

Racial Equity in Educare

September CoP
9/13/2024

Logic Model Progress and Next Steps



LK edits 12.6.23 - Combined Logic Model Draft - CoP implementation of research agenda (IP)

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)
Families and staff, researchers, school leadership/Staffing/LEPs/Start Early/FPG Funding/Budget (pay, benefits for teachers, training) (3) Infrastructure (CoP, EducareShare) Time Research Infrastructure: > Annual data collection schedule > Data collection protocol > Data collection processing > Reporting out of data	LEP CoP monthly meeting with RE content (P3, 4, 5, 10) LEPs regularly meet with staff/school leadership (P6, P7) RPPs - discussions to make sense of the data (2; quantify;; P6, 7) Presenting data (briefs, conferences;P11) Time committed to intentional racial equity work, activity (P3, 4, 10) LEPs regularly meet with community members Providing informational materials for families and opportunities for families	Reporting on RPP meetings focused on racial equity. (Practitioners, community, families; <i>record for sites? Topics? Action items? Counts?</i>) (A7; P3) # of workshops/trainings (A5; P3) EducareShare (LEP activity?) # of people participating in LEP CoP (A1) # COP meetings (A1) # of LEP CoP members of color (P1, <i>the recruitment piece is an outcome, we want to see their participation at the same level as white peers; check item on recruitment; P1</i>) Regular disseminating of products (e.g., newsletter)	Presentations and discussions with staff and school community (2; <i>what does this mean? Could be for A2/3? Collect attendance data and satisfaction?</i>; P6, 7) Increasing knowledge + awareness re: racial equity for COP LEPers (3, A1; P4, 5, 10) Families/staff engage with the data Families/staff engaged to make meaning from data (FINISH FIXING % of families/staff completing interviews/surveys. <i>what is metric beyond this? Is this two things - going beyond taking the survey, consider splitting into 2</i>) (2; P7)	Co-constructing research questions/ agenda with community as an RPP (Happening a bit in CARES; P6, 7 Focus on racial equity G1) Staff that reflects community (CARES data to track) (2; P1) Increase in reporting of equitable research/eval practices (2; P11) <i>Can we clarify what this means?</i> Author positionality statements in all publications (P10) Accountability structure to review pubs for deficit v. strengths framing, citations of POC scholars (P2.4, 5)	LEP members have equity goals in annual review (P3, 4, 10) Produce a culturally responsive/grounded framework for the evaluation (network and school focused; P5, 6) Reducing turnover (<i>who?</i> metric: roster data collection, new - questions about retention, etc.; P1) Securing funding for projects/initiatives/studies focused on racial equity (<i>new, non-Buffer funds?</i>) Driving policy change that address systemic racism or racial equities

When last we looked...

Educare Network's Research Agenda: Advancing Racial Equity

Our ongoing commitment to anti-racism will be further enacted through implementation of this research agenda, including the following principles: ^{6,7,8}

