## Index

Ableism, 10	Bhattacharya, Kakali, 23-24, 64-65,
Academia, 16–17, 25–26, 114, 126	78
Academic disciplines, 16–17, 100–101	Bias, 9, 149
Access (to settings, participants), 45	explicit bias, 9
Accountability, 41, 146	implicit bias, 9
Accuracy, 135, 137, 152	Bloomberg School of Public Health
Achievement, 8, 138	and Hygiene, 158
Action, 3–4, 13–14, 146	Bob Covert, 160
action research, 24–25, 87	Boveda, Mildred, 23-24, 64-65, 78
Agar, Michael, 27, 158, 160-161	Bowman, Nicole, 79
Agency, 134–136	Boyce, Ayesha, 69
Alalay, 25–26, 113, 121–122, 132, 166	Bracketing, 49–50
Alignment, 23, 44–45, 164–165	Butler, Mary Odell, 3, 22, 163–164
Alkin, Marvin, 109	, , , , , , , , , , , , , , , , , , ,
American Evaluation Association	Carol Camp Yeakey, 160
(AEA), 64, 137	Case study/studies, 16–17
Analysis, 4–5, 144, 146	Chang, Heewon, 113–114
analytic/reflective memos, 145	Chilisa, Bagele, 79
Anderson-Levitt, Kathryn, 13–16,	Chouinard, Jill, 4, 7–9, 14–15, 78–79
67–68, 79–80	Christie, Christina, 109
Anthropology, 3, 16–17, 163	Coding, 116
educational anthropology, 22	Coffey, Amanda, 18–19
Antiblackness, 93–94	Collaboration, 6–9, 114
Antiracism, 3	collaborative approaches, 146
antiracist learning community, 88	collaborative autoethnography,
antiracist pedagogy, 165	25–26, 113–114
antiracist praxis, 86	Collins, Patricia Hill, 9-10, 20, 46-47
antiracist professional development,	Colonial, 16–17, 158–159
24–25	colonial mentality, 106-107,
Assessment, 38, 148	109–110
Atkinson, Paul, 66–67, 88–89, 140, 161	colonialism, 64, 79–80, 147
Authenticity, 26–27, 135–136, 166–167	Communication, 21, 50, 92, 146
Autoethnography, 18-19, 145	Comparative
collaborative autoethnography,	comparative cultural
25–26, 113–114, 126	understanding, 13–14, 16
Avent, Cherie, 8	comparative insight, 13–17
	Comparative education, 3–4, 13–16, 22
Bartlett, Lesley, 13–14, 16–17	Competence, 137
Belonging, 138–139	Complexity, 8, 14–17, 86–87, 93, 136

