



Shirley Massey Executive Conference Center
Morehouse College, Atlanta, GA

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Conference Agenda

This conference is designed to highlight community-engaged research, including innovative research approaches, stories of successful research collaborations, and lessons learned from research within the following program tracks: Temporary Assistance for Needy Families (TANF), Head Start/Early Head Start, and Childcare Assistance.

- 8:30 a.m.** **Breakfast & Registration**
- 9:30 a.m.** **Welcome**
Amanda Coleman, PhD, MA, Deputy Division Director, Division of Children and Family, Development, Office of Planning, Research and Evaluation/ACF/HHS

Alex Crosby, MD, MPH, Vice Chair and Professor, Community Health and Preventive Medicine, MSM

Latrice Rollins, PhD, Director, National African American Child and Family Research Center, MSM
- 9:45 – 11:00 a.m.** **Opening Keynote and Panel**
- 9:45 a.m.** **Introduction of Keynote Speaker and Moderator**
 Latrice Rollins, PhD, Director, National African American Child and Family Research Center, MSM
- 9:46 – 10:00 a.m.** **Keynote**
 William P. Jackson, PhD, Chief Dreamer, Village of Wisdom
- 10:00 – 10:45 a.m.** **Parent Power Panel**
 Moderator: Nina Smith, PhD, Co-Investigator, NAACFRC

 Panelists:
 • Tanya Thomas, PhD, Executive/Head Start Director, Coastal Plain Area EOA, Inc.
 • Christian Slacks, Parent, Head Start Policy Council Member & Kissie Hunt, Executive Administrative Assistant, Coastal Plain Area EOA, Inc.
 • Bridget Ratajczak, MA, Child and Family Development Supervisor, Georgia Department of Early Care and Learning

- Ebony Tolbert, Family Peer Ambassador, Georgia Department of Early Care and Learning
- Fatoumata “Fatima” Kane, Program Analyst, Youth Power, Parent Power Initiative, Center for the Study of Social Policy
- Sando Zou-Capuzzi, Young Parent Leader, Center for the Study of Social Policy

Parent-Power: Community-Engaged Research with Parents to Advance Equity in Services for African American Children and Families

In 2021, OPRE issued a brief entitled, *Enhancing Rigor, Relevance, and Equity in Research and Evaluation Through Community Engagement*, which stated, "Community leaders, community members, and researchers increasingly recognize that engaging communities in research and evaluation is critical for implementing effective programs and building trust. Researchers and communities also recognize the value of community-engaged research in improving the rigor and relevance of research and evaluation, and better addressing historical and ongoing systemic inequities. Community-engaged research is more than a project or study; it is a process that requires commitment from researchers and communities to sustain long-term relationships and collaboration."

During this session, attendees will hear from agency, program staff, and parents about the role of parents in research to improve programs and services for African American children and families to ensure services are equitable through positive outcomes.

Objectives:

- Identify community-engaged research approaches with parents
- Identify outcomes and actions that result from community-engaged research with parents

10:45 – 11:00 a.m. Question & Answers

11:15 a.m. – 12:30 p.m. Breakout Sessions

I. Advancing Research in Early Care and Education for African American Children

Moderator: Cassandra Bolar, Ph.D., Co-Investigator, NAACFRC

Studying an Equity-Focused Universal Preschool Program: Lessons from a Research Partnership

Presenters:

Stephanie M. Curenton, PhD, Executive Director, Center on the Ecology of Early Development, Boston University

Leslee Barnes, Director, Multnomah County’s Preschool, and Early Learning Division

Universal preschool programs grounded in equity can make a difference in the lives of children and families, particularly families that do not typically have access to high-quality programs. This session will allow participants to learn about a research-practice partnership grounded in equity to study a county-wide universal preschool program with perspectives from the policy and research leaders of the partnership, as well as time to reflect upon ways lessons learned can inform their own collaborative research.

