COMMUNITY-BASED PARTICIPATORY RESEARCH WITH EARLY CHILDHOOD PROGRAMS I: PROCESS AND ETHICS
Promote the use of a participatory approach to research and evaluation to enhance our understanding of how to support Tribal early childhood programs.

- **Today:** CBPR I: Process and Ethical Considerations
- **July 24th:** Honoring Indigenous Knowledge in CBPR Partnerships
- **August 28th:** Building Effective CBPR Teams
- **September 25th:** The Dynamics of Power and Privilege in Research and Evaluation
Introduction to the TRC

- Support early childhood research in tribal communities, focusing on Tribal Home Visiting, Head Start, and Child Care

- Builds off of the work of the American Indian and Alaska Native Head Start Research Center
TRC Structure and Function

TRC Investigators:
Centers for American Indian and Alaska Native Health, University of Colorado
Johns Hopkins Center for American Indian Health
University Outreach and Engagement, Michigan State University

University Core Team:
TRC Scientific Advisors

Community Core Team:
TRC Steering Committees

TRC Executive Committee

Administration for Children and Families

Community of Learning:
CLASS
Community of Learning:
SWYC
Community of Learning:
ITSEA
Research Training
FACES Redesign Consultation
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- Patricia Farrell, Michigan State University
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Community Organizing

Developmental Psychology

Public Health

Child Care

Sociology

Anthropology

Home Visiting

K-12 Education

Nursing

Head Start
“a more democratic and ecological approach to scientific study is necessary”

Wing, 1998, p. 250

Ecological Perspective
- Focuses on reciprocity between persons and their environments
SECTION 1. DEFINITIONS
Major Terms

- **Research**: “the systematic process of collecting and analyzing information (data) in order to increase our understanding of the phenomenon with which we are concerned or interested” (Leedy, 1996, p. 3)

- **Evaluation**: “the use of social research methods to systematically investigate the effectiveness of social intervention programs…” (Rossi, Freeman & Lipsey, 1999, p. 20)
Components of Research

- A series of activities designed to answer a question
  - Defining a question
  - Identifying methodology
  - Defining methods
  - Collecting data
  - Analyzing data
  - Reporting findings
Forms of Evaluation

- Applying research methods to answer questions about the effectiveness of a program or intervention
  - Performance management
  - Rigorous evaluation of outcomes
  - Continuous quality improvement
  - Developmental evaluation (understanding emergence)

Components of Research:
- Question
- Methodology
- Methods
- Data (collecting and analyzing)
- Reporting Findings
Limitations in Current Research and Evaluation Base

- Limited research available to guide our understanding of early childhood in Tribal children

- Limited availability of interventions with evidence base for Tribal communities

- History of research and evaluation conducted with Tribal communities
Limitations of Research Regarding Cultural Understandings

- Cultural appropriateness of early childhood measures
- Cultural influences in development
Challenges in Conducting Research in Tribal Communities

- Obtaining a representative sample considering diversity among tribal populations
- Small pool of researchers who are prepared to conduct culturally and scientifically rigorous research
Opportunity

Work together in a different way

Work toward meaningful change
Community-based Approaches

- **Community-based research & evaluation**: research and evaluation done in communities, without focus on participation of community members as researchers.

- **Community-based participatory research & evaluation**: research and evaluation done with communities, involving community members as co-collaborators.
Participatory Research Has Many Names and Forms

- Tribal Participatory Research
- Community Based Participatory Research
- Action Research
- Systemic Action Research
- Participatory Action Research
- Rural Rapid Appraisal
- Participatory Rapid Appraisal
- Participatory Learning and Action
Tribal Participatory Research

- Collaborative research designed to meet the needs of tribal communities and avoid or minimize issues of exploitation and power disparities.

- Emphasis is on social change and community empowerment using psychosocial interventions designed to reduce behavioral health disparities and to support healthy development.

Fisher & Ball, 2003
Mechanisms of TPR

- Tribal oversight
- Use of a facilitator
- Training of community members as project staff
- Use of culturally specific assessment and intervention methods
Activity 1

CBPR Research Poll:

Have you participated in CBPR or PE project before?

