



PRE-SYMPOSIUM WEBINAR

Taking an Equity-Based Approach to Advancing a Research and Learning Agenda

August 18, 2020





Welcome

- **Introduce yourselves in the chat box.**
 - We welcome you to share your name, where you're from, and your school or organization. Feel free to add anything else about why you're joining us today.
- **Ask and answer questions.**
 - Use the chat function to pose questions of our panelists. Attendees are also encouraged to respond.
 - Presenters will leave some time to answer your questions.
- **Share your learning.**
 - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
 - The slides and video will be available on aurora-institute.org.



Presenters



Jessica Proett

Director, External Evaluation,
City Year



Jade Eckels

Education Research Fellow,
City Year



Eliot Levine

Research Director,
Aurora Institute

ONLINE MEETING NORMS

For engaging, inclusive conversations



Have your video camera on as much as possible

Encourages attentive engagement, allows for some body language, fosters sense of community



Update your name label and include your pronouns

Ensures we all know how best to refer to one another



Use the chat for on-topic conversation and questions

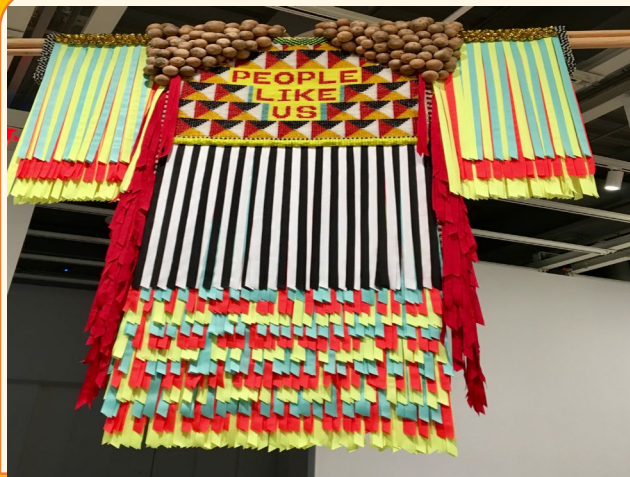
Keeps things moving, provides alternative communication option, ensures all voices are heard



Keep yourself on mute until you're ready to speak

Eliminates audio feedback and distraction

Introductions



Jade
she/her/hers



- <1 of City Years
- Spends free time reading, writing, and watching horror movies
- Based in Providence, RI

Education
Research
Fellow



I am grateful for my family and my partner!



Jessica

she/her/hers



- 3 City Years
- I just became an aunt
- I'm from Denver
- I work from Denver

Director of
External
Evaluation



I'm grateful for my health.

Purpose/Goals

- Discuss how best to ensure research implementation remains equity-focused by exploring six current studies focused on whole child approaches to strengthening student engagement and academic success.
- Collaborate on imagining a future that ensures an equity-based approach to learning about best practices in personalized learning.



Why? Why now?

- Research is critical because it sheds light on effective practices to personalize learning for students.
- We know that relationships are core to personalizing learning for students. Research tells us how best to foster those relationships to maximize student growth.
- At a time when education is being reinvented, research should inform decisions made by policymakers and practitioners.



Working Agreements

- What's said here stays here; what's learned here leaves here.
- Own your learning.
- Step up, step back.



Context for Today's Session



Agenda & Objectives



Welcome, Introductions, Context (10 min)

Agenda, Objectives, & Warm Up (5 min)

City Year's Equity-based Approach (5 min)

Reading Activity (10 min)

Overview of Current Projects (5 min)

Stoplight Reflection (15 min)

Resource Sharing & Questions (10 min)

Objective 1

Discuss how best to ensure research implementation remains equity-focused by exploring six current studies focused on whole child approaches to strengthening student engagement and academic success.

Objective 2

Collaborate on imagining a future that ensures an equity-based approach to learning about best practices in personalized learning.

Warm-Up

Agree

Questions:

1. I like pineapple on pizza.
2. Mint chocolate chip is the best ice cream flavor.
3. Research and evaluation are integral parts of the work I do.
4. I am familiar with the concept of equity-based research.
5. I have been a part of equity-based research.
6. I practice continuous improvement in my work.

Disagree

Strongly Agree

Strongly Disagree

A person with curly hair is seen from behind, wearing a red jacket. The jacket has "YEAR" printed on the back and a patch that says "AMERICORP'S GETTING THINGS DONE". The background is a blurred room with other people, suggesting a community or educational setting.

