A Model or Framework for Latino Evaluation: Exploring Possibilities

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Purpose

• Explore ideas related to the development of a Latino culturally responsive evaluation framework (Lat-CRE)
Need for Lat-CRE

• Latinos’ demographic shifts, percentages and distributions
• Complexity of cultural heterogeneity
• Extending existing approaches to serve the needs and interests of Latinos
Theoretical Drive

• Cultural deficit frameworks (Valencia & Black, 2002)
• Additive & subtractive acculturation (Gibson, 1995; Valenzuela, 1999; Bartlett & García, 2011)
• Social capital (Stanton-Salazar, 2004; Flores-Gonzalez, 2005)
• Culturally relevant pedagogy (Ladson-Billings, 2005; Dehyle, 1995)
• Culturally sustaining pedagogy (Paris, 2012)
Existing Practical Models

• Responsive evaluation (Stake, 1975, 1995, 2003)

• Culturally responsive evaluation (Frierson, Hood & Hughes, 2002; Hopson, 2009; Frierson, Hood, Hopson & Thomas, 2010)
Existing Practical Models

Culture Specific Evaluation Models

• Indigenous evaluation (LaFrance, 2010; Kirkhart, 2010)

• African-American culturally responsive evaluation system for academic settings (ACESAS) Frazier-Anderson, Hood & Hopson, 2011
Latinidades

• Gender & sexuality
• Race & ethnicity
• Language background
• Migration contexts
• Geospatial characteristics
• SES
Oportunidades

• Lat-CRE praxis
• Confianza
  – Lat-CRE is being critical
  – Lat-CRE is credibility
  – Lat-CRE is continuous
• Recognition, respect and relationships
Dialogue

• Lat-CRE has “something to say about the family’s decisions, how its resources are distributed and how the family’s well-being is evaluated” (Hood, 2004, p.35)

• Lat-CRE as a model or framework possibilities