- Yes, as a community partner
- Yes, as a research or evaluation partner
- No
- Not sure
Community-based *Participatory Research*

From researchers/evaluators *acting upon* a community to answer a question……To researchers/evaluators *working side by side* with community members to:

- Define the questions and methods
- Implement the research/evaluation
- Disseminate the findings and apply them

- An approach, not a method!

(The Examining Community-Institutional Partnerships for Prevention Research Group, 2006)
Understanding “Participatory” in CBPR

“Participatory research is fundamentally about who has the right to speak, to analyze and to act” (Hall, 1992 p. 22)

“The attitudes of researchers, which in turn determine how, by and for whom research is conceptualized and conducted” (Cornwall and Jewkes, 1995, p. 1667)
Examples of research, evaluation, and participatory approaches in a Tribal early childhood programs

Take home points:
- Many elements go into effective Tribal CBPR
- Community collaboration is key
- CBPR is an approach!
SECTION 2. UNDERSTANDING COMMUNITY-BASED PARTICIPATORY RESEARCH APPROACH
Reasons for CBPR: Ethics & Quality

- A participatory approach promotes trust between researchers/evaluators and communities
  - Creates changes in power relationships

- A collaborative/participatory process where co-learning as the principal feature can enhance the quality of research/evaluation
Key Principles of CBPR

- Community of Identity
- Builds on Community Resources
- Collaborative Partnerships
- Cyclical and Iterative
- Promote Equity
- Co-Learning
- Dissemination of Findings
Guiding Principles: Community

- Recognizes community as a unit of identity with shared fate
  - May be based on geographic communities, virtual communities, communities of circumstance

- Builds on strengths and resources within the community
  - Strengths and resources: knowledge, skills, and assets of individuals, social capital, and mediating structures

Source: Minkler & Wallerstein, 2001
Guiding Principles: Collegial

- Facilitates collaborative, equitable partnership in all phases of the research or evaluation
  - Collaborative: all parties participate and share control over the process
  - Equitable: acknowledges and attends to inequalities between researchers/evaluators and community members while creating an empowering process that involves shared power and resources
- Focus on co-learning and joint knowledge generation
Guiding Principles: Promoting Equity

- The participatory approach promotes equity by facilitating an understanding of:
  - Each individual’s position, unique needs, and contributions
  - The importance of local knowledge
  - How to ensure all partners benefit
  - Understanding of cultural differences and experiences of inequities
  - Awareness of one’s own biases and privileges

Equity:
Fair access to livelihood, education, and resources; full participation in the political and cultural life in the community
Guiding Principles: Systemic

- Focus on the “big picture”
  - An iterative process
  - Addressing multiple areas
  - Involving multiple sectors/disciplines

**Iteration:**

a procedure in which repetition of a sequence of operations yields results successively closer to a desired result.
An Iterative Process

1. Action
2. Reflection
3. Action
4. Reflection
5. Action
6. Problem Solving
7. Problem Solving
8. Action
9. Reflection
10. Action

The process repeats in a cyclical manner, allowing for continuous improvement and learning.
What does shared power and the use of data mean for your partnership?

Take home points:
- CBPR can help mitigate ethical dilemmas of research & evaluation
- Trust and understanding are key
- The process is non-linear
Bridging the gap between communities and research/evaluation

SECTION 3. KEY ISSUES IN CONDUCTING CBPR
Key Issues In Participatory Research Projects

- Identifying collaborators
- Competing priorities among collaborators
- Approaches to collaboration
- Ways to collaborate
- Contracts and Agreements
Key Issues in CBPR: Community Collaborators

- Who is the “community” in CBPR partnerships?

  - Communities in CBPR partnerships are often “represented” by the leaders of local community-based organizations.

  - So, whose interests are represented? The organization’s or the community’s?

