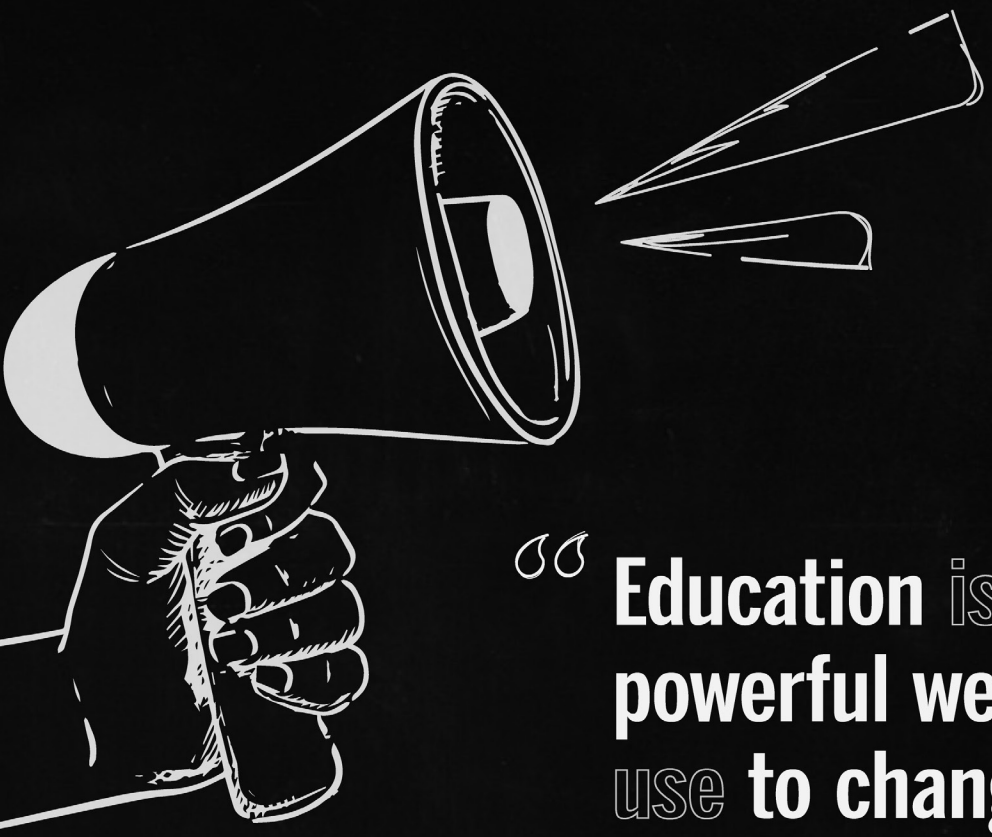
VOLUME 5, ISSUE 1



"Education is the most powerful weapon we can use to change the world."

– Nelson Mandela

ENGAGE!

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IUPUI JOURNAL

ENGAGE!

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VOLUME 5 | ISSUE 1

IUPUI

SPEAKING UP, SPEAKING OUT CONT.

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"When we embrace social justice as a pillar of learning in our classrooms, we declare that we're all responsible for improving our world."

Educational Leadership, May 2009

The student voice idea for this edition of the ENGAGE! Journal was born out of a conversation between me and students in my Black Political Thought class that was being taught via zoom in the midst of the pandemic, before a vaccine became available. We were discussing how the collective markings of a generation as indicated by what is experienced through large societal events can shape how you see the world and define one's journey through life.

While defining the concepts of societal constructs, systemic impediments and environmental struggles, I realized that I was listening to a universal angst in the voices of these students who had been forced to reflect on the #MeToo Movement, #BlackLivesMatterMovement, heightened by the killings of George Floyd, Ahmaud Arbery, Brianna Taylor and simultaneously a global pandemic. Their entire life has been digital, shaped by social media, there has been a marked increase in gun violence and environmental disruptions such as hurricanes as a result of climate change, and as remarkable as it seems, these are day-to-day experiences that shape their lives. As young people, they have a lot to say and express as they consider how to problem solve and create fulfilling lives in sustainable ways. My students recognize they are part of increasingly diverse communities and their educational journeys must be relevant to what is witnessed.