Constructivism, 5–6	Deficit perspective/lens, 72
Context	Delamont, Sara, 68-69, 161
cultural context, 12, 23, 38-39, 107,	Democracy, 2–3
109	Design
educational context, 64-65, 107, 114	evaluation, 7
organizational context, 146	methodological, 77
social context, 11–12, 46, 136,	Dialogue, 3, 23–24, 143
160–161	Disability, 10
Contini-Morava, Ellen, 160	Discrimination, 9–10
Cousins, Brad, 40-41, 150-151	Diversity, 2, 19
Cram, Fiona, 107, 109	diversity, equity, and inclusion
Credibility, 10-11, 135, 147	(DEI), 41–42, 75–76, 88
Crenshaw, Kimberlé, 9–12, 147–148	Drug, 158, 161
Critical, 3	drug prevention, 27
critical ethnographic evaluation, 93	drug use, 158
critical ethnography, 3–4, 24–25, 72,	<b>C</b> ,
101	Education, 3
critical theory(ies), 22	education setting/context, 102
Criticality, 23–24, 72–73, 165–166	educational policy, 2–3
Culturally responsive	Engagement, 46, 167
culturally responsive and equitable	Enriquez, Virgilio, 108, 110, 112-113,
evaluation (CREE), 134	119
culturally responsive evaluation	Epistemology, 7
(CRE), 12–13, 64–65, 107	epistemic injustice, 126
Culture	Equity, 2–3, 19–20, 88–89
cultural competence, 137–138	Equity-Centered Transformative
cultural context, 12, 23, 38–39, 107,	Research Framework, 38,
109	41–42
cultural humility, 15, 24, 51	Ethics
cultural interpretation, 3, 5,	ethical considerations in
162–163	evaluation, 139
cultural sensitivity, 69	ethical decision making, 6-7
Curry School of Education, 158, 160	ethical issues/dilemmas, 146
•	Ethnicity, 43, 55–56
Data analysis, 92–93	Ethnocentrism, 18, 73–74
Data collection, 4, 114, 116, 146	Ethnography
David, E. J. R., 106-107	critical ethnographic evaluation, 93
Decision making, 4, 7–8, 23, 73,	critical ethnography, 3–4, 24–25, 72
146–147	101
Decolonial, 17-18, 116	ethnographic evaluation, 2-3, 5-6
decolonial theory, 17–18	Evaluation
decolonization, 106–107, 123–124	culturally responsive and equitable
decolonizing epistemology(ies),	evaluation (CREE), 134
25–26	culturally responsive evaluation
Deductive theoretical approaches,	(CRE), 12–13, 64–65, 107
144–145	evaluation communities, 13

evaluation methods, 139 evaluation questions, 6–7, 136 evaluation reports/reporting, 146 evaluation stakeholders, 145 evaluation standards, 147–148	Hood, Stafford, 2–3, 6–9, 69, 80, 109 Hopson, Rodney, 4–6, 39, 108 Humanizing approaches, 93–94 Hymes, Dell, 27, 64, 159–160, 162
participatory evaluation, 40–41 Evaluator (s) evaluator factors, 147 evaluator privilege, 147 evaluator role, 150–151 evaluators of color, 38, 52	Identity, 5–6, 137 Immersion, 3, 45, 165 Implementation, 7, 75–76, 149–150 Indigenous indigenous communities, 125–126 indigenous ways of knowing,
Experiential knowledge, 64–65	106–107
Feasibility, 6–7, 50–51	Inductive theoretical approaches, 144–145
Feedback, 24–25, 98–99	Inequity
Feminism	dehumanization, 18
feminist theory/framework, 20	inequitable structures, 89
feminist/womanist evaluation, 9-10	marginalization, 79–80
Fetterman, David, 3, 22, 32, 35, 38-40,	subordination, 9–10
43, 143, 163	Injustice, 11–12, 94
Field notes, 50, 87, 142–143	Insider, 15, 78, 164–165
Fields (of study), 3, 27, 159	Instruction, 72–73
Fieldwork, 2–3, 21, 143, 160–161	Interpretation, 18–19
Filipino talk story, 25–26, 106–107	cultural interpretation,
Focus group, 139	3, 21
Foucault, Michel, 42–43	Interpretivism, 66–67
Freire, Paulo, 20, 89	Intersectionality, 9–10
Frierson, Henry, 69–71, 137–138	intersectional inquiry, 10
C-4-1 0 151	intersectional theory, 4–5
Gatekeepers, 8, 151	Interviews, 45, 87, 151
Global, 11–12 global north, 11–12	Justice, 2, 13, 148
global south, 11–12	Justice, 2, 13, 146
Greene, Jennifer, 8, 163–164	Kapwa (critical kapwa), 25–26,
Guba, Egon, 5–6, 23, 39–40, 163	110–111, 123–124, 165–166
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Kincheloe, Joe, 64–65
Hall, Jori, 7	Kirkhart, Karen, 9, 12,
Hall, Melvin, 12	108–109
Hammersley, Martin, 38-40, 88-89	Knowledge, 3-4, 14-15
Harding, Sandra, 20, 47, 49, 51	knowledge construction, 15
Harklau, Linda, 22, 39, 45-46	knowledge deconstruction, 7
Higher education, 86-87, 102	Kremer, Jurgen, 125-126
History, 5–6, 38–39	Kuwentuhan, 25-26, 111, 113
HIV/AIDS, 27, 158–159,	
162	Ladson-Billings, Gloria, 102
Holistic/holism, 3, 139	LaFrance, Joan, 12–13