  - How well can leaders of local CBO’s, who are often better educated and (relatively) more affluent than the average community resident, represent local residents?
Collaborators

- Potential community collaborators
  - Professional staff employed by local agencies/organizations who provide services
  - Managers or supervisors of local agencies/organizations
  - Clients of local agencies/organizations
  - Citizens of the community

- Potential research and evaluation collaborators
  - Tribal research administrators or evaluators
  - Faculty
  - Research or evaluation staff
  - Graduate students
  - Undergraduate students
Key issues in CBPR: Competing Priorities

- Academic priorities
- Evaluator priorities
- Community priorities
- Program priorities
- Funder priorities
Key issues in CBPR: Approaches to Collaboration

- Approaches to Sharing Power

  - **Controlled Decision Making:** Researchers/evaluators and community members work together on a study/intervention that is designed, initiated and managed by researchers.

  - **Shared Decision Making:** Researchers/evaluators and community members work together as colleagues, each with skills to offer for mutual learning.
Key issues in CBPR: Ways to Collaborate

- **Contractual**: Contracts are developed for services (e.g., interviewing, data collection, service delivery) or resources (e.g., time or property) from community members.

- **Consultative**: Community members are asked for their opinions and advice as the research/evaluation/intervention/program is designed and evaluated.

- **Facilitative**: Community members facilitate the collaboration between entities/groups.
Key Issues in CBPR: Contracts & Agreements

- The community voice should be as important as IRB or other institutional voices

- Important points of a contract or agreement:
  - Defining the partnership & decision making
  - Confidentiality
  - Data storage and use
  - Information Dissemination
Challenges of CBPR

- Allocation of time & funding: involves long-term commitment
- Building and maintaining trust
- Defining community
- Understanding and addressing differences between community and academic perspectives and needs
Thinking about Collaboration

- Conducting research or evaluation in a tribal context requires a careful consideration of the ethics and values of the community.

- Things to consider in pursuing evaluation or research partnerships for:
  - Tribal programs
  - Evaluators partnering with tribes on reports, applications, and grants
What are some of the roles and responsibilities adopted by individuals engaged in CBPR or PE?

Take home points:
- Strong mutual partnerships are the backbone of CBPR
- Identifying roles and responsibilities is key
- CBPR isn’t without challenges
Distinct Phases Mark the Process of Conducting CBPR

SECTION 4. PUTTING IT ALL TOGETHER
CBPR Phases

- Phase I: Partnership Development
- Phase II: Project Development
- Phase III: Project Implementation
- Phase IV: Data Analysis & Interpretation
- Phase V: Product Generation
PHASE I: Partnership Development

- Step 1: Establish a research council
- Step 2: Define roles
- Step 3: Develop contract or agreement
PHASE II: Project Development

- Step 4: Get to know the issues
- Step 5: Develop the methodology
- Step 6: Review the contract/agreement and the research/evaluation plan
Step 7: Implement the project (deliver intervention and/or and collect data)
PHASE IV: Data Analysis and Interpretation

- Step 8: Analyze the data
- Step 9: Meet with partners to review findings
PHASE V: Product Generation

- Step 10: Prepare written reports
- Step 11: Conduct presentations of the findings
- Step 12: Prepare scholarly reports
# Degree of Engagement in Community Engaged Research & Evaluation

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<th>Stage in Engaged R/E</th>
<th>Degree of Engagement</th>
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<tr>
<td></td>
<td>Community</td>
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<tr>
<td>Identify issue of importance</td>
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<td>Decide on research question(s)</td>
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<td>Select research design</td>
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<td>Develop instrument/process</td>
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<td>Collect data</td>
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<td>Analyze data</td>
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<td>Interpret data</td>
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<td>Disseminate of findings</td>
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<td>Create academic products</td>
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<td>Create public products</td>
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Adapted from Stanton, 2008
Poll

- In your experience, who had more control in the research or evaluation process?
  - Research/evaluation partners were in greater control
  - Community partners were in more control
  - There were equal amounts of control
  - I have never been involved in a research or evaluation partnership
Conclusion

- How does who determines the degree of collaboration affect the research and evaluation process?

- Take home points:
  - There are several iterative phases of CBPR
  - Each phase requires collaboration and reevaluation
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