

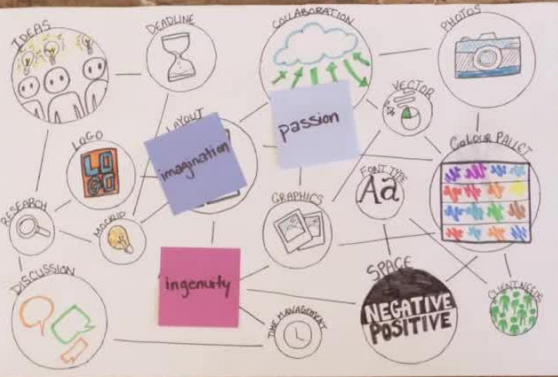
Racial Equity in Educare

July CoP 7/12/2024

Town Hall on Progress on Advancing
Racial Equity in Research



Voting on Activity Ideas



EducareLearnInvestResearchAgendaIdeas7.10.24 .XLSX			
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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			

Guiding Questions

1. What change has happened (see table of progress)?
2. What are we doing well?
3. **Where are we falling short?**
4. **What impact have we had structurally? With content? With process?**
5. **Beyond funding, what are barriers to centering and advancing racial equity in our research/evaluation practices?**
 - a. **How do we address these?**
6. How will we measure success in research agenda implementation?
 - a. What are our metrics?
 - b. How do we show accountability?



Format

- 5-10 minutes of silent thinking/reflection/jotting down ideas
- 15-20 minutes small group discussion
- 15 minutes share back and planning
 - 1-2 key ideas to report
 - 1-2 ideas for collective and individual action
 - Capture in Google doc



A hand-drawn mind map on a wooden table. The central node is 'DESIGN' (written vertically). It branches into 'IDEAS', 'DEADLINE', 'COLLABORATION', 'PHOTOS', 'VECTOR', 'COLOR PALETTE', 'FONT TYPE', 'GRAPHICS', 'MANAGEMENT', 'DISCUSSION', 'RESEARCH', and 'LOGO'. Each branch has a corresponding icon or drawing. Two sticky notes are placed on the table: a pink one with 'efficiency' and a white one with 'communication'.

Principle 1: Position and engage researchers and ECE professionals of color	
What we've done	Do going forward
Ask teachers that match students' cultural background what they would like to know/learn/research.	Talking to high school students/recruiting before college to get diverse students interested in this field of work
Have seen increases in representation in LEPs/EREDS/leadership of color	Understand how LEP partners are selected and being mindful and intentional about that.
Engaging staff and leaders of color at individual sites in the research process	Partner with an HBCU researcher to engage the researcher as well as the students
Programming that discusses why diverse research and professionals is important and what it adds.	increasing critical mass of people of different identities in the network
Translate documents and materials into Spanish whenever possible.	consider how to distribute the burden of POC leaders
Reach out to people from the community; recruiting directly from HBCU.	
In CoP everyone is respectful of who is speaking and what they have to share.	

Principle 2: Read and cite theory and research from scholars of color.	
What we've done	Do going forward
Our work has made us think about how to extend these ideas to things like syllabi readings.	What we can do to increase access to this research (Open Access, etc.).
The blasts Iheoma shares about new research (helpful because there is so much out there).	Have a space for sharing readings across the Network, including the PDF if possible to avoid access issues
Guests have introduced us to research and citations we didn't know about.	You can share resources to the LEP CoP group on EducareShare . Email support@EducareNetwork.org with any questions or access issues

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