Objectives:

- Reflect upon ways equity can be centered in the design of a research-practice partnership
- Formulate considerations for collaborative research projects to reflect equity
- Learn about the unique needs of studying universal preschool and other ECE programs within an equity-focused, research-practice partnership model

Exploring the Experiences of Black, Low-Income Parents' Access to Quality Early Childhood Education

Presenter:

Keon N. Berry, PhD, Adjunct Professor, Sociology, Morehouse College

This qualitative study explores the experiences of Black, low-income parents' access to quality early childhood education (ECE) programs in Georgia. Through in-depth interviews, this study explores how income levels impact Black parents' lived experiences regarding access to quality ECE programs. Implications of this study's findings will benefit policymakers, administrators, and decision-makers with the positional power to impact change related to access to quality ECE programs. Overall, this study may contribute to a deeper understanding of the intersectionality of race and income levels in shaping access to ECE and provide insights for promoting equitable education for all children.

Objectives:

Describe

- The importance of equitable access for all families
- The importance of high quality ECE
- The importance of culturally responsive education

Infusing Child Development Science Into The Ministry Activities Of Clergy In Predominantly Black Congregations

Presenters:

Allison Stephens, PhD, M.Ed., Director of Networks and Policy, HOPE National Resource Center

Darrell Armstrong, D.Div (hon.), M.Div., Ed.S.-MFT, Founder, Faith-leaders Allied and Aligned to Institute Trust in the Home (FAAITH)

The primary focus of this project was to connect with families about their children's developmental needs, as described in the HOPE (Healthy Outcomes from Positive Experiences)

framework through an established source of identity and strength – their faith communities.

Accessing the positive childhood experiences (PCEs) needed for child brain development outlined in the HOPE framework includes medical, public health, and social services systems. Consequently, systemic racism can inhibit the ability of African American children to have better physical, mental, and behavioral health outcomes throughout their lives, contributing to health disparities. The congregational home visiting model addresses the need for access to PCEs in all these settings – childcare, early childhood education, and social services for concrete support (e.g., TANF). This model was developed through a literature review, racial equity needs assessment among Black churchgoers in the Trenton, NJ metropolitan area, and a focus group of Black clergies and local civil rights leaders.

Objectives:

- Explain the purpose and components of the congregational home-visiting model
- Diagram a basic service model that combines research and at least one community-based institution
- Predict possible barriers to the development of a model, particularly for communities of color or when engaging faith communities

II. Incorporating Lived Experience into Federal Research Practices

Moderator: Rodney Washington, EdD, Co-Investigator, Early Care and Education, NAACFRC

Presenters:

Marla McDaniel, PhD, Senior Fellow, Center on Labor, Human Services, and Population, Urban Institute

Kim Clum, PhD, Senior Social Science Research Analyst, Office of Planning, Research and Evaluation, ACF/HHS

Parthenia Fields, Member, Community Advisory Board (CAB)

Many federal agencies are exploring options to engage people with lived experience in federally funded research and evaluation. This session will describe how a community advisory board (CAB) can fulfill this need, how to convene a CAB in the federal research context, and lessons learned from the perspectives of one project's CAB members, research firm staff, and federal staff. Speakers will describe and share lessons learned from the Advancing Contextual Analysis and Methods of Participant Engagement (CAMPE) project, funded by the Administration for Children and Families in the U.S. Department of Health and Human Services and implemented by Urban Institute.

Objectives:

- Gain a deeper understanding of how community engagement can be conceptualized and implemented in federally funded research
- Have an opportunity to contribute ideas and examples from your work
- Receive a compilation of shared ideas, resources, tools, and examples to apply in your work

III. NAACFRC 2023-2024 Emerging Scholars Showcase

NAACFRC Emerging Scholars, doctoral and medical students who have been mentored by NAACFRC co-investigators for the past year, will share their research in early care and education and the wellbeing of African American children and families.

Moderator: Robert Mayberry, PhD, MPH, MS, Co-Lead, Capacity-Building, NAACFRC, MSM

Objectives:

- Describe the NAACFRC Emerging Scholars Program
- Describe research findings in the areas of early care and education, rural and justice-involved populations and fatherhood

Emerging Scholars Presenters:

Peering Through the Lens: Demographic Realities of Black Households During the Pandemic

Breanna Chachere, MPH, Medical Student, University of Houston

This presentation will provide an assessment of demographic characteristics among Black households during the pandemic. Specific attention is given to rural populations and key variables include health, food insecurity, childcare and employment. The associations between parental mental health and parent-child interactions will also be shared. The findings from this study informs disaster preparedness policies that affect Black families in rural communities.

