Preschool Development Grant - Project Lessons Learned Brief

**Purpose:** The purpose of this Lesson learned brief is to collaboratively reflect on the project process as a team, to highlight some of the things that’s gone well, challenges and changes that can be made for the next project.

**Brief description of project:**
CommNS’s objective is to conduct qualitative interviews across the five regions in Wisconsin, among the different demographics (Hmong, black-african-american, latinx, Rural White and Tribal nations). The overall goal of the project is to provide a holistic picture not only of the availability and quality of existing ECE programs in the state, but also a view into overall child well-being, disparities, community resources, and barriers faced by the B-5 population that can inform strategic planning.”

**Collaborators:** CommNS, Department of Children and Families, Institute of Research and Poverty, Tribal liaison, UW-Madison Faculty Researchers, Graduate Students and Undergraduate Students.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Lesson</th>
<th>Description and Suggestions</th>
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<tbody>
<tr>
<td>Technical Systems</td>
<td>1. Find an accessible platform for all partnerships and to IRB Standards. (zoom, teams, box, google-without institution wall blocks) 2. Understand the go-to persons for technical questions.</td>
<td>IRB-Arrow system, Funding (Michael Kukula, Andrea),</td>
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<tr>
<td>COVID</td>
<td>1. Being flexible is key 2. Communicating extensions, expectations throughout</td>
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<td>Collaboration</td>
<td>1. Within collaboration agreements- find the best method of communication (email, call, or text etc.), and if comfortable sharing with team to be able to reach one another. 2. point of communication can be helpful with multiple people – (weekly check-in internal and everyone)</td>
<td>Create an organizational chart with contact info.</td>
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<td>Timeline</td>
<td>1. With fast turnaround in the timeline, showing flexibility but also checking in with team and capacity.</td>
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<td>Recruitment Methods</td>
<td>1. Providing objectives, timeline and protocols can be helpful to the team and participants 2. Having a tracking protocol can help organize for future documentation related to IRB, compensation and dissemination</td>
<td>Using google form Sample Gift Card Log,</td>
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<tr>
<td>Incentive</td>
<td>1. Have a system in place to keep information organized of who purchased, received gift cards, when participants have received it</td>
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Relevant Power Dynamic Analysis in Community Engaged Scholarship Resources

In doing community engaged scholarship, my concern of roles, and power dynamics was brought up. I suspect the reason behind this concern of power dynamics amongst collaborators- because of titles at the different institutions, gender, length of involvement or combination of all of those. In analyzing team members, minutes meetings, there was a desire to navigate dialogues based on power dynamics- such as gender, position, expertise, and across collaborators.

Co-Create demonstrated best practices in practice and theory of their egalitarian management style. Graduate students agreed their voices were being heard and represented. The leadership style was foundationally supportive in professional development internally and externally (within the team).

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<tr>
<th>Research Suggest</th>
<th>Tailored suggestions to Fit CommNS</th>
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<tr>
<td>Expectations clear</td>
<td>Utilizing the contract- and sharing with all members involved of the project. (Comms already highlights roles, scope of work, in contract)</td>
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<td>Regular Check-ins</td>
<td>Internal check-ins and with external check-ins set. Setting these in advance can help prepare teams.</td>
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<td>Mapping the Organization Chart of the project</td>
<td>Co-Create team can create a reference of the organizational chart to refer to when collaborating with other institutions and partners. Can help understand decision makers, roles and potential holes within the projects.</td>
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<td>Equitable Dissemination Toolbox</td>
<td>Setting a timeline to discuss content, format, and audience</td>
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Resources
- https://tomcritchlow.com/2020/06/24/navigating-power-status/

Sample Gift Card Log – links
Sample Gift Card Tracking Log: https://docs.google.com/forms/d/1UcE5iO97RAQpmHNK53YtxE062kMA2HYUNXoT2PyZG4Q/edit?usp=sharing
Participants Confirmation: https://docs.google.com/forms/d/1CwLcTPjyzhJGe0UTBhQEg1m41Ns8fEyuLM27tDB2NEo/edit?usp=sharing

Resources Related to Community Based Research Collaboration addressing power dynamics
- The following three resources are prevention related work that could help graduate students or Community-based scholars navigate collaboration relationships.

https://medium.com/the-tuning-fork/11-practical-steps-towards-healthy-power-dynamics-at-work-fcc9bd82c7a2

An op-ed highlighting 11 steps towards healthy power dynamics at work by Richard D. Bartlett. The 11 steps highlight broke up the steps to three sections, more power from within, transparent and less power-over. This is a non-hierarchical approach to organizing.

11 Steps Towards Healthy Power Dynamics at Work
1. Encourage your peers
2. Discourage permission-seeking
3. Create practice spaces
4. Find your mentors
5. Rotate roles
6. Break the power taboo
7. Name the levels of engagement
8. Limited decision mandates
9. Consent-based decision-making
10. Celebrate dissent
11. Share the ownership!

Existing toolkits for community-based scholarship collaborations.
  - Carleton University from Canada created a toolbox geared towards practitioners (researchers), to utilize and provide case examples of existing community projects that has occurred.
  - Dr. Lori Bakken and Evelyn Cruz created this Community guidelines for engaging with researchers and evaluators. This toolkit offers a community perspective when engaging with researchers and evaluators.