Overview of Current Projects & City Year's Equity-based Approach

What We've Learned from Others in the Field



An equity-based approach to research means that the creation of research should begin from a place of mutual understanding among community organizations, researchers and funders. Those involved in the research design must recognize unintended bias to arrive at an authentic trust that does the most good for those being researched.

(Source: Chicago Beyond 2019).

Taking an Equity-Based Approach

Why?

- Concern about the history of the research community using evaluations to *objectify* individuals of color and low-income communities, not *subjectify* them.
- Perception that evaluation is about judgment as opposed to learning and growth.
- Want to confirm City Year's commitment to engaging diverse research teams and to be explicit about City Year's commitment to research as a tool for learning and improvement alongside our efforts to build our evidence of impact.

How?

- Take authentic approach to research question generation, including involving site program staff, AmeriCorps members, and community partners, so questions lead to substantive learning that improves practices, outcomes and environments.
- Seek research teams that have experience working in schools and take an asset and equity-based approach to research that restores communities as authors and owners.
- Collaborate with potential research partners to identify potential biases in the data or methodology.

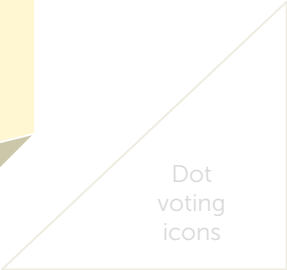
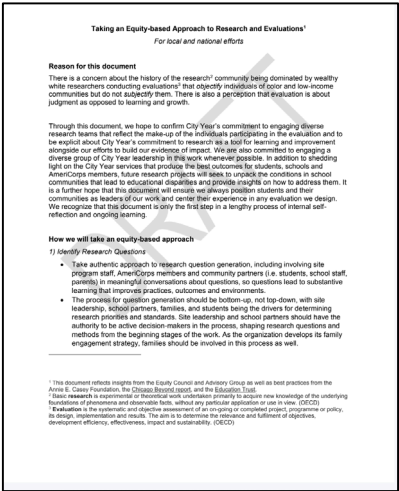
City Year's Approach

Seven Inequities in Research







- Community access
- Information
- Validity
- Ownership
- Value
- Accountability
- Authorship

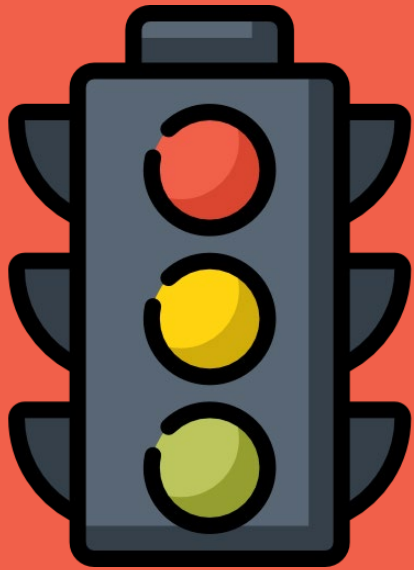
7 min: [What do you have questions about? What surprised you? What did you already know about equity-based research?]

Individually, review the document. Note points that you have questions about, surprised you, or things you already know.



What We Are Learning and Seeking to Learn

Research Partner(s)	Insights
 	<ul style="list-style-type: none"> • Student-level (RCT) and whole school (QED) study that will help us learn the impact of whole school targeted support on student social emotional and academic performance as well as school wide outcomes. • This study represents a huge validation and learning opportunity for our work with schools and students and has required significant capacity at both sites and HQ.
	<ul style="list-style-type: none"> • Seeking to understand City Year's approach and impact on Positive Developmental Relationships. There is emerging value in utilizing the Search framework for and aligned trainings about relationship formation.
	<ul style="list-style-type: none"> • School comparisons over three-year period (in process) that is examining school-wide test, attendance, graduation and climate results utilizing public data.
	<ul style="list-style-type: none"> • Learning that strong afterschool standards lead to positive outcomes (still in process).
	<ul style="list-style-type: none"> • Validates integrated approach to academic and social-emotional skill development and highlights that additional time with a City Year AmeriCorps member fosters attendance, academic and social-emotional growth. • Results available April 2020. Phase II will begin in FY21. • Phase II will further explore how developmental relationships, trust, and classroom environment shape student outcomes.
<p>Mindset and Motivation Consulting</p>	<ul style="list-style-type: none"> • Will help us understand the practices, environments, and tools that best support student and AmeriCorps member progress given COVID-19.