Racial Identity Development of Black Young Children: The Relationships Between Teachers and Families

Amber B. Sansbury-Scott, PhD Candidate, Education, George Mason University

This presentation will provide an overview of a national Head Start dissertation grant-funded study applying the PVEST framework with ethnotheories of teachers. These ethnotheories have traditionally only been applied with parents and families to understand the cultural values and race-related beliefs that

motivate African American Early Care Education (ECE) teachers' racial socialization and identity development in partnership with African American families. The findings draw attention to distinct contextual influences that inform processes for racial socialization within African American families, namely Southern cultural values, family history, extended family bonds and kinship roles - or passed down beliefs about Blackness, which are important aspects to consider. The dissertation study reinforced that the Black majority relational context can be distinctly affirming and can evolve based on African American ECE teachers' and parents' negotiated cultural assets, child development beliefs, and family-centered practices.

Reentry Challenges and Barriers for Black Families in Georgia and Louisiana

Anthony Lizarraga, Doctoral Student, Educational Policy Studies,
University of Wisconsin-Madison

This presentation will describe community listening sessions (n = 4) that were conducted in Georgia and Louisiana where community members were asked about the challenges and barriers they faced with accessing different support services for children and families in their state. A rapid content analysis was conducted from the two Louisiana and two Georgia community listening sessions. Some of the key findings indicated widespread difficulties in accessing essential support services, chiefly in housing, food stamps, healthcare, and education, exacerbated by systemic barriers such as the closure of mental health facilities and transportation limitations. Additionally, re-entry challenges faced by individuals' post-incarceration in Georgia were highlighted, including limited awareness of support resources, denial of healthcare coverage due to criminal backgrounds, and frustrations with inefficient support systems and online benefit renewals, underscoring the need for targeted interventions to address these systemic disparities.

The Day That My Life Changed: Exploring How Black Fathers' Stories Make Meaning of Paternal Identity Development

Aremu Mbande Smith, Doctoral Student, Educational Psychology,
University of Illinois, Chicago

The lived experiences of Black fathers offer researchers rich analyses in interpreting how racialized masculinities and socioeconomic marginalizations influence paternal identity development. This presentation will describe the analysis of narrative data from 12 self-identified Black fathers, and how Black fathers make meaning of social experiences that shape their fatherhood identity. Findings produced ranging narratives, with stories of participating in children's births, interpreting early experiences with one's father, and navigating socioeconomic barriers emerging as central themes. These findings support recent trends in the study of Black father identity while interpreting the multidimensional nature of paternal identity development.

Digital Familism: Momentary Links between Digital and In-Person Interactions with Parents and Siblings, and Adolescents' Affect during COVID-19

Shedrick Garrett, MA, Ford Predoctoral and NSF Graduate Research
Fellow, University of North Carolina at Chapel Hill

The COVID-19 pandemic presented many new challenges for families to navigate. The current study took place between May and September 2020, and included a racially diverse sample of adolescents ($N = 213$, M age = 15 years, 53% girls). Participants reported their affective responses to COVID-19 in a baseline survey and completed 14 days of ecological momentary assessments (3x daily) of their positive and negative affect, in-person and digital interactions with their parents and siblings, and the quality of these interactions. Adolescents with more COVID-19 negative affect reported more digital interactions with their parents and siblings, and more negative interaction quality with their parents and siblings. At the hourly level, positive interaction quality with parents was linked to increased positive affect and decreased negative affect in the same hour. Positive interaction quality with siblings was linked to increased positive affect in the same hour. Conversely, negative interaction quality with parents and

siblings was linked to decreased positive affect in the same hour. These associations were not contingent on if the interaction was digital or in-person. Results highlight the importance of family interaction quality for understanding adolescents' emotions during the pandemic.

12:30 – 1:30 p.m. Lunch: In-person Attendees

12:30 – 1:30 p.m. Simulive Webinar Presentations (online/virtual attendees)
Moderator: Calonie Gray, PhD, MS, Senior Science Research Analyst,
Office of Policy, Research, and Evaluation (OPRE/ACF/HHS)

I. Re-Conceptualizing Current Measurements of Accessibility for Black Family & Children in ECE

Presenter:
Ashley Watts, EdD Student, Educational Policy, Marymount University

This research delves into the persistent inequities in early education faced by Black families stemming from historical, systemic practices that ultimately hinder accessible early learning and care spaces. Examining accessibility conceptualizations outlined by the Office of Policy, Research, and Evaluation (OPRE), the study reveals that current policies inadequately include Black children and families. Methodologically, comprehensive data collection from various sources and a case study on an optimally accessible program were conducted. Results indicate restrictive policies, disproportionately impacting Black children and families, further the culturally diverse families that exist today. Policy recommendations emphasize recognizing anti-Black ideologies, prioritizing equity, removing targeted barriers, and fostering cultural inclusivity for systemic change in early learning spaces.