Language, 15, 109, 141 Lather, Patti, 68, 89 Levinson, Bradley, 13, 16 Lincoln, Yvonna, 5–6, 23, 39–40, 92, 163 Listening, 20, 97 Local, 8–9, 134–135, 167 Lynch, Frank, 112–113, 119, 131	Postmodern, 4–5 Power, 42–56 Privilege, 4, 13, 42–43, 73, 149 Professional development, 24–25, 86, 137 Program, 39 Protest, 75 Public health, 158, 162
Marginalization, 17–18 marginalized groups, 44–45 Meaning making, 14–17, 68, 162–163 Menon, Nivedita, 11–12 Mertens, Donna, 7, 107 Methodology, 4, 38, 143 Methods, 4	Qualitative methods, 88–89, 140, 143 Quantitative, 18–19, 140 Queer theory/framework, 7  Race, 10 racial equity, 53 racism, 24–25, 52–53
methods pluralism, 18–19 Mixed methods evaluation, 65–66 Monitoring and evaluation, 22 Multicultural, 8–9, 15, 72–73	Rapport, 45, 143 Reciprocity, 16–17, 117, 119, 121, 124 Recommendations, 152 Reflection, 71, 79, 146–147
Nader, Laura, 6, 66, 72–73 Needs and asset assessments, 25–26	reflection journal, 90–92 Reflexivity, 18–19, 47, 49, 144, 148–149
Objectivity, 47, 49, 79–80 Observation, 55, 141 observational data, 142–143 Onto-epistemology, 23–24, 65–67, 80 Ontology, 64–65	Relationships, 2–3, 134, 151 Representation, 5–6, 143 Respect, 122, 138 Responsibility, 25–26, 122 Responsiveness, 23
Outcomes (program/evaluation), 12–13, 137 Outsider, 15, 44–45, 150–151	Sankofa, 27, 158, 164 Semi-structured interviews, 38–39
Pakikipagkapwa, 25–26, 113, 120–121, 124–125, 166 Paradigms, 38–39, 136	Sense-making, 69 Sexism/patriarchy, 10 Sikolohiyang Pilipino, 25–26, 110,
Participant observation, 2–3, 139, 142–143	Social change, 6–7, 152, 163 Social context, 11–12, 24–25, 46,
Participation, 6 participatory approaches, 143–144 Place, 15–16, 46–47, 145 Policy, 4, 162 Politicality, 23–24, 71–73, 76, 165 Positionality, 2, 22, 38, 43, 47, 147, 151 Positivism, 54, 140	Social identities, 9–10, 42–43, 47, 86 Social inequalities, 10–11 Social justice, 7, 54 social justice framework, 17–18 Stake, Robert, 5, 70, 162–163 Stakeholders, 26–27, 91–92, 147, 163–164

Subjectivity, 66 Survey, 25–26, 116 Symonette, Hazel, 8–9, 19–20 System, 2 systems analysis, 16–19

Temporality, 23, 45–46, 165 Testimony, 53–54 The Wire, 135 Thick description, 40, 139, 141 Thomas, Veronica, 9, 137–138 Time, 7–8, 55 Transformative, 6–9 Transparency, 2, 23–24, 76, 79, Triangulation, 38–39, 80 Trust, 8–9, 151

Validity, 7, 139 Values engagement, 7–9 Vavrus, Frances, 13–14, 16–17 Venkateswaran, Nitya, 41–42, 49–50 Villenas, Sofia, 64, 69, 73–74, 76 Vo, Ann, 109 Voice, 7, 38, 144 Vulnerability, 150

White supremacy, 18, 54 Worldviews, 51, 147