The Butler University students contributing varying forms of expression to this edition of the ENGAGE! Journal were enrolled in a class called "Activism." At the beginning of the semester the students wrote and spoke about their backgrounds, socialization, and issues very important to them. Along with written pieces, activist posters were created as tools of persuasion, some of which are featured in this journal.

There must be spaces for their voices to be honored and valued. We have to wonder what this generation of our young people want for their future selves based on decisions made by others about them today. Who is looking out for them and protecting their lives and their right to thrive?

– Terri Jett

As a journalism scholar, former teacher, adjunct faculty member, and ongoing freelance practitioner, I view student voices as foundational in the development of community schools. Family and community engagement – particularly their voices – are an evidenced-based pillar of community schools. Collective stakeholder voice and engagement reflects shared leadership practices, another pillar of community schools.

A community school is a time-tested strategy that organizes community supports for student success, where educators and community members collaborate to secure the best supports for all children's learning and development. Decades of research demonstrate community schools are a proven school improvement equity strategy, focused on student-centered teaching and learning that serves the ho-

listic needs of all students and their families. In community schools, family and community members are considered an asset as their skills, talents, and generosity of time or treasure build on student strengths, engage them as learners, and help them to reach their full potential.

On a bench at the University of Pennsylvania, a statue of Benjamin Franklin depicts the words: “The future of our democracy is dependent upon the strength of our public schools.” The strength of our public schools likewise depends on the collective us. Schools cannot do this work alone. Community schools provide the engagement, the voice, to address the very conditions necessary for learning. The most significant voice is that of our students and their families.

– Jim Grim

Political Science Activism Course Students – Dr. Terri Jett

Photo:

(Back Row) Paul Ford II, Claire Shaffer, Diana Fernandez, Rosa Clemente, Alex Pulaski, Emily Langston, Fritz Stangler, and Michaela Ivory

(Front Row) Ryile Swalis, Kamarie Fuller-McDade, Justin Deem – Loureiro, Anna Marcou, Sydney Haworth, Rylie Swalis, and Jordan Brown

What They See

When they look at us

What do they see?

A person? No

A soul? No

A being trying to flourish? No

They only see our brown skin

They see the stereotypes that they created

They see the struggles that they caused

They see misinformation about us

They see only what their mind lets them see

Just because they see

They think they know

But they don't know

That we're more than what they imagine

We're strong

We're black

We're smart

And we're beautiful

When I see us

I see courage

I see bravery

I see wisdom

I see our ancestors

I see our history

And I see our blackness

And it's the most beautiful

Author

KAMARIE FULLER-MCDADE

A FUTURE WORTH INVESTING IN.

A Future Worth Investing In

JORDAN BROWN, Butler University

Our Language Belongs in Our Learning: A Culturally Responsive Approach to Improving Literacy in West Philadelphia

Author

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KEYWORDS:

African American Vernacular English, culturally responsive curriculum, reading initiatives, reflective teaching, sociolinguistics

KEY TERMS

African American Vernacular English (AAVE)- the dialect of American English that most African Americans descended from enslaved people speak (Rickford, 2003).

Barbara and Edward Netter Center for Community Partnerships- an organization that uses the University of Pennsylvania (Penn) resources to help solve universal problems manifested locally in West Philadelphia partly through establishing mutually transformative relationships with the community (Netter Center, 2019).

Culturally Responsive Teaching- from Gloria Ladson-Billings, this is a "pedagogy of opposition" committed to empowerment through academic success, the development of cultural competence, and the development of a critical awareness that pushes students to question current social contexts and social order (Ladson-Billings, 1995).

Mainstream American English (MAE)- often called the "standard" form of English, this dialect is the most spoken English dialect, which is also used in professional and academic settings (Rickford, 2003).

Penn Reading Initiative (PRI)- a student-run organization at the Netter Center whose goal is to improve reading skills in West Philadelphia; this organization works in Comegys and Hamilton Elementary Schools, two University Assisted Community Schools.

Problem-Solving Learning Paper (PSL)- a paper whose overall goal is to identify a universal problem manifested locally, understand it, develop a solution, and identify strategies for implementation.