Objectives:

- Illuminate the historical roots of inequities in early education, emphasizing the enduring impact of post-Civil War systemic practices on Black families
- Examine the contemporary manifestations of inequities in early education, with a focus on limited access to vital resources like childcare, contributing to opportunity gaps for Black children and families based on social indicators
- Present concrete policy recommendations addressing historical and contemporary challenges, emphasizing the recognition of anti-Black ideologies, prioritizing equity, and removing barriers in early learning spaces

II. Geography, Resources, and Outcomes: Unraveling Federal Early & Primary Care Disparities in the U.S.

Presenter:
Briana Bostic, PhD, Post-Doctoral fellow, Baltimore Education Research Consortium

Using data from the 2019 National Survey of Early Care and Education, explore the role of geographic context (region, urban density, poverty density) in the U.S., as well as teacher job demands and resources in the quality of early care and education (ECE) workforce (e.g., teachers, teaching assistants, instructional aides, director) interactions with children and their caregiving attitudes. This study explores the intricate interplay between program structures, such as workforce dynamics, resource access, and outcomes within the U.S. ECE landscape. Furthermore, the study aims to enable participants to identify nuanced distinctions in outcomes for staff and children within Head Start centers, comparing them to outcomes across all ECE center types (e.g., public pre-kindergarten). Additionally, the current project delves into the specifics of the 21st Century Community Learning Centers (CCLC) program in Texas, pinpointing resources provided by the federal initiative serving children in kindergarten

through 5th grade. By homing in on Texas, the study seeks to elucidate distinctions in outcomes for children attending selected 21st CCLC centers. Through a comprehensive examination of these federal programs, this research contributes valuable insights into the resources necessary to foster favorable outcomes for children.

Objectives:

- Understand how the resources available to ECE staff in the U.S. are shaped by geographic context (region, urban density, poverty density)
- Distinguish outcomes for staff and children in Head Start centers compared to all centers
- Identify program structure and resources provided by the 21st CCLC program in Texas and demonstrate distinctions in outcomes for children selected centers

1:30 – 2:45 p.m. Breakout Sessions

I. Community-Engaged Research in Economic Mobility and Poverty Alleviation

Moderator: Arthi Rao, PhD, Co-Investigator, NAACFRC

City Talkin' We Taking Notes: A Basic Income Project for African American Women Builds Hope & Healing

Presenters:

- Ebonee Bell, Program Coordinator, Multnomah Idea Lab (MIL)
- Voycetta Marie White, MIL Member
- Kesha Canda, MIL Member

The Multnomah Mothers' Trust (MMTP) believes that African American women know best how to achieve their dreams and grow community. The traditional government relationship between provider and recipient is one of help where one party proffers the knowledge and resources and the other accepts both. The Multnomah Idea Lab (MIL) wishes to cultivate the relationship of independence, equality, and shared knowledge. In such a relationship, knowledge is an asset for both parties, and the idea of help is replaced by self-sufficiency and the provision of the resources necessary for individuals to reach their own self-determined goals. The Multnomah Mothers Trust provides monthly income to female-headed households with children who are current members of existing community-based organizations in Portland, Oregon. Trust members are identified by their organization to receive essential income payments through a third-party payer. The third-party payer provides quarterly survey data reports and documents participant experience and impact. Multnomah Mothers' Trust members who choose to enter financial information on monthly surveys are paid to do so. The challenge of supporting Black families living on a low income is building hope (and autonomy, self-determination, and mastery), using county-provided resources in the face of structural white supremacy is real. Success requires the willingness to question what we know about who is in poverty and why, and to take intelligent risks to test new approaches and strategies. The proposed presentation will discuss how the MIL uses participatory action research to challenge assumptions about poverty and the prevailing narrative about the competence of mothers who live on low or no income.

