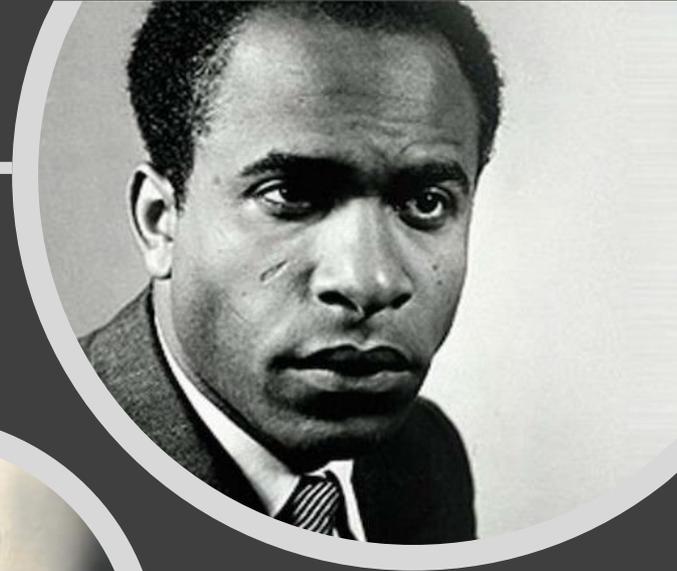
— *Frantz Fanon, Black Skin, White Masks*

“There is nothing more deceptive than an obvious fact.”

— *Arthur Conan Doyle, The Boscombe Valley Mystery*

Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe.

— *Frederick Douglass Peace, Ignorance, Patriotic 1886*



Ernie House

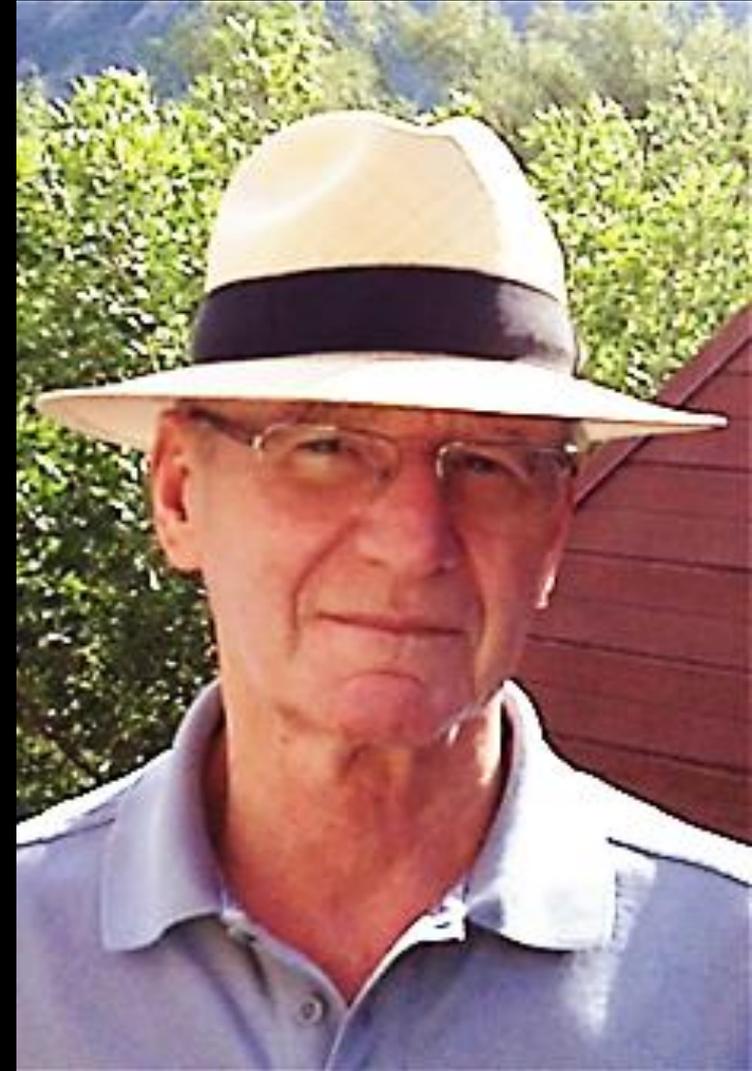
Professor Emeritus

University of Colorado-Boulder

Pioneer of Social Justice in Evaluation

“Reluctantly I have come to believe racism is deeply embedded within the national identity itself, built into the American character by history and experience”

- House, E.R. (1990) ***Methodology and Justice*** , New Directions for Program Evaluation Spring 1990 pp. 23-35
- House, E.R. (1999) ***Race and Policy***. Education Policy Analysis Archives. v7 no.3 April 26, 1999
- House, E.R. (2005) . ***Social Justice***, Encyclopedia of Evaluation. Editor Sandra Mathison



1

Americans strongly believe in democracy (with caveat for some), equality, and fairness

2

America is a deeply racist country with a unique history in its manifestation

3

Most white Americans do not pay attention to the extent racism is present and embedded in our society

Why does racism persist?