ABSTRACT

Millions of Black Americans speak a version of English not reflected in the American education system. This version of English—African American Vernacular English (AAVE)—is rule-governed, oral, and systematically different from the "standard" form of English (referred to as Mainstream American English (MAE) from hereon) used in academic spaces. Though

many young Black students enter the education system knowing AAVE, classroom instruction occurs in MAE. Black students are instructed in a language different from the one used at home yet are expected to perform at levels similar to those of students who already speak MAE. This expectation contributes to the well-documented achievement gap, wherein Black students, on average, perform at lower levels than white students on educational evaluations.

This manuscript is a community-centered attempt to address the achievement gap in two West Philadelphia elementary schools by leveraging the University of Pennsylvania's resources. This article describes qualitative problem-solving learning research, where the author works alongside the community to address using the Penn Reading Initiative as a vehicle for change to support students' cultural and sociolinguistic backgrounds in the classroom, ideally improving literacy through culturally responsive pedagogy. This article lays out the problem of dialectical miscomprehension and details a solution developed alongside community members in West Philadelphia. This article also reflects on the progress made in the two years since the original solution was implemented. It highlights the development of the Netter Center's Professional Development Associates team and the Anti-Racism Working Group—both having been influenced by work in this problem-solving learning framework.

INTRODUCTION

ESSENTIAL CONTEXT AND STATEMENT OF THE PROBLEM

This problem-solving learning (PSL) article is a community-centered approach to addressing the lack of culturally responsive educational opportunities for Black students in the American education system (Cook, 2015). It focuses on developing a program that enhances early literacy learning for young Black children in West Philadelphia. A PSL is a unique framework for an article. In a PSL, the author identifies a universal problem manifested locally. This means the author looks for an issue—whether through direct experiences, quantitative data, interviews, etc.—widely present in society and breaks this issue down to the local level. The author begins seeking community input to learn how the issue is manifested in the area. This entails interviewing community members and stakeholders in the problem and working alongside the community to comprehend better an issue's complexities and how its local context impacts local citizens. A collaborative solution begins as the author moves through the PSL process alongside community members. After months of intensive work with the community, the result of a PSL is an implementable solution that relies on various stakeholders to come to fruition. It is, above all, an attempt to solve a problem with the community. It is not work done for a community nor upon a community but a mutually transformative approach to collaboration that yields a new understanding of the problem and a new way of addressing it. While taking part in this PSL, I was a student in the Penn Program for Public Service (PPPS) at the Netter Center—a program whose long-term goal is to "contribute to the radical transformation of research universities to function as democratic, civic, and community-engaged institutions dedicated to advancing learning and knowledge for democracy, social change and the continuous betterment of human life" (Harkavy et al., 2020). Netter is an organization whose mission is to foster mutually transformative relationships for the University of Pennsylvania and West Philadelphia communities. A main strategy of Netter is partnering with local schools to transform them into University-Assisted Community Schools (UACS). One of Netter's UACS programs, the Penn Reading Initiative (PRI), aims to improve reading skills through a 1:1 tutoring model. This involves improving elementary literacy at two UACS sites: Hamilton and Comegys Elementary. This article, attacking a universal problem manifested locally, will focus on PRI's methods to yield a more culturally competent program—capable

of producing competent tutors prepared to teach conventions of the English language to speakers of African American Vernacular English (AAVE).

The tutors PRI funnels into West Philadelphia (undergraduate and graduate students from Penn) possess sociolinguistic privilege. Most of the tutors in this program speak Mainstream American English (MAE), while a vast majority of the students they teach do not (Bynum, 2020). Additionally, these tutors are generally very privileged—class privilege, white privilege, and educational privilege (Abbott, 2020). This linguistic, socioeconomic, cultural, and racial misalignment gives way to miscomprehension, hampering the development of language skills in students working with the program (Horwitz, Improving Cross-Dialectical Comprehension in our Community 2020). This problem has a wide range of effects, solutions, and characteristics that make it difficult to solve. This article will reflect on each of these.