Objectives:

- Change the narrative about what help is, and who deserves, government help
- Change the narrative about the industriousness and pragmatism of people living on a low income
- Introduce the concept of autonomy to the practice of government spending

We as a Country Should Provide: The Impacts of Guaranteed Income on Racial and Economic Justice.

Presenters:

- Leah Hamilton, MSW, PhD, Senior Fellow, Jain Family Institute
- Simone Smith, PhD Student, Social Work, Policy, Planning, and Administration, Clark Atlanta University
- Aaron Quick, PhD Student, Social Work, Policy, Planning and Administration, Clark Atlanta University
- Desha Elliott, PhD Student, Social Work, Policy, Planning and Administration, Clark Atlanta University

This session will present the initial 12-month findings from a pioneering Guaranteed Income initiative in three sites across Georgia, focusing on Black women. The session will compare the experiences and outcomes of participants across two distinct treatment groups, one receiving a consistent monthly income and another receiving an initial lump sum followed by a reduced monthly amount against a control group. It will explore the potential of Guaranteed Income as a tool for advancing racial and economic justice, highlighting its implications for policy efficacy and community resilience. Attendees will gain insights into how this innovative approach shapes lives and challenges traditional perspectives on poverty alleviation and economic support systems.

Objectives:

- Understand the nuances and impacts of Guaranteed Income models in fostering economic and racial justice
- Analyze comparative outcomes of different income distribution approaches within the Guaranteed Income initiative
- Explore policy implications and community responses to innovative poverty alleviation strategies in Georgia

Claiming #FATHERhood: The Building of Brothers United Nation

Presenter:

Avis Files, Program Director, Pathway, Inc.

This session will discuss a unique approach to studying young Black fathers. The research aims to evaluate the impact of the Brothers United Fatherhood program (BUFP). using a randomized control trial design. The participants were young Black fathers ages 20-24 living in low-income, high crime areas of Toledo, Ohio. All participants completed a baseline survey and then were assigned to an intervention group or control group using a 2:1 ratio. The intervention group participants enrolled in the fatherhood program, and the control group participants received a resource list. Twelve months after enrollment, participants completed a one-year follow-up survey. The results indicated that BUFP helped participants: gain a greater understanding of financial planning, improve conflict resolution with their partner, and increase understanding of healthy marriage.

Objectives:

- An understanding of how to do an RCT with young black men and the challenges
- The importance of allowing data to shape programming in a community
- The importance of research as it relates to black fathers

II. NAACFRC 2023-2024 Community Pilot Project Program Showcase

Moderator: Jareese Stroud, Co-Lead, Capacity-Building, NAACFRC, MSM

NAACFRC pilot project program grantees, who are leaders in community-based organizations in diverse sectors, share their research.

Objectives:

- Describe the NAACFRC Pilot Project Program
- Describe research findings in the areas of housing and wellbeing, youth financial literacy, and fatherhood

The Interrelationship Between Systems, Safety, and Poverty: Narratives from Four Seasons

Presenter:

Jordan Murphy, PhD, APRN, CPNP-PC, Girassol Wellness

In December of 2021, an Atlanta Municipal Court Judge condemned Forest Cove Apartments in Atlanta, GA, due to the residents' dilapidated, unsafe, and unsanitary living conditions. In July 2022, Girassol Wellness began providing family wellness and counseling services to the residents of Forest Cove. By September 30, 2022, all residents were permanently displaced from their homes. This presentation will describe our research to explore the social, cultural, relational, historical, and contextual factors that former Forest Cove residents share. We collected qualitative data from 13 families through a focus group and individual interviews. Through the lens of lived experience, we hope to broaden understanding of the factors and resources that may contribute to poverty alleviation and improved health and wellbeing.

Money Matters: Saving Today, Leading Tomorrow - Empowering Youth through Financial Literacy

▪ Presenters:

- Tiffany Cuthbert, MEd, MNM, Pillars Initiative
- Mikayla Charles, MPH, Pillars Initiative
- Tyrone Bell, MPH, Pillars Initiative

In today's world, financial independence is more than a goal—it's a necessity. The Transitions program by Pillars Initiative presents a compelling vision of how financial literacy can transform lives and combat poverty. The presentation, "Money Matters: Saving Today, Leading Tomorrow," will showcase how a financial literacy curriculum can go beyond education but serve as a tool to inspire confidence and build a foundation for a secure financial future. Through engaging workshops and hands-on activities, we equip young minds with the skills to manage money wisely, make informed investments, and understand the power of savings. By highlighting real-world success stories, we aim to demonstrate how our curriculum provides a financial blueprint that positively nurtures a future-ready generation armed with the tools for financial stability and independence.