House, 1999.

Supposition 1: *If a society sees itself as democratic, and yet is racist and does not recognize the extent or nature of that racism, the society will promulgate programs and policies that purport to help the affected minorities; many programs and policies will actually damage these minorities significantly*

Supposition 2: *Racism in America is not a simple vestige of the past. Rather, American racism is created and recreated in the present. Several identifiable social entities, mechanisms, processes, and structures currently generate racist beliefs and behaviors.*



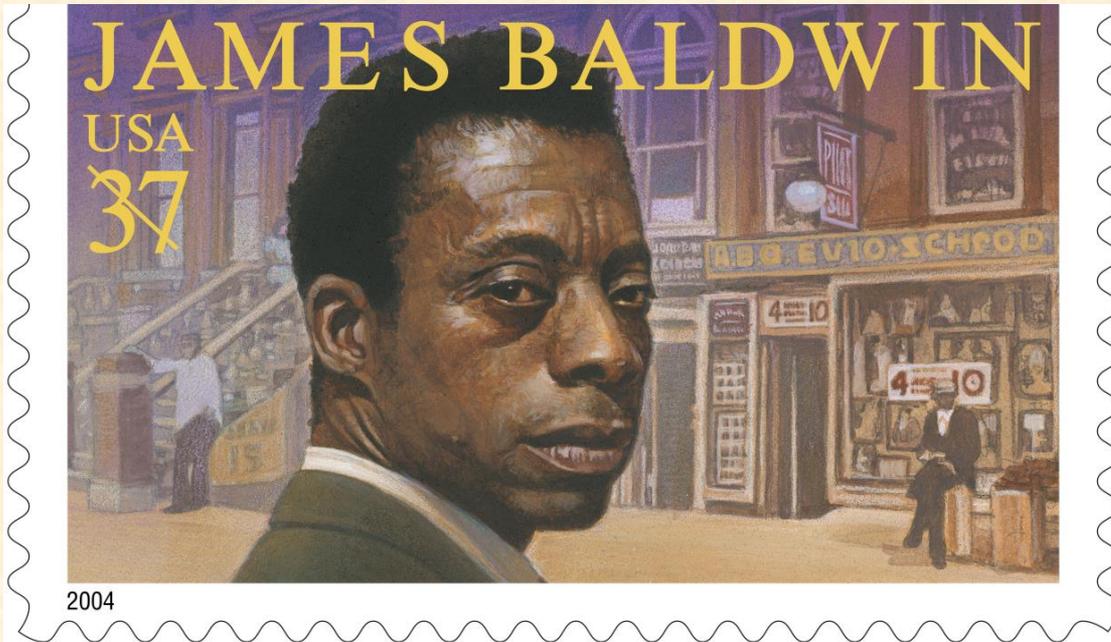


“My words are not counsel of despair.
Rather they are a call to new courage and
determination to know the Truth”
(W.E.B. Dubois, 1952)



What might “culturally responsive accountability mean?

- uses the lens of CRE in recognizing the centrality of culture in its application
- acknowledges the demographic, sociopolitical, and contextual dimensions, locations and perspectives of traditionally disenfranchised racial minorities and others
- culture and cultural context matter fundamentally in holding the program or policies accountable for the consequences of its intended and unintended outcomes.



“One can learn from one’s errors. What one cannot survive is allowing other people to make your errors for you. Discarding your own vision in which at least you believe, for someone else’s vision, in which you do not believe”

The shot that still echoes. Esquire
Winter 2018 James Baldwin

Sixth International CREA Conference

**INTERROGATING
CULTURAL
RESPONSIVENESS**

AGAINST THE
BACKDROP OF

**RACISM AND
COLONIALISM**

Virtual Conference

Sept 30 – Oct 2, 2020

Sept 29 – Pre-conference Workshops

In-Person Conference

March 24th-26th, 2021

March 23rd – Pre-conference Workshops

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SAVE THE DATE

