

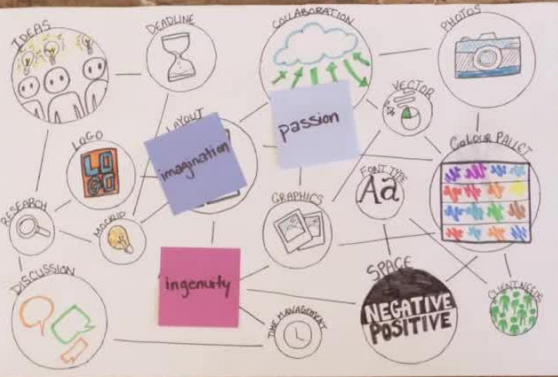
Racial Equity in Educare

August CoP 8/9/2024

Brief report back: Town Hall on Progress
on Advancing Racial Equity in Research



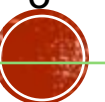
Voting on Activity Ideas



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			Votes (1-5/voter)
			I can help with this
1	Research Agenda Principles	Need to learn/Invest in	
2	Principle 1: Position and engage researchers and ECE professionals of color	Resources/guidance/best practices on recruiting researchers and ECE professionals of color shared at a Network level.	2,3
6	Principle 2: Read and cite theory and research from scholars of color.	How to share learnings from these readings with schools in accessible ways	5, 1
10	Principle 3: Consider power dynamics and the white supremacy culture of funding, research processes, and ways of knowing	Where different sites are in their process with this work and how we can support one another	
14	Principle 4: Move away from a deficit-lens that casts blame on individuals rather than interrogating systemic inequities	Common way of describing Educare overall and groups within Educare (strengths based language; e.g., "families experiences housing instability").	
15		Critical methods for analyzing quantitative and qualitative data	
22	Principle 5: See children and families of color in a holistic way and leverage a strengths-based approach.	Have a clear, robust, and operationalizable definition of strengths-based	
27	Principle 6: Ensure research priorities, questions, design, and processes reflect lived experiences	Ideas for dissemination that is of interest and how to communicate results for different audiences (people feel it is talking to them).	
28		Models for including community in analysis	
29		Address assessment trauma among families in how we choose assessment tools and collect data	
43	Principle 9:When conducting quantitative statistical analyses, examine group differences in context	Learn more about quant crit and how to apply to our Educare data/questions (invite speaker?)	
44		Need to learn how to analyze and share back information related to multi-racial categories	
46	Principle 10: Understand, acknowledge address positionality & bias in design, conduct, interpret, disseminate research	Looking at previous works/publications and interrogating them for racially and culturally sensitive language; consider with own positionality in mind	
50	Principle 11: Leverage channels and mechanisms for communicating & disseminating research findings in ways that	Create some templates for briefs/memos/graphics and other data products that the LEPs can all plug in their individual data. this would allow for some uniform products from all sites and increase uniform	
+ Sheet1			

SUGGESTED ACTIVITIES

Have a clear, robust, and operationalizable definition of strengths-based	17
Common way of describing Educare overall and groups within Educare (strengths-based language; e.g., "families experiences housing instability").	12
Resources/guidance/best practices on recruiting researchers and ECE professionals of color shared at a Network level.	10
Where different sites are in their process with this work and how we can support one another	10
Need to learn how to analyze and share back information related to multi-racial categories	10
Create some templates for briefs/memos/graphics and other data products that the LEPs can all plug in their individual data - this would allow for some uniform products from all sites and increase uniform dissemination across the network	9
Ideas for dissemination that is of interest and how to communicate results for different audiences (people feel it is talking to them).	8
How to share learnings from these readings with schools in accessible ways	6
Address assessment trauma among families in how we choose assessment tools and collect data	5
Learn more about quant crit and how to apply to our Educare data/questions (invite speaker?)	5
Looking at previous works/publications and interrogating them for racially and culturally sensitive language; consider with own positionality in mind	5
Understanding of all the options for dissemination and how and when to access/use them (LinkedIn, podcasts, etc.).	3



What are we doing well?

We are talking about it and addressing it

Starting to look at assessments such as ACCESS

Moving to a strengths-based lens rather than deficits

Re-examining our measures from an equity perspective (CARES)

Discussing importance of program/community as partners

Citing work from scholars of color

Openness to use of storytelling, qualitative data



Where are we falling short?

Falling short on action items/solutions

Staffing at schools, difficulties engaging school staff in the work, they are burned out, having deep conversations about RE and the findings

Asking the research questions we really want to answer, identifying the measures that will answer those questions.

Look at more foundational scholarly work from scholars of color (ex: Amos Wilson)

Ability to engage partners and families in equity conversations or activities



Beyond funding, what are barriers to centering and advancing racial equity in our research/evaluation practices?

a. How do we address these?

Racial equity research takes time to set up/implement
How to focus on the needs, priorities, data, and relevance of Educare schools/RPPs with children, families, and staff that are a majority one race-ethnicity.
The program's priority is how do staff and families feel about Educare/the school, and this topic has not been prioritized
Lack of staffing is the biggest barrier to attending to these principles of racial equity in the context of the RPP, data, and research/evaluation. Not a lot of capacity for change in taking that work deeper. +1
Lack of good measures to adopt, outside of the ones that we already use
Funder may not want nuanced information, just wants to know how kids are doing
The conversations are very nuanced and some LEPs may not feel equipped to have those conversations or see them as part of their role (other LEP team members more suited)
Resistance to talking about race at all - pushback and lots of questions. Getting beyond our echo chamber.
Consider consistent LEP small groups within our CoP. Organized based on common school composition OR common organizational structure.



What impact have we had structurally? With content? With process?

How will we measure success in research agenda implementation? What are our metrics? How do we show accountability?

CARES led by Donna & others

EREDS review of research includes equity focus

This kind of change might consist more of small steps - and not easily-measurable metrics.

Not quantifiable - but telling stories about the racial equity work might be a way to describe progress

When new tools or processes are implemented, sharing the findings and reflecting on how the information provided relevant information for Educare programming

