# All Resource Links

Community Responsive Pedagogy - "Being an Ethnographer"

1. What is Community Responsive Pedagogy?

   *Community Responsive Pedagogy (CRP) advances the work of critical pedagogy and culturally responsive pedagogy by centralizing a community's context in the education of children and youth. We use community to refer to the cultural, political, social, and economic spaces and places that shape student and family realities.  Thus, CRP is an equity-centered approach to education that is responsive to the material conditions that are particular to a student's lived experience in a community and the histories that created that experience. The goal of CRP is to use education as a vehicle for liberation through the awakening of students' critical consciousness that lead to actions that promote wellness through racial and social justice in their personal lives, families, communities, and our world.*

   NOTE: This video is intended for educators, think about the ways that these concepts overlap in your work. Review the reflection questions to deepen your thinking on using this approach in evaluation.

   Key takeaways from the video "Cultural Responsiveness in Education" by Dr. Jeff Duncan-Andrade, as related to Monitoring and Evaluation activities**:**

   - **Community Responsiveness:** M&E should be tailored to the specific needs and cultural contexts of the community.
   - **Ethnography:** Evaluators should strive to understand the community's unique perspectives, needs, and aspirations.
   - **Asset-Based Approach:** M&E should focus on the strengths and capacities of communities, rather than solely on their deficits.

- **Cultural Relevance:** M&E activities should be culturally relevant and responsive to the specific context of the community.
- **Participatory M&E:** Communities should be actively involved in all stages of the evaluation process.

Video: ▶ Community Responsiveness By Dr. Jeff Duncan-Andrade

Key Reflection Questions for watching this video:

- **How does Dr. Duncan-Andrade's critique of "cultural responsiveness" resonate with your experiences in data collection, analysis, and overall evaluation?** Have you observed similar tendencies to conflate culture with race or to essentialize it?
- **What are the implications of "damage-centered" research in evaluation?** How can we shift towards a more "desire-based" approach that centers the aspirations of communities?
- **How can nonprofit evaluation professionals become better "ethnographers" of the communities they serve?** What strategies can be used to gather rich and nuanced data about community needs and perspectives?
- **What are the challenges and opportunities for incorporating a "community responsive" approach into evaluation?** How can we ensure that this approach is not simply another layer of bureaucracy or tokenism?
- **How can we address the power dynamics inherent in evaluation?** How can we ensure that marginalized communities have a voice in shaping the evaluation process and its outcomes?

Article: **Tintiangco-Cubales, A., & Duncan-Andrade, J.M. (2021). Chapter 2: Still Fighting for Ethnic Studies: The Origins, Practices, and Potential of Community Responsive Pedagogy.** Teachers College Record: The Voice of Scholarship in Education, 123, 1 - 28.

📄 Tintiangco-Cubales & Duncan-Andrade, Still fighting for ethnic studie…

Community Resistance and Research

2. [Why Am I Always Being Researched? - Chicago Beyond](#)

a. *"Through the course of our investing, Chicago Beyond has become acutely aware of the power dynamics between community organizations, researchers, and funders that can block information and hinder better decision making and investment. Why Am I Always Being Researched? is a guidebook to shift the way community organizations, researchers, and funders uncover knowledge together. It is an equity-based approach to research that offers a path to restoring communities as authors and owners. It is based on the steps and missteps of Chicago Beyond's own experience and the courageous and patient efforts of our partners, the communities they serve, and others with whom we have learned."*

📄 ChicagoBeyond_Why-Am-I.pdf

3. **Tuck, E., & Yang, K. W. (2014). R-words: Refusing research. In D. Paris & M. T. Winn (Eds.),** Humanizing research: Decolonizing qualitative inquiry with youth and communities (pp. 219-236). Thousand Oaks, CA: Sage Publications.

*Summary: **R-Words: Refusing Research"** by Eve Tuck and K. Wayne Yang is a critical examination of the ways in which research, particularly in the context of marginalized communities, can be harmful and perpetuate colonial structures.*

*The authors argue that traditional research methods often serve to extract knowledge from marginalized communities without giving back or benefiting them. This can lead to further marginalization and exploitation. Instead of focusing on "damage-centered" research that reinforces narratives of pain and suffering, they propose a "desire-based" approach that centers the hopes, dreams, and aspirations of communities.*

*Tuck and Yang advocate for a refusal of certain kinds of research that perpetuate colonial power dynamics.[1] They suggest that by refusing to participate in such research, marginalized communities can reclaim their agency and create their own narratives. This refusal can be a powerful tool for resistance and decolonization.*

