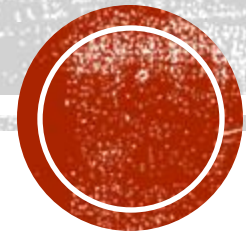




Racial Equity in Educare

August CoP 8/11/2023



Overview

- Continue to action steps from July discussion:
 - Where to begin
 - Level to engage
 - How this fits with *Educare Network's Research Agenda: Advancing Racial Equity* and DEIB recs?
 - Co-create Logic Model



TWO GUIDING DOCUMENTS

- ***Educare Network's Research Agenda: Advancing Racial Equity principles***

1. Position and engage researchers and ECE professionals of color.
2. Read and cite theory and research from scholars of color.
3. Consider power dynamics and the white supremacy culture of funding, research processes, and ways of knowing.
4. Move away from a deficit-lens that casts blame on individuals rather than interrogating systemic inequities.
5. See children and families of color in a holistic way and leverage a strengths-based approach.
6. Ensure research priorities, questions, design, and processes reflect lived experiences.
7. Actively and meaningfully involve community.
8. Examine whether the measures and assessments used in research, or the data collected are culturally relevant and meaningful to the communities that are part of the research.
9. When conducting quantitative statistical analyses, examine group differences in context.
10. Understand, acknowledge, and address individuals' positionality and bias in designing, conducting, interpreting, and disseminating research.
11. Leverage channels and mechanisms for communicating and disseminating research findings in ways that are accessible

- ***DEIB Racial Equity Recommendations (under review)***

- Broad – addressing hiring, retention, professional development, contracting, community-centered practices, language equity, etc.



WHAT LEVEL DO WE WANT TO ENGAGE (LEP GROUP, EDUCARE SCHOOLS, LEP'S ORGS)?

- The initiative to hold a group/organization accountable for DEIB/ABAR must **START** at the **highest levels of leadership**.
- It depends on the site
- **LEP group** for sure
- Individual **LEP team, Schools**

Some caveats:

- Some sites have a lot of other things going on and are trying to do the basics/put out fires. Need time to do the work together. The discussion point doc will be valuable
- Some Educare or LEPs organizations may be encountering policy barriers/restrictions (as the state, district, county) of what can be said, discussed, worked on in relation to racial equity





HOW MIGHT THIS FIT WITH THE *EDUCARE NETWORK'S RESEARCH AGENDA: ADVANCING RACIAL EQUITY & DEIB RECS?*

- Both the principles/practices of anti-racism and the outcomes/measures of success are about how to hold our RPPs and Network accountable for progress.
- Understanding our purview.



WHAT CAN OUR ACCOUNTABILITY PROCESSES BE?

- **Goals/TOC** need to be defined before we can measure accountability
- Add to Educare Login/**theory of change** model what are expected inputs, outcomes, and how do we clearly define and measure these
- Clear definitions of **what we mean** and what our **metrics** are.
- How do we **hold organizations/agencies accountable** rather than focusing on within individual beliefs/behaviors/change?
- Ways to keep this work at the **forefront**. **Set up an expectation**, based on site needs.



HOW CAN WE IMPLEMENT/INCORPORATE INTO OUR WORK?

- Ways to **provide feedback** as a living document
- **Listening** to communities
- Need to **message that this is not in addition to the work** we do but doing things in a different way. Should be beneficial and useful to your current work.
- Regular **routines of reflection** on DEIB work - **integrate** into existing routines or create them.
- How CARES data fits in and informs this process.