"We're All Fathers, We're All Black, We're All Men": A Qualitative Exploration of Fatherhood Programs as Spaces for Community Support and Father Well-Being

Presenters:

Brianna Lemmons, PhD, Diana R. Garland School of Social Work,
Baylor University

Ericka Lewis, PhD, LMSW, School of Social Work, University of Maryland

The benefits of community-based fatherhood programs for growth, identity development and psychological well-being have been well documented. Although there are numerous programs and services that cater to the needs to women, few culturally relevant and gender-specific spaces exist wherein men can obtain the support necessary to meet their unique needs, raising issues of equity in service delivery. This presentation will discuss the findings of a qualitative research study that explores fathers' experiences participating in Thriving Fathers & Families, Bridgepoint (*Formerly – Children's Home & Aid*) a community-based fatherhood program located in the midwestern region of the United States. We will describe the benefits of these spaces for the promotion of community support and well-being among fathers, including 1) the ways in which interactions with program participants served to

strengthen the resolve of fathers and help them to manage their own challenges and 2) how fathers drew upon the experiences and common identities (i.e., being fathers, black, and men), as well as perspectives and parenting approaches of others to develop the coping skills necessary for meeting the demands of the fathering role. Implications for programs and community-based work with marginalized groups of fathers will be discussed.

III. Safe First Steps: A Community-Based Approach to Supporting Families Exposed to Trauma and Violence

Moderator: Brian McGregor, PhD, Co-Investigator, Criminal Justice & Health, NAACFRC, MSM

Presenter:

Lynda Gibson, PhD, Director, Psychological Services Center, University of Illinois, Urbana-Champaign

Despite the increased rates of trauma and violence exposure for families living in under-resourced communities, there is a significant gap in the services available to address young children's needs adequately. The goal of the Safe First Steps program is to share information with early childhood providers, schools, and families about the strategies that can be implemented to reduce re-traumatization and promote recovery for individuals dealing with intergenerational trauma and exposure to adverse childhood experiences. Following the use of the Safe First Steps training and consultation model, previous program participants have reported increased collaboration with other child service systems, the use of positive self-care strategies to reduce secondary traumatic stress, and better trauma awareness and responsiveness.

Objectives:

- Learn about the effects of trauma in early childhood and the experiences that may serve as risk versus protective factors for young children
- Discuss the safety and coping strategies that will help to reduce the adverse outcomes children and families are experiencing because of trauma exposure
- Explore individual and organizational strategies that can be implemented to support communities experiencing behavioral health disparities and historical inequities

3:00 – 4:30 p.m.

Closing Panel

Introduction of Keynote Speaker and Moderator: Latrice Rollins, PhD, Director, NAACFRC, MSM

3:05 – 3:20 p.m. Keynote Speaker: Charli Cooksey, MA, Founder and CEO, WEPOWER

Policy Power: Using Research to Inform Policy and Improve Services for African American Children and Families

3:20 – 4:15 p.m. Moderator: Ife Floyd, MPP, Director of Economic Justice, Georgia Budget and Policy Institute

Panelists:

Alycia Hardy, MPA, Vice President of Policy and Research, National Black Child Development Institute

Parker Gilkesson Davis, Senior Policy Analyst, Center for Law and Social Policy (CLASP)

Patrick McFarlane, Government Relations Manager, Childcare Resource Center

Policy researchers will discuss using data and research to inform policy and ways to reduce the gaps between current human service practices and goals for better quality services and positive outcomes.

Objectives:

- Identify successful strategies to use research to inform policy and improve services to African American children, families
- Discuss current trends in policy research that impact African American children and families

Questions & Answers

4:30 – 4:45 p.m.

Closing Remarks & Evaluation

Latrice Rollins, PhD, Director, National African American Child and Family Research Center, MSM

Megan Reid, PhD, Social Science Research Analyst,
Office of Planning, Research and Evaluation/ACF/HHS

5:00 – 6:30 p.m.

Networking Reception