📄 Refusing Research_Tuck-and-Yang-R-Words.pdf

## Equitable Evaluation

4. [Home | Equitable Evaluation](#) - *This initiative is building knowledge about how to align evaluation practices with an equity approach and how to use evaluation as a tool for advancing equity.*

    📄 EquitableEvaluationFramework_Expansion (May2023).pdf

    ▶️ Equitable Evaluation Framework (TM)

5. **Gaddy, M., & Scott, K. (2020). Principles for advancing equitable data practice.** Urban Institute. Retrieved from [https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice_0.pdf](https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice_0.pdf)

    *This is an article about the ethical considerations when using data. It discusses how data can reflect the interests and biases of those who collect and analyze it. The authors argue that it is important to be aware of these factors in order to ensure that data is used responsibly. They also emphasize the importance of including the voices of affected communities in the data life cycle.*

    📄 principles-for-advancing-equitable-data-practice_0.pdf

## Best Practices for Community Data Collection

6. [Improving Engagement in Community Level Data Collection | CDC Foundation](#) - Case Study #1: Dataworks Research Group.(2024, May). Racism-focused Survey Questions: Brief Report (English). [Website]. Retrieved August 27, 2024, from [https://dataworks-nc.org/wp-content/uploads/Racism-focused-Survey-Questions-Brief-Report-English.rev_.05.24.pdf](https://dataworks-nc.org/wp-content/uploads/Racism-focused-Survey-Questions-Brief-Report-English.rev_.05.24.pdf)

    *Here's a summary:*

    - *Project Background: Funded by the Robert Wood Johnson Foundation, the project aimed to improve how public health data collection addresses social determinants of health (SDOH) – factors like racism that affect health outcomes.*
    - *Project Goal: The project aimed to understand the needs and priorities of communities regarding SDOH data collection, specifically focusing on racism.*

- *Methods: The project involved collaboration with local organizations (DECs) and the National Alliance Against Disparities in Patient Health (NADPH) in five cities: Atlanta, Detroit, Durham, Pittsburgh, and San Antonio. These groups conducted activities like:*
    - *Focus groups*
    - *Community interviews*
    - *Testing different survey approaches*
- *Goal of Community Engagement: This engagement aimed to:*
    - *Understand community needs and priorities related to SDOH data collection, particularly regarding racism.*
    - *Evaluate existing SDOH survey tools and identify promising new approaches.*
    - *Increase access to and use of public health data.*

*The report itself doesn't include into the specific survey questions but focuses on the project's methods and goals for improving data collection on racism and its health impacts.*

📄 Racism-focused-Survey-Questions-Brief-Report-English.rev_.05.24…

Case Study #2: **Elneser, N., Moore, L., Pearce, T. () Improving Community Engagement in Design, Collection and use of Community Level Data and Small Area Estimates to Address Structural Determinants of Health.** Neighborhood Nexus. Retrieved from:
https://neighborhoodnexus.org/wp-content/uploads/2024/06/Nexus-Improving-Community-Level-Data-Project-Report.pdf

Summary: *As part of the project, the DECs and NADPH conducted coordinated and tailored research investigating opportunities for surveillance systems to better respond to local data priorities related to the social and structural determinants of health (SDOH), including the experiences and impacts of systemic injustices. The DEC and NADPH efforts sought to understand community and local public health SDOH data needs and priorities, the strengths, and limitations of existing SDOH survey tools and promising approaches for increasing access and use of public health data. The DECs and NADPH gathered community feedback through one-on-one community survey validation interviews, focus groups, testing approaches to increase survey participation, piloting SDOH survey modules and facilitating community discussions. Feedback focused on use of the Behavioral Risk Factor Surveillance System (BRFSS), Pregnancy Risk Assessment Monitoring System (PRAMS) and PLACES. Across the five locations, our DEC and NADPH partners engaged over 1,250 public health professionals, community leaders and*

*members of groups who have been historically marginalized. View a collaborative recap of the project and a list of promising actions for surveillance systems to consider for enhancing community engagement and developing more relevant SDOH metrics in our Final Collaborative Report.*

📄 Nexus-Improving-Community-Level-Data-Project-Report.pdf

7. **Gaddy, M., & Hendley, L. (2020). Taking an Equity Lens to Our Data Practice.** Urban Institute. Retrieved from https://urban-institute.medium.com/taking-an-equity-lens-to-our-data-practice-8d7645b25ac8

*This is an article about taking an equity lens to data practices. It discusses the importance of considering racial equity throughout the data life cycle. The article also provides examples of how to use data more equitably. Some of the important points from this article are that it is necessary to acknowledge the harm that has been done with data in the past and that data can be used to stigmatize people and places.*