“We acknowledge the land we are meeting on is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. We also acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit.”

We are a 55-year old diverse national nonprofit that acts as a catalyst and capacity builder at the intersection of education and workforce development to effectively provide equal opportunity for all children and youth. We are an organization that values equity, inclusion, cross-sector collaboration, and impact. We identify and implement high-quality innovation and leadership development at scale, where significant educational, economic, and social challenges or gaps exist. IEL has developed, trained, and supported thousands of leaders across its vast networks. Our mission is to equip leaders to better prepare children and youth for college, careers, and citizenship.

Source: https://riseupforequity.org/
A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.

Source: http://www.communityschools.org
Community Schools Principles

1. Pursue equity
2. Invest in a whole-child approach to education
3. Build on community strengths to ensure conditions for learning
4. Use data and community wisdom to guide partnerships, programs, and progress
5. Commit to interdependence and shared accountability
6. Invest in building trusting relationships
7. Foster a learning organization

Source: http://www.communityschools.org

Sponsored by:
Community Schools Standards

1. Community schools structures and functions (collaborative leadership, assets-based approach to planning, facilitates coordination of school-community resources; student-centered, continuous improvement, sustainability)
2. Common opportunities (students as independent learners, integrate health and social support, authentic family and community engagement)

Source: http://www.communityschools.org/resources/community_schools_standards_.aspx
About Community Schools Research Practice Network

This Network, designed to foster collaboration across researchers and practitioners, will:
✓ Create, maintain, and execute a research agenda focused on improving implementation and outcomes for students, community schools, families, and community members;
✓ Serve as a clearinghouse for research and implementation level best practices;
✓ Convene community school partners around areas for collaboration and joint research;
✓ Identify new funding streams to support high-quality research on community schools.
Purpose – Objectives - Outcomes

➢ The **purpose** of the meeting is to bring together interdisciplinary scholars, program/initiative evaluators, and practitioners to share knowledge about the benefits of community schools, identify common areas for collaboration, and take action steps to address equity in our communities.

➢ The **objectives** are to critically examine considerations associated with collaborative practices in community schools work; delve into the issues of voice, community knowledge, and diverse partners in the work; and explore how we can advance the community schools research-practice partnerships in meaningful ways.

➢ The intended **outcomes** are that you’ll gain fresh perspectives on community schools, brainstorm new ideas and strategies on community schools research and practice, and expand your network of colleagues.
Agenda

8:30-8:45am Welcome & Introduction
8:45-9:45am Panel: Building Research-Practice Partnerships for Equity
9:45-10:45am Knowledge Sharing: World Café
10:45-11:00am Coffee & snack break
11:00-12:00pm Ideation: Small Group Brainstorming Session
12:00-12:30pm Ideation: Gallery Walk
12:30-1:00pm Closing: Action Circle

Sponsored by: Learning Policy Institute

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**Gracious Space**

*Spirit*
Bringing the spirit of Gracious Space to any place we are in means that as individual and a collective we invite and welcome each other to fully participate.

*Setting*
A gracious space that appeals to the five senses and invites a spirit of creativity and imagination.

*Invite the Stranger*
We need the “stranger” when we are considering complexity and innovation.

*Learn in Public*
Learning in public requires humility, a willingness to explore assumptions, let go of the “right way” of doing things, and being willing to change one’s mind.

Gracious Space

Affirming others
Accepting of different perspectives
Innovative new approaches
Being present
Being aware of my impact on others
Assuming others’ best intentions
Being intentional
Trusting others and being trustworthy
Willing to change my mind
Reflecting on assumptions

Being curious
Asking open ended questions
Being comfortable not knowing
Being collaborative
Being open to differing and conflicting views
Welcoming others not from my comfort zone
Being authentic
Bridging boundaries
Holding off on judgement
Sharing power

Population of Canada: 37.06 million (2018)
- 3.4 million (9.5%) live in poverty
- Toronto has 2nd large urban poverty level at 20%

Population of people in the USA living in poverty (from the U.S. Census Bureau, 2018): 39.7 million or 12.3% of the total population (327 million)
- 15 million of children live in poverty
- 31.9 million of children (44% of all children under 18) live in low-income households
- 51% of public school students live in low-income households

Trends in Reading Average Scale Scores for 12th Grade by Race/Ethnicity, Selected Years: 1990 through 2017

Trends in Mathematics Average Scale Scores (2005 Framework) for 12th Grade by Race/Ethnicity, Selected Years: 2005 through 2015

Rates of Post-Secondary Completion among Persons Age 25 and Over, by Race/Ethnicity and Sex: 1960 through 2017

Proportions of Black and Latinx Students in School by Poverty Concentration

ROOT CAUSES OF INEQUITIES

Institutional
Systemic
Structural

Racism – Classism – Sexism – Ableism
Leaders are prepared to eliminate systemic barriers in education and workforce development to create conditions, capacities, cultures, and policies necessary for everyone to succeed.