STOPLIGHT REFLECTION

Green – Identified problem & **solution** (sharing so others can adapt, borrow, steal, celebrate, validate, etc.)

Yellow – Identified problem & **Some ideas**, but still fine tuning (sharing for additional insights, perspective and encouragement)

Red – Identified problem & **loosely formed ideas and/or really stumped** (sharing for ideas, resources, to commiserate, pose questions, etc.)

Stoplight Reflection: City Year Example



	We figured it out!	We are still fine tuning.	We are feeling stuck.
Problem:	Incorporating community feedback in creation of research questions and study design.	Collaborating with research partners who are equity-based to ensure implementation remains equity-based.	Community access to information <ul style="list-style-type: none">• Capacity issues on CY end, not having the time to dedicate to extensive community outreach• Access of information about the study
Solution:	Co-create research questions and protocols from the outset of a qualitative study.	<p>Conduct a detailed RFP with partners that includes equity-based research questions.</p> <p>Regular meetings with partners to check in on work and advocate for equity-based research implementation.</p>	<p>Ensure language is accessible to community members who are not research literate.</p> <p>Ensure translations of materials are screened for accessibility by native speakers in the community.</p> <p>Dedicate time to coaching site liaisons to do outreach to community members and answer questions and get feedback about the study.</p>

Individual Stoplight Reflection



	We figured it out!	We are still fine tuning.	We are feeling stuck.
Problem:			
Solution:			

Resources

- [Why Am I Always Being Researched?: A Guidebook](#). Chicago Beyond.
- [Why Am I Always Being Researched?: COVID-19 Edition](#). Chicago Beyond.
- [How to Embed a Racial and Ethnic Equity Perspective in Research: A Working Paper](#). Child Trends.
- [Race Equity and Inclusion Action Guide](#). Annie E. Casey Foundation.
- [Race Matters Toolkit](#). Annie E. Casey Foundation.
- [Race Reporting Guide](#). Race Forward: The Center for Racial Justice Innovation
- [Can Social Justice Live in a House of Structural Racism?: A Question for the Field of Evaluation](#)
- [The First Assessment of Culturally Responsive Evaluation in Wisconsin: Findings from the 2017 Survey](#)

Resource Sharing

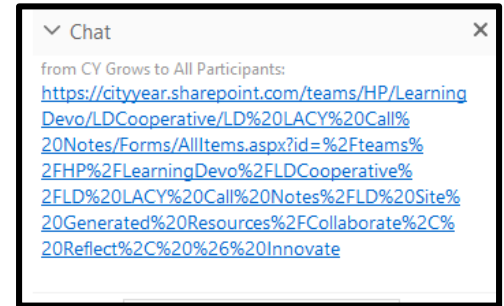


4

- Download a copy of your resource to share.
- Click on the link in the chat.
- Add your downloaded resource to the folder of resources for others to look at and add

5






Review resources that others have added and enjoy adapting them for your organization's use.



Questions?

Quick and Honest Feedback

Put a checkmark (using the annotation tool) under the emoji that best describes how the session went for you.

I didn't get what I needed	There was too little going on	There was too much going on	This was acceptable	I got what I needed and enjoyed this format
				

Thank You!

- Feel free to reach out to us directly with questions and feedback.



Jessica Proett,
Director of External
Evaluation

jproett@cityyear.org



Jade Eckels,
Education Research
Fellow

jeckels@cityyear.org

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3. **Measuring Personalized Professional Learning: A Three-Year Study of What Works Best, For Whom, Under What Conditions, and Why** | September 15, 2020 | 2 pm EST
4. **Strengthening the Learning Relationships Between Teachers Families and Students: Our Framework, Interventions and Evaluation Efforts** | September 16, 2020 | 2 pm EST
5. **Assessing Field-level Change: Lessons from the Evaluation of the Assessment for Learning Project** | September 17, 2020 | 2 pm EST
6. **Putting Data to Work: Formative Evaluation and Continuous Improvement in Transformative Education Efforts** | September 22, 2020 | 2 pm EST

More to come...

<https://aurora-institute.org/symposium2020/agenda/preconference-research-series/>



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www.aurora-institute.org



communications@aurora-institute.org



(703) 752-6216



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