STATEMENT OF IDENTITY & AWARENESS

Self-awareness is critical when working to ameliorate social issues. As a Black biracial man of a particular socioeconomic class who attended an incredibly well-resourced university, I speak on these issues from the point of compounded privileges. I feel as though, based on my social and cultural upbringing, I rarely struggled with dialectical miscomprehension in a professional or academic setting, nor have I experienced a significant lack of quality education. Thus, I came to this problem with limited insight but respect and the best intentions. I am also not a linguist, and much of this paper grapples with linguistic complexities—adapting solutions to fit each cannot be accomplished in one body of work. Nonetheless, I have worked to counteract my lack of understanding in West Philadelphia classrooms by gathering input from tutors, program coordinators, Netter staff, and local elementary school faculty.

Also, throughout this work, I do not refer to Black people as African Americans, though I refer to the language they often use as African American Vernacular English. There are three reasons for this. First, many communities have moved away from the term "African-American" to describe themselves (Eligon, 2020). Second, calling the language "Black" English is not accurate. Many Black people worldwide speak English but do not use AAVE. For example, the Black community in the UK does not speak AAVE—calling AAVE "Black English" may lead to misunderstandings of which communities use this language. Third, the scholarly linguistic community has referred to AAVE as such, and this phrase is maintained to avoid confusion

THE PENN READING INITIATIVE: A LOCAL VEHICLE FOR CHANGE

OVERVIEW

The Penn Reading Initiative is a student-run organization created by a partnership between the University of Pennsylvania's Netter Center and the Penn Linguistics Lab (Netter Center, 2018). Using a 1:1 tutoring model, PRI tutors instruct students at Comegys and Hamilton Elementary Schools with the Reading Road curriculum. Their schools place elementary students in the program (Faulstich, 2020). This occurs when students fall below the required proficiency (Faulstich, 2020). On the tutor end, students from Penn apply at the beginning of the year to be tutors (Faulstich, 2020). The Reading Road curriculum focus on the cultural context of its intended audience—employing themes aimed at children in under-resourced communities (Faulstich, 2020; Netter Center, The Reading Road). It has been used with children of varying races.

IDENTIFIED AREAS FOR IMPROVEMENT

PRI tutors lack a degree of community with West Philadelphia students (Bynum, 2020). An important facet of effective teaching is building a personal bond with students, and, as the PRI assignment is 1:1, that relationship is imperative (Georgetown Center for New Design in Learning and Scholarship, 2020). The students have trouble connecting with the tutors, especially within the 1-hour per week time constraint (Faulstich, 2020; PRI Evaluation Team, 2020). At the beginning of this PSL process, PRI tutors lacked the cultural competency required to build these relationships with students in West Philadelphia. Penn students are generally removed from the Philadelphia community—especially areas west of 40th street. This divide has historically served as a cultural, resource, and communal barrier—preventing the two communities from positively interacting with each other (O'Mara, 2015). This degree of separation yields the infamous "Penn Bubble." Before the collaboratively built solution was identified, PRI offered linguistic and basic cultural training for tutors, but not enough sustained and reflection-based education dissecting race, privilege, culture (AAVE), the school-to-prison pipeline, and more (PRI Evaluation Team, 2020). The solution and problems sections detailed later address these identified areas further.

UNDERSTANDING THE PROBLEM: AMERICAN CLASSROOMS AND AMERICAN ENGLISH

The problem outlined here has multiple arms—it involves understanding AAVE to combat dialectical miscomprehension and implementing culturally responsive pedagogy to create more effective learning opportunities for students. Key stakeholders were interviewed to identify a starting point for this work and develop it to fit the community's needs (see table 1). Alongside these interviews, existing research in education, sociolinguistics, and urban studies was examined to understand the root causes of the problem.

WHAT IS AFRICAN AMERICAN VERNACULAR ENGLISH?

AAVE refers to the variety of English used by many Black Americans (Rickford, 2003). AAVE is spoken and systematically maintains grammatical and phonetic distinctions from MAE along with words unique to the Black experience (Rickford, 2003). While AAVE has been a topic of debate in education and linguistics for millions of Black Americans, AAVE has a strong cultural significance (Nero & Delpit, 2006). In West Philadelphia, a majority-Black neighborhood home to hundreds of thousands of Black people, AAVE is a staple in daily life.