**Equity**

**Children, Youth, Adults, & Families in Low-Opportunity Communities**

**Leadership**
Preparation, Support, & Mobilization

**Innovation**
Modeling & Prototyping of New Policy and Program Ideas
“If a flower is not growing in the garden, you fix the garden, not the flower.”

Maggie MacDonnell (Salluit, northernmost Inuit community in Quebec, Canada), 2017 Global #TeacherPrize winner, 2019 International Congress for School Effectiveness and Improvement (paraphrased from her keynote)
Equity at IEL means that all children, youth, adults, and families have what they need to develop their full potential and succeed. As IEL addresses inequities, we, as an organization work, with our partners to:

- Intentionally foster practices that address the institutional, systemic, and structural root causes of inequities, including racism, sexism, classism, ableism, homophobia, cultural and language bias, and other causes identified by communities.
- End inequitable practices by examining implicit biases.
- Co-create inclusive environments, conditions, capacities, cultures, and policies.

How does IEL identify equity?
Building Research-Practice Partnerships for Equity Panel

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University of Colorado, Boulder
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Dr. Richard Gray
New York University
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Dr. Kristen Goessling
Pennsylvania State University, Brandywine
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My introduction to the concept of equity came during law school. Historically, decisions by Courts of Law would often produce outcomes that were legally correct, but ethically and morally unfair. When that happened, decisions could be taken to Courts of Equity that were governed by principles of fairness rather than legality. One of those core principles was **Equity will not suffer a wrong to be without a remedy**. In an educational context, this is about identifying wrongs (unfair outcomes for students) and developing a remedy (resources/supports they need to be successful) to address them. The remedy is judged by whether or not it eliminates the wrong.
Courts of Equity framed their analysis in a way that could be helpful to our current public discourse about equity. They intentionally decoupled the notion of someone being wronged from someone doing wrong. The Equity Courts focused on how the outcomes are created by a system of laws that can unfairly impacting someone and how to adjust the outcome to be more just or “equitable”. It was about acknowledging that systems and rules of law could produce that these inequities and that courts of equity had a higher authority to ensure that fairness prevailed, even if the law said otherwise.

I think this is important in a policy discussion where people sometimes try to characterize equity efforts as a personal charge against those benefit from an inequitable system. It also opens up the discussion about the need for systemic changes in addition to shifts in personal behaviors and attitudes.
Social justice is concerned with the ways in which benefits and burdens are distributed among the members of a society. This includes the *fairness* in which a society provides, protects and recognizes the means and qualities individuals require to both determine a conception of, and live, a good life.
In the context of our work supporting education organizing campaigns, it is the belief that the relationships between researchers and community organizations are more effective and relevant when locally based organizations and their members share in the decisions concerning the collection, analysis and presentation of data. Democratic dialogue and open decision-making regarding the use of education data inspires participation by the community and creates community-based learning opportunities for parents and community members and an ownership relationship between the people, schools and communities being researched and the research being produced about those people, schools and communities.

Panel’s Definition of: Critical Participatory Research
World Café: 2 Rounds (25 min each)

The questions at your tables were generated by RPN members at a previous gathering, so we are building on the previous conversations.

Instructions: Designate one person to be a timekeeper(note-taker of high-level ideas/emerging themes. Engage in active listening and open dialogue. Use questions at your table as starting points of conversation. Introduce new questions (optional) as the conversation evolves. Share your work, your expertise, and ideas. Leave your paper at the table for the 2nd group to build on. You can pick a 2nd group after 25 min.
World Café: Discussion Topics

RPN-generated:
✓ Teaching & Learning in Community Schools
✓ Leadership & Capacity Building
✓ Measuring Community Schools
✓ Principles of Community Schools

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World Café Participants’ Notes: Teaching & Learning

- Teaching and learning is often taken for granted in community schools conversations and research
- Wraparound orientation does not include classroom
- Teachers in urban schools need to be sufficiently compensated to allow a full presence in community
- Teaching and learning in classroom is not uni-directional. Teachers should constantly be learning about students & community. There should be structured opportunities for teachers to immerse themselves.
- Interdisciplinary practice, connecting family/community/educator (co-teaching)
- Small learning communities
- Asset-focused on community (intergenerational); teacher as a knowledge-facilitator
- Evaluation standards are developed in partnership process.