- 1. Position and engage researchers and ECE professionals of color** to lead and actively facilitate in research efforts. This means examining the demographic make-up of evaluation and research teams and bringing racially marginalized members to teams to be more representative of Educare children, families and the communities in which schools are situated, especially at the leadership levels.
- 2. Read and cite theory and research** from Black, Indigenous, Hispanic/Latino/a/e, and other **scholars of color**.
- 3. Consider power dynamics and the white supremacy culture of funding, research processes, and ways of knowing** (e.g., how values, perspectives, norms, and practices such as perfectionism, objectivity, a sense of urgency, etc. operate to sustain power and privilege for those in the dominant culture).
- 4. Move away from a deficit-lens that casts blame on individuals rather than interrogating systemic inequities** that create the conditions (e.g., structural or institutional issues) for fewer opportunities and less access. **Seek to understand how local, state, national, and internal program policies and systems might function as contributors to disparities** and focus on how to make improvements.
- 5. See children and families of color in a holistic way and leverage a strengths-based approach.** Every individual, family, and community has their own set of assets and strengths that should be intentionally considered in all aspects of research design and execution. A strengths-based approach celebrates the racial, ethnic, cultural, and linguistic diversity of young children, their families and communities, and the workforce.
- 6. Ensure research priorities, questions, design, and processes reflect lived experiences** and engage the children, families, and/or practitioners who are the focus of both quantitative and qualitative research.
- 7. Actively and meaningfully involve community** in the identification and prioritization of research questions, selection of research methods and design, adoption or development of measures and indicators, and interpretation, use, and dissemination of findings.
- 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.** Not all measures are an equally good fit in all contexts or with all groups of people. Address race, and more importantly, racism when considering what to measure and how to measure it.
- 9. When conducting quantitative statistical analyses, examine group differences in context** (e.g., use interactions, run separate models for each group) to explore whether patterns of results are the same for all groups. If differences are identified, continue the investigation to unpack the mechanisms accounting for the differences.
- 10. Understand, acknowledge, and address individuals' positionality and bias in designing, conducting, interpreting, and disseminating research.** Examine influence and biases of funders and Network member and partner organizations in the activities and processes of research to push for a stronger equity lens in their role.
- 11. Leverage channels and mechanisms for communicating and disseminating research findings in ways that are accessible** and readily reach those individuals, programs, and communities that are the focus of the research.

Condense and code!

Black = we are all doing this!

Green = someone in the Network can model, not all doing it.

Orange = In progress, conversations have happened

Purple = aspirational



Logic Model Sections

Inputs (what we invest)

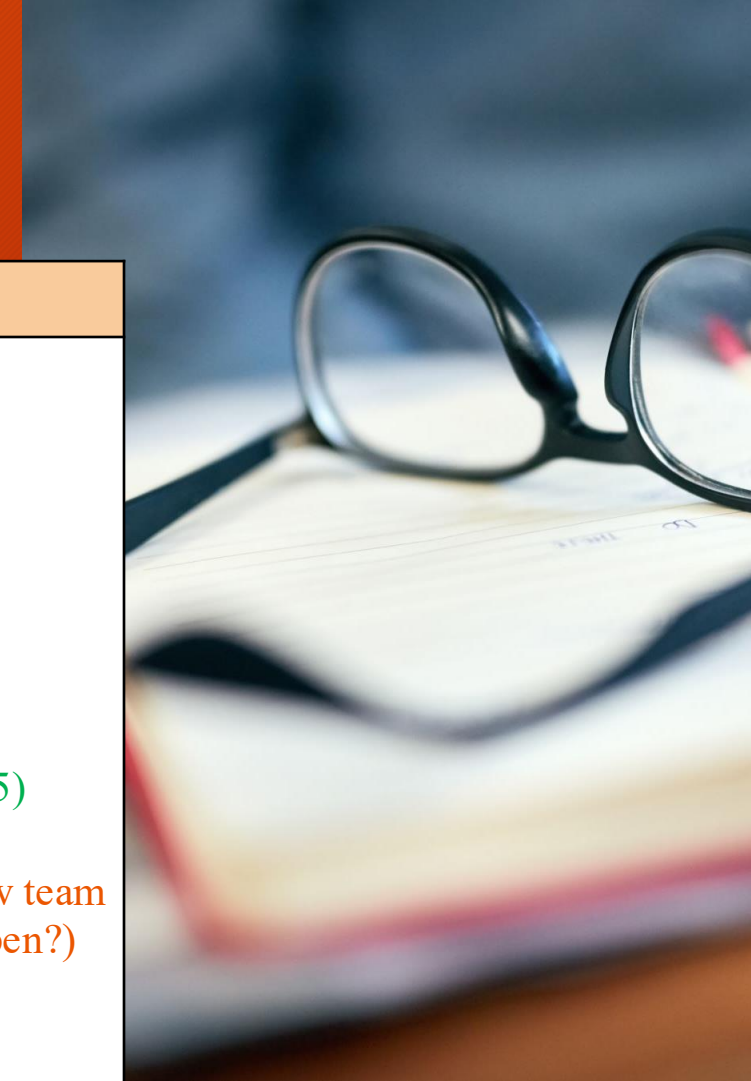
- Families and staff, researchers, school leadership/Staffing/LEPs/Start Early/FPG
- Funding/Budget (pay, benefits for teachers, training)
- Infrastructure (CoP, EducareShare)
- Time
- Research Infrastructure:
 - Annual data collection schedule
 - Data collection protocol
 - Data collection processing
 - Reporting out of data
- Materials/Tech (assessments, web questionnaires)