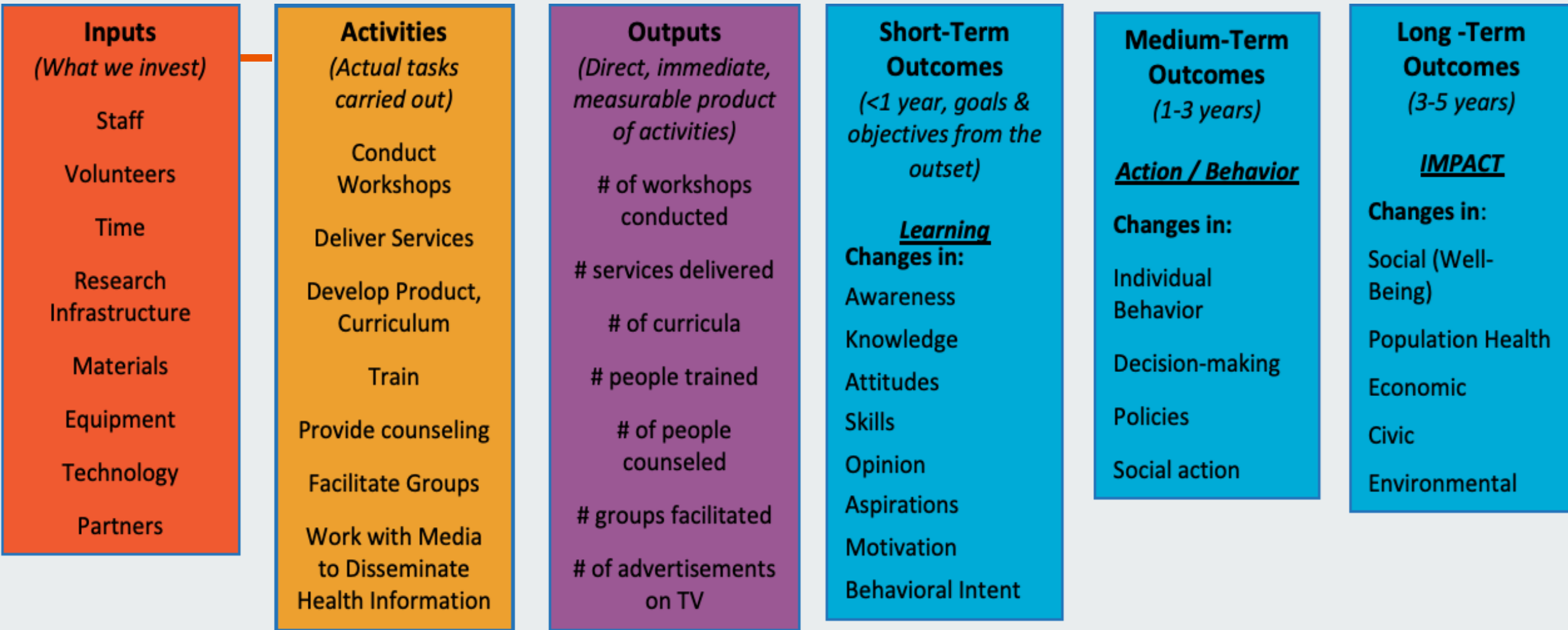


HOW TO TRACK PROGRESS?

- Clear definitions - What are we trying to accomplish?
- Analysis of Educare org policies and procedures?
- Not sure where this goes but as new LEP teams are being onboarded to take on this work I have some concerns that they are missing out on the basic objectives of the LEP CoP.



What's in a Logic Model



What’s in a Logic Model : Template

INPUTS (What We Invest)	ACTIVITIES (The Actual Tasks that we do)	OUTPUTS (Direct, immediate, measurable product of activities)	SHORT-TERM OUTCOMES (1 year or less)	MEDIUM-TERM OUTCOMES (1-3 years)	LONG-TERM OUTCOMES (3-5 years)
Example: Facilities in close proximity to public transportation Equipment/supplies Curriculum Staffing Stakeholders Data	Peer recruitment: - Advertise peer training program Training: Practicum placement:	100% of advertisements distributed	95% of trained peers successfully obtain AI certification 100% of certified peers successfully attain jobs as Peers	90% of certified peers maintain employment for 24 months 80% of certified peers have controlled hypertension	90% improvement in peer workers' self-reported quality of life (compared to baseline)

Team North Carolina

INPUTS (What We Invest)	ACTIVITIES (The Actual Tasks that we do)	OUTPUTS (Direct, immediate, measurable product of activities)	SHORT-TERM OUTCOMES (1 year or less)	MEDIUM-TERM OUTCOMES (1-3 years)	LONG-TERM OUTCOMES (3-5 years)
Staff Community members Budget for community engagement (stipends, food, child care, travel, translation) Research/business infrastructure (hiring, paying invoices, etc.)	Community meetings Interviews and focus groups Data pulls and cleaning, creation of analysis data sets Quant and Qual data analysis Meaning making sessions with community	Data - interview and focus group transcripts Clean secondary and admin data from CEF and ACS and other sources Process brief on equitable community engagement Variety of inclusive dissemination products: jargon-free summaries, podcast, policy briefs, community presentations	More CEF members stably housed.	Programs in place to address climate justice related to the built environment. Deepened community and elected thinking around equity and structural racism.	More dense, transit-oriented affordable housing created that meets the needs of CEF members

Logic Model

INPUTS (What We Invest)	ACTIVITIES (The Actual Tasks that we do)	OUTPUTS (Direct, immediate, measurable product of activities)	SHORT-TERM OUTCOMES (1 year or less)	MEDIUM-TERM OUTCOMES (1-3 years)	LONG-TERM OUTCOMES (3-5 years)