

The Tribal Early Childhood Research Center presents:

Power and Privilege in Early Childhood Research and Evaluation

Dorinda Carter Andrews, Jessica V. Barnes-Najor, & Ann Suggitt

Michigan State University



Part I Tuesday May 17th 3-4:30 ET & Part II Tuesday May 24th 3-4:30 ET

Space is limited - Register now!

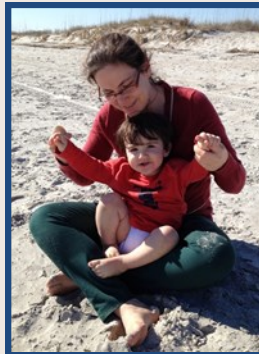
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Dorinda Carter Andrews is an Associate Professor in the Department of Teacher Education at Michigan State University. She is also a core faculty member in the African American and African Studies program and co-director of the Graduate Urban Education Certificate program. Her research focuses broadly on race and educational equity in P-20 environments.

Jessica V. Barnes-Najor works in University Outreach and Engagement at Michigan State University and is a TRC co-investigator. She is a developmental psychologist working with partners to develop approaches for conducting culturally sensitive research in collaboration with American Indian and Alaska Native (AI/AN) early childhood education programs.

Anne Suggitt is the Early Childhood Programs Manager for the Sault Ste. Marie Tribe of Chippewa Indians, located in Sault Ste. Marie, MI. She has been with Head Start for 27 years and in the role of Head Start Director for 22 years. She has a Bachelor's of Science in Business Administration and an Associates in Early Childhood Education. The Sault Tribe Head Start program has participated in Community Based Research with Michigan State University.



Webinar Overview

Power and Privilege in Early Childhood Research and Evaluation is a two part series. Because the material is cumulative, it is important that participants attend both sessions if possible. Participants only have to register once.

In Part I, presenters will provide a foundation for understanding how power and privilege play out in early childhood research and evaluation partnerships. They will define and describe privilege and explore the different types of privilege, oppression, and the role that privilege and oppression play in education and early childhood research and evaluation. They will then move on to define race, ethnicity, and culture. Finally, they will review Tribal Critical Theory (TribalCrit) – a theory that examines concepts of culture, knowledge and power from the perspective of American Indian and Alaska Native people.

In Part II, the presenters will conclude the foundation of understanding power and privilege. They will define racism, the different ways racism is enacted, and the different forms of racism. They will conclude by discussing ways to address power and privilege in early childhood research and evaluation partnerships. They will share ideas about how to use reflection to move from thinking about equality toward striving for equity in early childhood research and evaluation partnerships.

For more information, please contact Michelle Sarche at michelle.sarche@ucdenver.edu

Upcoming TRC Webinars:

The Science of Self-Regulation: What is It, Why It Matters, and How to Measure It —June 23—Clancy Blair

Self-Regulation and Intervention Across Development with Considerations for AI/AN Children and Youth — July 21—Desiree