



Racial Equity in Educare

JULY CoP 7/15/2023

Overview

- Quick refresh:
 - Practices for accountability
 - Trohanis workforce competencies
 - Guiding Educare documents
- Questions for discussion:
 - Where to begin
 - Level to engage
 - How this fits with *Educare Network's Research Agenda: Advancing Racial Equity* and DEIB recs?



Building a Culture of Accountability (P. Anderson, 2021)

Self-accountability: practice of taking responsibility for your actions and consequences of those actions. Every team member must recognize they have a role to play in building a culture committed to inclusion, belonging, and equity, and recognition begins with taking responsibility for own contributions to culture.

Mutual accountability: based on defining shared agenda for change, rather than top-down policing model rooted in punishment. Requires a commitment to putting relationships ahead of need to be right or be perceived as a “good person.”

Community accountability: approach pioneered by feminists of color working to end gender-based violence in the early 2000s. INCITE! Women of Color Against Violence defined as a process in which a community—in this case, a workplace—works together to do the following:



COMMUNITY ACCOUNTABILITY

- Provide safety and support to those targeted.
- Create values & practices that resist abuse and oppression, and encourage safety, support, and accountability.
- Develop strategies to address the abusive behavior and facilitate a process to account for actions and transform behavior.
- Commit to ongoing development of all community members and community itself to transform the conditions that reinforce oppression.



7 PRACTICES FOR BUILDING A CULTURE OF ACCOUNTABILITY

- **Acknowledge harm** | Acknowledge that when harm happens, it doesn't just affect the individuals involved but everyone within the organization.
- **Establish a set of internal anti-racist norms** | Organizations must define internal behavioral norms that inform how staff treat each other, norms must set standard for anti-racism practice and set clear boundaries in relationships.
- **Work to repair the harm** | Repairing damaged relationships and broken trust requires time and regular check-ins to understand what people need and how those needs can be met.
- **Skilled facilitation** | Bring in a skilled facilitator to lead a process of conflict transformation with parties involved or of community restoration w/entire organization.
- **Racial affinity groups** | Can create space for peer learning, healing, and mutual accountability. White affinity groups have an explicit agenda focused on anti-racism learning and practice. For employees of color, affinity groups provide space to process instances of racial harm, offer mutual support, and identify strategies to eliminate conditions that made racial harm possible.
- **Create feedback loops** | Creating accessible structures for giving and receive feedback
- **Practice generative conflict** | Understand difference between generative conflict, harm, and abuse. Conflict—not harm or abuse—is natural and necessary part of relationships. Team members don't avoid conflict or hide behind professional standards rooted in white supremacy that prioritize politeness and impassivity over being clear and direct.



Early Childhood Technical Assistance Center/Trohanis Workforce Competencies

- Self-assessment in 3 domains:
 - ❖ Attitudes – Self-Reflection
 - ❖ Knowledge – Foundational knowledge & Core Concepts, Data
 - ❖ Skills – Analytical & Practice



Trohanis Staff Core Competencies for Working to Achieve Racial Equity: Self-Assessment

Domain	Sub-Domain(s)	Competency	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Notes
Attitudes(Affect)	Self-Reflection	1. Practice cultural humility in one’s life and work. Consider one’s own assumptions, beliefs, emotions, and biases when interacting with others, especially individuals of different races or cultures.					
		2. Listen to and learn from experiences that challenge long-held beliefs that maintain biases. By this, one: - Acknowledges their racial or cultural biases and works to address them - Reflects on the operation of power - Acknowledges we are all responsible, may be at different places of the same path, and are empowered to advance racial equity.					
		3. Openly discuss and accept disagreement regarding racial equity issues and their intersections without defensiveness, critiquing others’ point of view, or being dismissive of the need for racial equity.					
		4. Accept individual responsibility and identify action steps to address inequity within the scope of your work and existence, including strategizing with					

