

Critical Race Theory: Identifying and Testing Strategies to Improve URE

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Critical Theories

- “Critical theories interrogate societal systems and structures with particular attention to the production and reproduction of power hierarchies, social inequities, and the taken-for-granted assumptions of ideological hegemonies such as settler colonialism, patriarchy, white supremacy, capitalism, and imperialism” (Doucet, 2019).

- Critical

A political and intellectual location

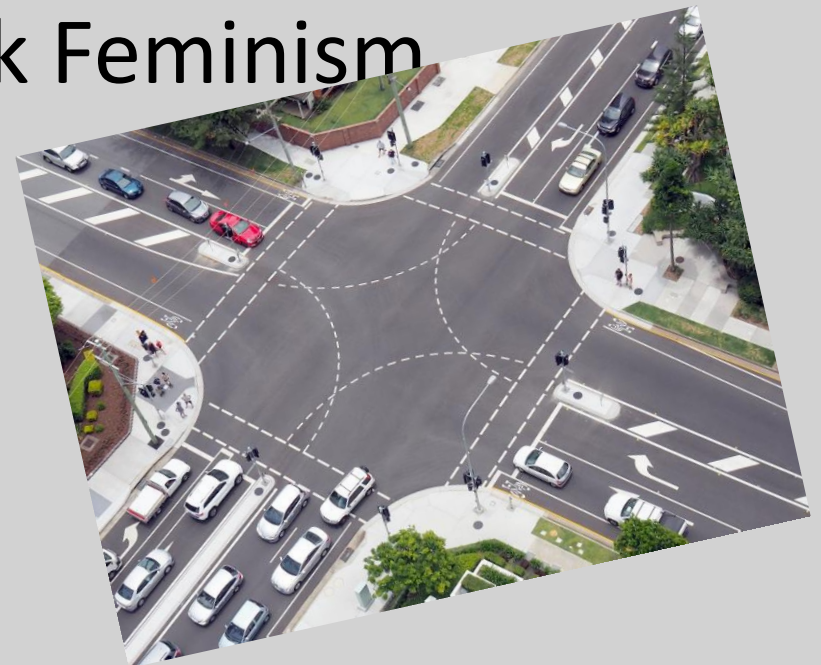
- Race

A substantive focus

- Theory

A desire to develop a coherent account of race and law

- Black Feminism





What Do Critical Race Perspectives Tell us About Research?

- “As a human endeavor, research is inextricably implicated in the societal structures and systems that have served to maintain power hierarchies and accept social inequity as a given” (Doucet, 2019).

OBJECTIVE

COLORBLIND

NEUTRAL



- Deficit Discourses
- “Constructing the Problem”
- “Damage-Centered”

Gutierrez & Orellana,
2006; Tuck, 2009



How Can Critical Race Perspectives Help us Reimagine Research?

- How? →
 - What? →
 - Why? →
 - By Whom? →
 - For Whom? →
- Race- and racism-conscious
 - Strengths-based
 - Humanize
 - Co-constructed
 - People- and community-centered



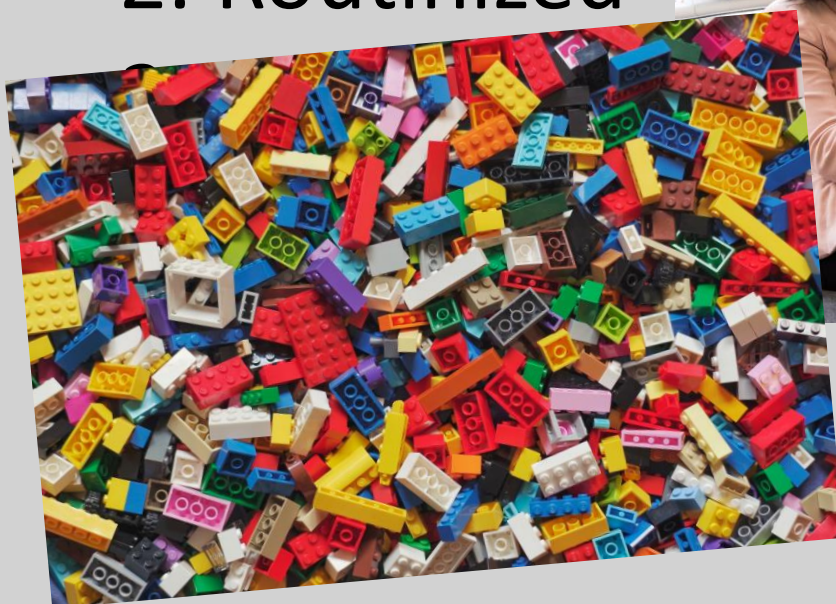
How Can Critical Race Perspectives Help us Reimagine Research?

- “We can no more afford methodologically rich research studies that lack racial consciousness than we can afford racially conscious studies that lack methodological rigor” (Kirkland, 2019)



Implications of Critical Race Perspectives for Improving URE

- “The three Rs of robust strategies for improving URE”
 1. Responsive
 2. Routinized



Yanovitzky (2020)



Implications of Critical Race Perspectives for Improving URE

- What are strategies to improve the use of research evidence that is...

Race- and racism-conscious

Strengths-based

Humanizing

Co-constructed

People- and community-centered

?



Research-Practice Partnerships (RPPs)

- Can Research-Practice Partnerships function as a site to improve the capacity of school leaders to critique and use research evidence from an anti-racist lens?
- Does involvement in the co-production of research grounded in an anti-racist stance lead district decision-makers to a deeper understanding of 1) the racial biases currently built into the evidence base, 2) how broadening the evidence base is beneficial to students and teachers, and 3) whether they would consider anti-racist research more often in daily decisions and strategic planning?
- Does the participation of child welfare, mental health, and probation department leaders and managers in an anti-racist community development RPP increase their use of anti-racist research evidence and likelihood of anti-racist evidence-based practices?



Knowledge Brokers

- Can juvenile justice advocates with anti-racist and anti-sexist goals improve decision-makers' use of research evidence that centers humanizing understandings of systems-involved Black girls?
- Do community-centered monitoring tools co-developed by civil rights advocates and critical race researchers improve child welfare agencies' use of evidence-based practices that meet the needs of marginalized communities?



Participatory Approaches

- Under what conditions do mental health administrators use strengths-based, anti-racist research generated through youth participatory action research?
- What gaps in the research evidence on police-involved violence against BIPOC young people does a collaborative team of youth, public defender, and researchers surface through a research synthesis? Under what conditions are policymakers likely to use research generated to fill the identified gaps?



Integrating Critical Race Perspectives into the Design of Improving URE Studies

- What questions are being asked?
- Who is at the table?
- What measures are being used?
- How are analyses and results conceptualized?
- How are findings disseminated?