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World Café Participants’ Notes: Teaching & Learning

- Ask questions and listen
- See that the schools are the hub of the community – it is a place that serves many families and needs for the community
- Change the perception of ‘Who owns the school? To whom does it belong?’
- Shape the mission and vision of the school with parents, students, community members, and educators

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World Café Participants’ Notes: Leadership & Capacity

- Align your passion, your research and outreach
- Ongoing professional development
- Door-to-door, grassroots movement, grew from one school to a collaborative effort that has political efficacy, collaboration, involvement of various networks (collective circle)
- Research more embedded
- Focus on sustainability through infrastructure, self-assessment, collaborative leadership, capacity building (skills, not just people)
- Skills and dispositions - courage to be in the community
- Support community school coordinators to develop their capacity
- Meaningful involvement of community in developing community schools (including selecting community school coordinator)
- Recognizing, facilitating, supporting healing and inclusion of community members in school
World Café Participants’ Notes: Measuring Community Schools Strategy

- Context matters (changing contexts)
- Inclusion and exclusion dynamic
- Theory of action needs to be articulated.
- We know what we want for schools (we want community schools strategy), but how does this manifest locally?
- If school boards/policymakers lack understanding of community schools, you can’t move forward (need school board involvement)
- Rethinking how we define success (attendance, test scores, food security, daily interactions?)
- Engage in community mapping with our partners
- How can we be more collaborative?
- Who gets funded?
- Need to shift the balance of power and include community voice. What is the reciprocal influence on the community (especially in rural communities)?
World Café: Measuring Community Schools Strategy (cont.)

- Who are we talking to? Parents? Teachers? Students? These are the voices often excluded
- Civic interest/engagement, information seeking, listening as a form of information
- Process v. outcome
- Assuming teaching and learning is present
- Value qualitative experience
- Changing and flexible measures
- Data literacy issues
- Change/improvement takes time to implement and see improvement
World Café: Principles of Community Schools

- Leverage AERA to instruct attendees about collaborative research with communities
- Issue an AERA statement to universities/institutions about collaborating with communities
- Intentional engagement/involvement of surrounding community in AERA (invite community in)
- Incentivize institutions to value community collaboration (engage Deans and others in shifting standards)
- Engage those with tenure to use privilege to support research in community schools with organizations doing the work/coordinate research efforts
- Make research accessible and publicly available will help to put research in the hands of community members

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What is ideation?

- Process of asking “How might we...” questions
- Asking questions about specific ‘users’, focusing on their assets and opportunities
- Future orientation focused on depth and breadth of diverse ideas
- Focus on future possibilities not 1 ‘best’ idea
- Overarching theme... “How might we address equity in community schools?”

Source: https://www.interaction-design.org
Ideation – User: Community Members

- Increase social network capacity
- Meet people in the community (libraries, churches, home visits, community events)
- Host activities in community (parks, picnics, allowing community organizations to use school building)
- How to share the narratives (social media, video diaries, help with advocacy, town halls parent led school supported events, parent rooms in schools)
- Success defining (capacity building, shared decision-making inclusive of students, comprehensive education plans, create rubrics and metrics)
The traditional role of the principal is outdated and more than one person could do.

How might we readdress the complex role of school leadership to improve/increase equity in community schools?

Need for time and space

Professional development for leadership: emotional intelligence, adaptive leadership, distributed leadership, collaborative/collective leadership, sustainable leadership, leadership success in plan and process

Master/apprentice relationships for principle development

University partnerships, professors, graduate students, research that supports instruction
Gallery Walk: Praxis

We will practice what Paulo Freire calls “reflection for action.” Walk around the gallery of group presentations. Add post-its with affirmations, questions, and additions. Draw a checkmark next to an idea you think is particularly promising.
Action Circle
Action Circle

Part I – Self-Reflection
  ➢ What questions are still circling in your head?
  ➢ What squares with your beliefs?
  ➢ What is one a-ha?

Part II – Action Statement

I, __(name)__., commit to ___(action)___ because this will ___ (value-added)___ to ___(desired outcome)___.

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What or who is in your heart?
The AEW Network hosts an annual conference to provide high-level professional development for individuals focused on increasing post-high school education and workforce development access and success in rural places.

June 18-20 in Pikeville, Kentucky

http://iel.org/aew-network-conference

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https://riseupforequity.org
Thank you!