Sections A and E from FPG Self-Assessment Tool of Antiracist Research Practices



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Section A: Study Formation

	Haven't started yet.	Plans exist to begin.	In place and evidence of use.	Part of our routine and we could model for others.
Research questions are designed so at least one addresses policies, practices, or conditions that produce disparities.	☐	☐	☐	☐
Researchers reflect upon their own biases, power, privilege and positionality in the research endeavor.	☐	☐	☐	☐
We have an inclusive research team across a variety of identities.	☐	☐	☐	☐
Communities closest to the problem are included in some way (describe how below).	☐	☐	☐	☐
Proposals include equitable methods, including in budgets (like for community member stipends).	☐	☐	☐	☐
Funding web (power/influence analysis activity) has been conducted to see how money and power flow, and power imbalances are acknowledged and addressed/minimized.	☐	☐	☐	☐
Other	☐	☐	☐	☐

Notes on Section A (Study Formation).

Section E: Discussion and Recommendations

	Haven't started yet.	Plans exist to begin.	In place and evidence of use.	Part of our routine and we could model for others.
Reports conclude with call for action with specific recommendations.	☐	☐	☐	☐
Results are used to reveal and disrupt oppressive conditions within US systems and institutions.	☐	☐	☐	☐
Recommendations are made for policy change at the organizational, local, state, national, and/or international levels.	☐	☐	☐	☐
Community/participants involved in coming up with solutions.	☐	☐	☐	☐
Other	☐	☐	☐	☐

Notes for Section E (Discussion and Recommendations).

Next steps planned for Section E (Discussion and Recommendations).



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.



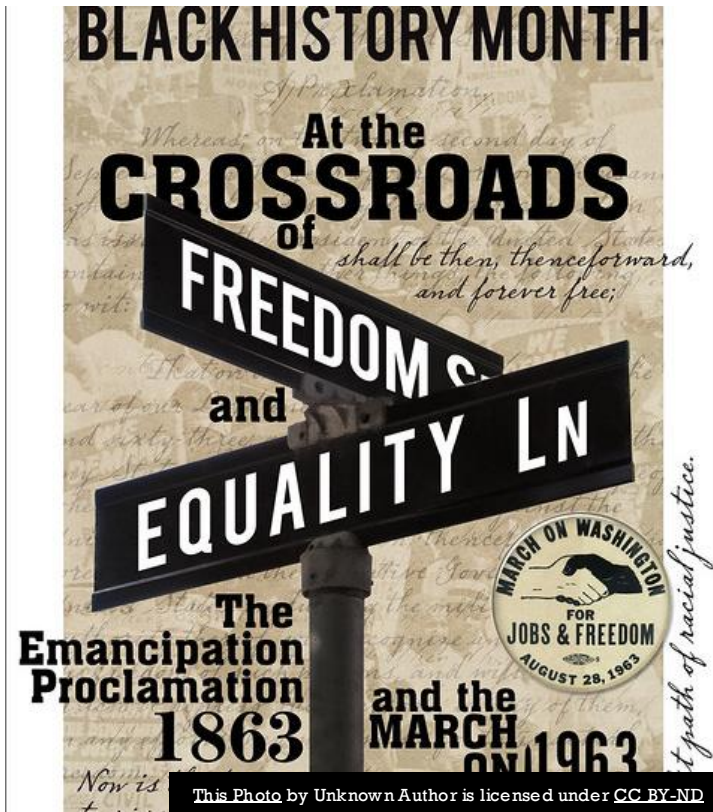
Diversity, Equity, Inclusion & Belonging

Network's DEIB Statement:

“Educare is committed to cultivating an anti-bias, anti-racism Network that amplifies families’ cultural wealth, uplifts marginalized communities, and leverages innovative best practices to advance early learning and care for all. To ensure equitable opportunities and create an environment where everyone can thrive, we will address the root causes of inequities and exemplify Diversity, Equity, Inclusion, and Belonging through a culturally relevant lens to dismantle unjust systems.”



Discussion Questions



- 1) How might we proceed?
- 2) What level do we want to engage (LEP group, Educare schools, LEP's orgs)?
- 3) How might this fit with the *Educare Network's Research Agenda: Advancing Racial Equity & DEIB* recs?
- 4) What can our accountability processes be?
- 5) How can we implement/incorporate into our work?
- 6) How to track progress?