Logic Model Sections

Activities (the actual tasks we do)

- LEP CoP monthly meeting with RE content (P3, 4, 5, 10)
- LEPs regularly meet with staff/school leadership (P6, P7)
- RPPs - discussions to make sense of the data (P6, 7)
- Presenting data (briefs, conferences; P11)
- Time committed to intentional racial equity work, activity (P3, 4, 10)
- LEPs regularly meet with community members (P7)
- Providing informational materials for families and opportunities for families to engage in conversations (P7)
- Educating ourselves on racial equity within research and documenting this in our CoPs. (P3, 4, 5)
- Providing or attending training and activities for learning and self-reflection (P3, 4, 10)
- New hires informed about responsibilities of being an educare team member/Orientation for new team members to understand centrality of racial equity work to the LEP (P1, 7; does the RE part happen?)
- More amplification and coverage of related research findings/data (P11):
 - o Social media
 - o Website content
 - o Media coverage
- Collaboration across research/implementation projects (P7)



Logic Model Sections

Outputs (Direct, immediate measurable product of activities)

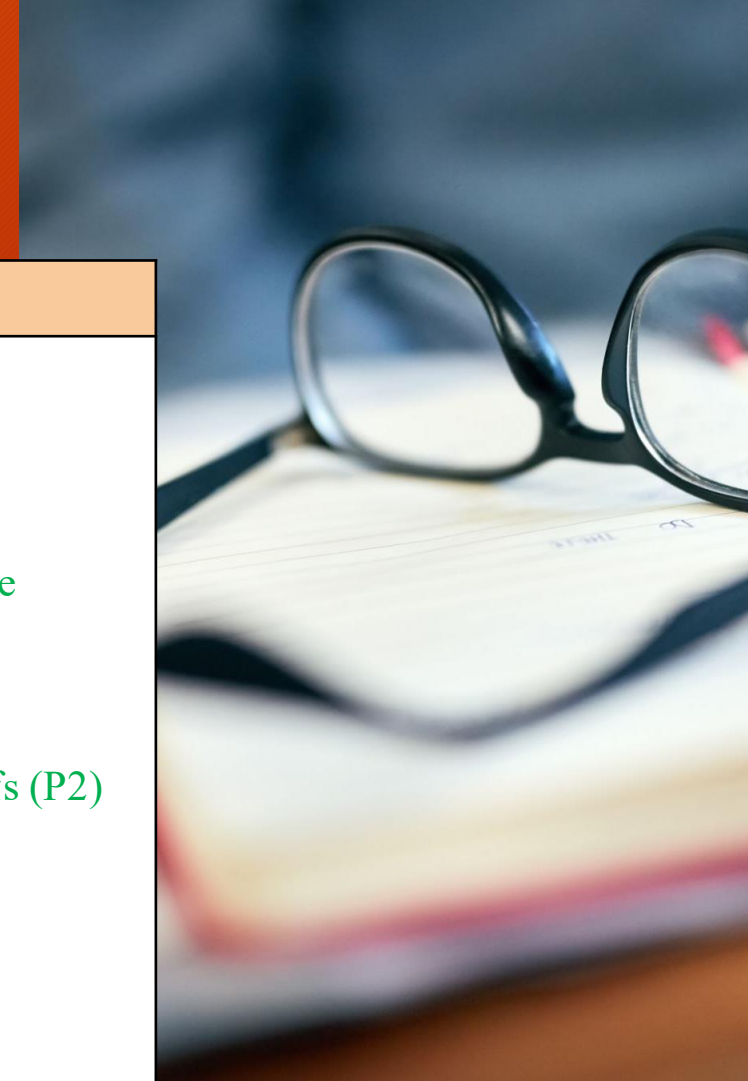
- Reporting on RPP meetings focused on racial equity. (P3)
- # of people participating in LEP CoP (P3)
- # COP meetings (P3)
- EducareShare
- # of workshops/trainings (P3)
- # of LEP CoP members of color (P1)
- Regular disseminating of products (e.g., newsletter) to community members (including those outside of Educare) that could be used as tools to support more equitable practices in the classroom and program (P11)



