

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.

Project Process Description, Key Lessons-Learned and Suggestions		
Aspect	Lesson	Description and Suggestions
Technical Systems	<ol style="list-style-type: none"> 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. 	IRB-Arrow system, Funding (Michael Kukula, Andrea),
COVID	<ol style="list-style-type: none"> 1. Being flexible is key 2. Communicating extensions, expectations throughout 	
Collaboration	<ol style="list-style-type: none"> 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) 	Create an organizational chart with contact info.
Timeline	<ol style="list-style-type: none"> 1. With fast turnaround in the timeline, showing flexibility but also checking in with team and capacity. 	
Recruitment Methods	<ol style="list-style-type: none"> 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 	
Incentive	<ol style="list-style-type: none"> 1. Have a system in place to keep information organized of who purchased, received gift cards, when participants have received it 	Using google form Sample Gift Card Log ,

		Confirmation Link
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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).

Research Suggest	Tailored suggestions to Fit CommNS
Expectations clear	Utilizing the contract- and sharing with all members involved of the project. (Commns already highlights roles, scope of work, in contract)
Regular Check-ins	Internal check-ins and with external check-ins set. Setting these in advance can help prepare teams.
Mapping the Organization Chart of the project	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.
Equitable Dissemination Toolbox	Setting a timeline to discuss content, format, and audience

Resources

- <https://d1uqjtzsuwlnsf.cloudfront.net/wp-content/uploads/sites/163/2016/10/ExchangingKnowledgeDisseminationToolkit.pdf>
- <https://tomcritchlow.com/2020/06/24/navigating-power-status/>
- <http://impactrising.org/working-with-consultants/building-effective-relationships/navigating-power-dynamics/>

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/1CwLcTPjyzhJGe0UTBhQEq1m41NsBfEyuLM27tDB2NEo/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.

- <https://carleton.ca/communityfirst/tools-and-resources/ensuring-community-comes-first-actions-cce-practitioners/>
 - Carleton University from Canada created a toolbox geared towards practitioners (researchers), to utilize and provide case examples of existing community projects that has occurred.
- <https://ictr.wisc.edu/documents/community-guidelines-for-engaging-with-researchers-and-evaluators/>
 - 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.