Distinctive Features

The grammar variations between MAE and AAVE are not erroneous; classifying them as such fails to recognize that deviations from "standard" rules are not accidental (Horwitz, Improving Cross-Dialectical Comprehension in our Community 2020).

For example, a frequent grammatical discrepancy between the two dialects is the function, presence, and even absence of the conjugations of the auxiliary verb "to be" (Rickford, 2003). The present tense conjugations of "to be" are systematically removed from phrases in AAVE (e.g., he runnin' (AAVE) vs. he is running (MAE)). However, when referencing what an individual habitually does in the present, the auxiliary verb is included in its unconjugated form (e.g., he be runnin' (AAVE) vs. he is usually running (MAE)). This selective inclusion and omission point to rules accepted in the AAVE speech community.

Also, a common structure unique to AAVE is negative inversion. A negative inversion involves switching the negative quantifier and auxiliary verb (Rickford, 2003). For example, nobody (negative quantifier) and

Table 1
Key Stakeholders for the Penn Reading Initiative

NAME	ROLE	CONTRIBUTION
Faustine Sun	Academically Based Community Service Coordinator	Discussing how to address literacy problems locally
Regina Bynum	Netter Center Director of Teaching and Learning	Defining how PRI operates and how the curriculum is built
Cory Bowman	Associate Coordinator of the Netter Center	Specifying the needs of the Netter Center
Mickey Gulino	Student Group Coordinator	Laying out the organization of Netter student groups and who leads them
Joyce Abbott	Dean of Hamilton Elementary School	Outlining the goals and needs of the school at large
Brian Rogers	English Language Arts Teacher at Hamilton Elementary School	Highlighting what skills elementary students need to be strengthened
Sarah Horwitz	PRI Evaluation Team Member	Discussing sociolinguistics and its effects on students of color in the classroom
Andrew Faulstich	PRI Graduate Coordinator	Reflecting on the needs of PRI and the issues facing tutors, specifically
PRI Evaluation Group	Holistic evaluation of PRI	Specifying what needs to be improved in PRI

can't (negative auxiliary) are inverted to become "can't nobody." This appears to be a question. Instead, it is an emphatic statement meaning no one. This can cause confusion between speech communities because these constructions mean different things in different linguistic contexts.

AAVE also has words specific to the dialect that are staples of Black culture and identity. These words, largely because of the influence of Black culture, frequently transcend racial boundaries (e.g., lit, swag) and are appropriated by speakers of MAE. For example, AAVE has often been cited as slang from Generation Z. This misunderstanding of where the language hails causes misuse.

There are many grammatical distinctions between MAE and AAVE; this section is small but represents these differences. Words in AAVE are frequently omitted, conjugated differently, and inverted compared to MAE.

These phenomena may impede understanding between speech communities.

Cultural Significance

AAVE is a cultural treasure. Its rules have been passed down through generations. When coming to the table—especially those of us who are not Black or enjoy certain privileges—to discuss AAVE in education, there must be a recognition of the dialect's importance.

The language took root with ancestors of the current Black population whose origins, much like AAVE, cannot be accurately traced (Rickford, 2003). The dialect is significant because it is one of few things Black communities could maintain throughout American history—family, riches, and power often erased by racism and colonialism—that connects the past and the present. Beyond this historical perspective, AAVE is the language in which millions of Americans first experience love and joy (Nero & Delpit, 2006). AAVE is essential in continuing Black identity because it is a fixture of daily, communal life.

IMPLICATIONS OF AAVE AND THE CURRENT EDUCATION SYSTEM

Implications in the Classroom

The American education system frequently conflicts with AAVE and culturally responsive teaching—often opting to instruct all students in MAE with a neoliberal education model (Terry et al., 2015). A neoliberal education model refers to policies in schools (like standardized testing and homogenous curricula) that measure scholarly performance and prioritize learning for production in a free market (Terry et al., 2015).