Logic Model Sections

Short-term outcomes (1 year or less)

- Presentations and discussions with staff, families, and school community (P6, 7)
- Increased knowledge + awareness for LEPers (P4, 5, 10)
- Identify more relevant measures. (P4, 5, 8)
- Increase participation for families/staff completing interviews/surveys (P7)
- Increased awareness, comfort with difficult conversations/safe space for these (P3, 7) How do we measure this? Also applies to families (P7)
- Staff survey question about race and racism (G2, P4)
- Analysis always disaggregates by race/ethnicity use and strengths-based approach (P5, 11, 9)
- Reading/Citing more scholars of color/diverse scholars in all papers, presentations, posters, briefs (P2)
- More research products focused on racial equity (G3, P11)
- Presentations
- Publications - peer-reviewed+
- Concept papers/proposals
- Parent input everywhere including in CARES and are compensated (P6, 7)
- Implementing a revised CLASS that is more equitable (P8)
- Disseminate in lay press (P11)
- Local RPP goals/action steps connected to the research agenda. (P11)



Logic Model Sections

Medium Term (1-3 years)

- Staff that reflects community (CARES data to track) (P1)
- Incorporate more qualitative measures (P8)
- Co-constructing research questions/ agenda with community as an RPP (P6, 7, G1)
- Author positionality statements in all publications (P10)
- Accountability structure to review pubs for deficit v. strengths framing (P2, 4, 5)
- Adopt or create tools or measures to drive equity and socio-cultural responsiveness in the recruitment and hiring process of staff. (P1, 3)
- Conduct role-alike group meetings (school management, teaching, family engagement) to gather data for feedback on logic model and related outcomes/activities. (P6, 7)
- Increase access to research (P2, 11)



Logic Model Sections

Long Term (3-5 years)

- LEP see practices within racial equity framework (P10)
- Securing funding for projects/initiatives/studies focused on racial equity (G1, 3)
- LEP members have equity goals in annual review (P3, 4, 10)
- Driving policy changes that address systemic racism or racial equities (G3)
- Equitable outcomes for all children (G2; *more like 20 years out*)
- Community networks of agencies and partners, with Educare as a central partner - community level change (P7)



Options for discussion & co-development

1. Community engagement and dissemination ideas and strategies - touches principles 6, 7, 11

OR

2. Low response rates/comfort level with questions in surveys or responding to survey in general (e.g., historical racism in systems, immigration issues).

Small(ish) Breakout Discussions

- ❖ Brainstorm ideas – how can we advance the research agenda principles in this area?
- ❖ Share strategies – what are concrete strategies?

Share Back

- . How to level up (from purple/aspirational to orange/in progress)?
- . How could current efforts be improved?
- . For those just starting, what could be some first steps?
- . How can research agenda principles guide planning?

Activity Planning

- Interest in another 21-Day Racial Equity Challenge?
- Any topics to revisit or to revisit outside of CoP?