Acknowledgement

The planning for this presentation was funded through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) with research set-aside funds in the CCDBG Act of 2014, and managed through a contract with Child Trends.

• Ivelisse Martinez-Beck, Project Officer
Presentation on Writing for Equity – Six Guidelines

Workshop

Discussion

Resources
How would you describe your role?

A. Researcher or evaluator
B. Practitioner
C. Funder
D. State representative or policy maker
E. Federal representative or policy maker
F. TA Provider
G. Something else
For those who said something else, how would you describe your role?
What is equity?

The condition we will achieve when personal characteristics outside our control (e.g., our race, ethnicity, gender, sexual orientation, ability status, religion, age, class) no longer predict how we fare.
What is equity in research?

Documenting disparities  Identifying underlying causes  Proposing solutions
Why is equitably communicating data and research important?

- In 2018, the United States infant mortality rate was 5.7 deaths per 1000 live births.

Source: KIDS COUNT Data Center
Guiding Principles

1. Examine our own backgrounds and biases.
2. Commit to digging deeper into the data.
3. Recognize that the research process itself impacts people and communities; researchers play a role in ensuring that their research benefits communities.
4. Engage communities as partners in research and credit them for their contribution.
5. Guard against the implied or explicit assumption that white is the normative, standard, or default position.
## Stages of the Research Process

<table>
<thead>
<tr>
<th>Stage</th>
<th>Question</th>
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<tbody>
<tr>
<td>Landscape</td>
<td>Who has power? What power differentials exist within the community you are working in?</td>
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<tr>
<td>Design</td>
<td>What measures do you have that examine root causes?</td>
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<td>Data Collection</td>
<td>How does the community like to share/give information?</td>
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<tr>
<td>Data Analysis</td>
<td>How do community stakeholders interpret the data and how does this differ or align with researchers’ interpretation?</td>
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<tr>
<td>Dissemination</td>
<td>Where do community stakeholders want to see this data go? What are their next steps?</td>
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Six Guidelines on Equitable Writing
Does your organization have guidance on equitable communication or writing?

- Yes
- No
- Not Sure
### Guidelines on Equitable Writing

1. **Say what you mean**
2. **Use person-centered language**
3. **Do not assume there will be differences**
4. **Include context on structural inequity early**
5. **Be aware of attributing value and stigma**
6. **Center the voices of the people who are impacted**
What are you most interested in learning from today's presentation?
Say what you mean

- Precisely define the population
- Avoid euphemisms (e.g., diverse)
- Be explicit about the norm
- Say “I do not know”
Use person-centered language

- Avoid labeling individuals with their circumstances
- Engage and elevate the voices of community stakeholders
- Some communities may prefer identity-first language or disagree on appropriate language
- Explain why you chose your language

• Avoid reifying socially constructed categories by not assuming differences between groups

• Measurement instruments might have been tested with some populations and not others

• Structural discrimination against targeted groups can result in differences due to other characteristics

• How did we pick which groups to compare?
• Could “differences” be explained by measurement error?
• Could “differences” be explained by a correlated characteristic (e.g., income)?

More research should be done to understand the differences between understudied groups.

More research should be done to explore whether these findings are representative.

Do not assume there will be differences

Avoid reifying socially constructed categories by not assuming differences between groups

Measurement instruments might have been tested with some populations and not others

Structural discrimination against targeted groups can result in differences due to other characteristics

How did we pick which groups to compare?
Could “differences” be explained by measurement error?
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<tr>
<td><img src="image.png" alt="Image" /></td>
<td>Include context on structural inequity early</td>
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<tr>
<td></td>
<td>• When disaggregated data reveal differences...</td>
<td></td>
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<td></td>
<td>• Investigate structural explanations, not just individual</td>
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<td>• People skim, so include context on inequity in all sections</td>
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<td></td>
<td>• Be clear on information that could have added additional context that was not measured</td>
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<tr>
<td><img src="image.png" alt="Image" /></td>
<td>• Did we provide the reader with sufficient context to interpret this finding?</td>
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<td></td>
<td>• How could this finding be misinterpreted?</td>
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<tr>
<td><img src="image.png" alt="Image" /></td>
<td>• In 2017, 42 percent of non-Hispanic white young adults, had attained at least a bachelor’s degree compared to 19 percent of Hispanic young adults and 22 percent of non-Hispanic black young adults.</td>
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<tr>
<td><img src="image.png" alt="Image" /></td>
<td>• Historically, laws, policies, and practices have served to limit Black, Hispanic, and American Indian families’ access to high-quality educational opportunities.</td>
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</table>
• Interpretation of findings is subjective

• Sometimes we may attribute positive meaning to behaviors associated with dominant groups

• White teachers were most likely to say that early care and education was their calling, whereas Black teachers were more likely to say that they wanted to help families or needed the paycheck.

• Motivations for working in the ECE field varied by racial/ethnic identity. There is limited research on how these motivations impact children’s outcomes.

• Does research support a positive or negative value for this finding? For all groups or just the dominant group? If research does support a negative value, could we lessen the stigma from the language?

Be aware of attributing value and stigma
• Qualitative data can lift up voices of communities who are impacted
• Use community members’ words when possible
  • Quotes can help illustrate points and feelings
• Engage community stakeholders in interpreting, understanding, and framing

• Do your words shift, change, or dilute community members’ original intentions/words?
• How would a community member describe what is happening?
• Interviewees felt like young men had a careless approach to sex.
• Overall, interviewees felt like young men usually “just let [sex] happen” and that they “don’t ever talk about it.”

Center community voice
Questions?
Let’s practice applying these guidelines!
Guidelines on Equitable Writing

- Say what you mean
- Use person-centered language
- Do not assume there will be differences
- Include context on structural inequity early
- Be aware of attributing value and stigma
- Center the voices of the people who are impacted
Children in U.S.-born families are less likely to be in low-income working families than their foreign-born counterparts.

- Say what you mean
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Children in U.S.-born families are less likely to be in low-income working families than their foreign-born counterparts.
Example 2

People of color and immigrant ECE providers are more likely to have a state certificate and less likely to have a bachelor’s degree than their White, U.S.-born, counterparts.

- Say what you mean
- Use person-centered language
- Don’t assume there will be differences
- Include context on structural inequity early
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- Center community voice
People of color and immigrant ECE providers were more likely to have a state certificate and less likely to have a bachelor's degree than their White, U.S.-born, counterparts.
Which guideline most resonated with you?
Which guideline most resonated with you?

- Say what you mean
- Use person-centered language
- Don't assume there will be differences
- Include context on structural inequity early
- Be aware of attributing value and stigma
- Center community voice
Discussion

• What was the most challenging part of the exercise?
What was the most challenging part of this exercise?
A guide to incorporating a racial and ethnic equity perspective throughout the research process
By Jenita Parekh, Shantai Peckoo, and Kristine Andrews

Equitable Research Communication Guidelines
By Esther Gross
https://www.childtrends.org/publications/equitable-research-communication-guidelines
THANK YOU!

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