

**C5: Culturally Grounded Methods to Advance an Equity Lens in Early Childhood Care and Education Research**  
 Wednesday, February 7, 2018  
 4:00 p.m. – 5:15 p.m. | Roanoke

**1. Descriptive Information**

<p><b>C5: Culturally Grounded Methods to Advance an Equity Lens in Early Childhood Care and Education Research</b></p> <p>This session will describe ECE research involving culturally responsive methodological approaches to addressing equity in the research process for migrant farmworker families, Latina mothers, and American Indian and Alaska Native (AI/AN) communities. First, efforts on the National Migrant and Seasonal Head Start Study to develop culturally grounded methods, measurement approaches, and strategies to recruit participants and train data collectors will be discussed. Second, a Community-based Participatory Research project with undocumented Latina mothers will highlight processes for analyzing and interpreting data with community partners. Finally, a qualitative study to examine cultural relevance of the Classroom Assessment Scoring System in AI/AN communities will be reviewed. A guided discussion will follow to explore how we can further our capacity to conduct culturally grounded research.</p>	<p><b>Facilitator</b>  <b>Michael López</b>, Abt Associates</p> <p><b>Panelists</b>  <b>Sandra Barrueco</b>, The Catholic University of America   <i>Cultural Dimensions in Methodology and Training: Examples from the National Migrant and Seasonal Head Start Study</i>  <b>Colleen Vesely</b>, George Mason University   <i>What Does This Mean to You?: Collaborative Data Analysis in Partnership with Amigas de la Comunidad</i>  <b>Jessica Barnes-Najor</b>, Michigan State University   <i>Cultural and Practice Perspectives on the Classroom Assessment Scoring System: Voices from American Indian and Alaska Native Head Start Programs</i></p> <p><b>Scribe</b>  <b>Yasara Perera</b>, ICF</p>
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- 2. Documents Available on Website** (Please list any electronic documents or web links used during the session.)
- a. Cultural and Practice Perspectives on the Classroom Assessment Scoring System: Voices form American Indian and Alaska Native Head Start Programs
  - b. A Roadmap for Collaborative and Effective Evaluation and Research in Tribal Communities: A Tool for Co-Creating Knowledge
  - c. What Does This Mean to You? Collaborative Data Analysis in Partnership with *Amigasde la Comunidad*

**3. Brief Summary of Presentations**

- **Summary of Presentation #1: Sandra Barrueco**, Cultural Dimensions in Methodology and Training: Examples from the National Migrant and Seasonal Head Start Study
  - Presentation discussed the features of migrant and seasonal workers
    - We know very little about toddlers, infants and newborns
    - These families are living in rural areas and are far removed from resources which affects the development of children
    - Families can come and go – fluctuation in the community and how the program works in the community

- It takes much effort and trust to improve practice in the end
  - Big emphasis on training for those that are meeting with the families and children – active engagement with children, families and the centers
  - Always have someone on your team who is working in the community you are working with
  - All of this is to ensure, we engage well with our community and represent the voice of the community.
  - Establishing trust with families and children is the most critical part.
- **Summary of Presentation #2: Colleen Vesely, What Does This Mean to You? Collaborative Data Analysis in Partnership with *Amigasde la Comunidad***
  - Community-Based Participatory Research (CBPR)
    - Begins with the goal of addressing a community-identified, community-driven social problem and at its core is a commitment to researching issues that matter in people’s lives
    - Balance between research and action
  - Identifying community leaders, establishing a community advisory board, establishing partnerships, collaborating with the community in research, and implementing action steps
  - Community was the first ones to hear about results from data collected
  - Community Open Coding system was established to conduct the research
    - Conducted community axial coding that looked at each code across all participants
  - Lessons Learned
    - Accuracy of interpreting experiences
    - Build trusting relationships with the community
    - It is a long process, but it built a relationship with Community Advisory Board (CAB) members and you heard their experiences to help ease their burdens.
- **Summary of Presentation #3: Jessica Barnes-Najor, Cultural and Practice Perspectives on the Classroom Assessment Scoring System: Voices from American Indian and Alaska Native Head Start Programs**
  - How does this program work within the context of American Indian and Alaska Native families
  - CLASS – observation tool to understand the quality of interactions in the classroom
  - Have information about their cultural inclusion in the classroom, and at the program level, the use of the CLASS and their perceptions on CLASS
  - There needs to be more work done – high quality qualitative studies and identify where there needs to be more flexibility within the instrument explicitly and revise the instrument itself.

#### 4. Brief Summary of Discussion

- a. Q: How do you balance the participation with concerns you have about privacy or respecting the respondent privacy? Does the community know there is a CAB?
  - i. Continued conversation around this while working on the data. Yes, they know CAB exists
- b. Q: Did they have to go through IRB training related to the CAB?
  - i. Not yet, we did an internal one but not an IRB one.
- c. Q: Can you talk more about the cultures of the programs, bringing information back to the program and the impact the data will have on influencing the program?
  - i. We work on a community level and have appreciated the data we can utilize in the community.
  - ii. Asking them about what they need has been an important part of the study. Respect staff at every single level. It is moving to the staff that there are situations of extreme stress for the families and they want to help.
  - iii. We have always gotten good feedback. We tend to get the most feedback from T/TA specialists. Program staff understands this and depends on their perspective.
- d. There can be a lot of barriers at so many different levels, and there a lot of world views to open up to on our end.

5. **Summary of Key issues raised** (facilitators are encouraged to spend the last 3-5 minutes of sessions summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)
- a. N/A