The lack of recognition of AAVE in the classroom poses a critical problem in education—a significant additional cognitive load for young AAVE speakers taught and tested in MAE (Terry et al., 2015). In schools, this contributes to the onset of the achievement gap. The achievement gap is the rift in success between students of color (specifically Black students in this article) and white students. This rift can be partially attributed to the inaccurate assessment of Black students, as classroom instruction is not built for their language (Cook, 2015). For example, linguist John Rickford found a racial dichotomy when studying California's Palo Alto school district. He determined that predominantly white schools in Palo Alto could build on students' skills and talents, but predominantly Black schools in the area could not (Rickford, 2003). He notes that Black students in this region did steadily worse from 3rd grade to 6th grade. His analysis points to an issue of literacy that disproportionately afflicts Black students.

Though it is beyond the scope of this article, it is worth noting the connection between the achievement gap and the school-to-prison pipeline—both having disproportionate effects on Black students. Without culturally responsive teaching and lessons reflecting the language they know, many Black students have their achievement trajectory set for them (Cook, 2015). Their "underperformance" is often criminalized by schools whose overall performance increases with the removal of underachieving students (ACLU, 2020). The classroom implications for students who only speak AAVE in the current education system are, at best, a cognitive overload or, at worst, juvenile criminalization of "underperformance."

Implications in American Society

Neoliberal reforms—by negating the importance of context and culture—detract from the empowered learning that culturally responsive pedagogy supports (Sleeter, 2012). This has dire consequences in the classroom for students of color and reinforces outdated notions of racial superiority in broader American society. Because students, regardless of their culture and identity, are taught similarly with the same curriculum, students whose identities are not adequately represented disproportionately fall behind while their culture is systemically erased from education (Cook, 2015).

The societal implications for people in the American education system who speak only AAVE can be devastating. Because neoliberal reforms frame education as a practice that builds workers, those who are viewed as underperforming are also considered unfit to participate effectively in an economic environment (Sleeter, 2011). Those at the intersection of Blackness and "deficiency" are funneled into the criminal justice system through zero-tolerance policies and increased policing of schools. Victimized students face reduced high school graduation, college attendance, and recidivism rates.

THE PRESENT CONDITION: ARRIVING AT THE PROBLEM

Having detailed what AAVE is along with its implications in American education, the problem can be adequately articulated. In schools, many Black students experience a significant, additional cognitive load at the beginning of their educational career (Terry et al., 2015). This cognitive load transcends disciplinary boundaries, and without specific support to counteract this burden, many students are placed on an educational trajectory below their white peers (Terry et al., 2015). Lacking support, Black students are often pushed out of schools and into the criminal justice system (ACLU, 2020). Criminalization jeopardizes employment and education prospects. Many who stay in the education system do not have these gaps corrected, so they may leave the system unprepared (Cook, 2015). This is a prevalent problem in American society that cannot be surmounted in a single article. Rather, this article chronicles a community-centered attack on this vicious cycle.

The root problem this article faces is a lack of culturally responsive quality education, which, because of institutional constraints, cannot easily be circumnavigated by teachers under budget and structural pressures. Using PRI as a vehicle for change, the Penn community can better work with teachers as they traverse this treacherous educational terrain. In attacking the problem of illiteracy, West Philadelphia and Penn (through the Netter Center) come together to attack the achievement gap, the school-to-prison pipeline, and cyclical poverty (Charity Hudley et al., 2019). We address this problem because, after community input, it appears to break down educational stereotypes and racist frameworks in two of the Netter Center's partner schools, Hamilton and Comegys Elementary Schools.

THE SOLUTION: LEARN, PRACTICE, REFLECT

The identified solution—built alongside stakeholders, Netter staff, and PRI—is to implement sustained tutor education modules focusing on responsiveness and reflection. The first training module focuses on understanding culturally responsive teaching, privilege, and oppression. These are topics identified by stakeholders to be of utmost importance (Abbott, 2020). Following this first training, modules occur as part of the PRI's biweekly board meetings. Each module has a reflection component where the tutors reflect on their experiences through the lens of the last module and connect it to the current module. Based on feedback from faculty at Netter partner schools, these modules will be made available to teachers of our tutees, so they know what we are discussing and can offer input as learning continues.

HOW SHOULD WE TRAIN OUR TUTORS?

How to Be a Good Educator: An Understanding of Critical Culturally Responsive Pedagogy

Theorists of pedagogy, politics, and punishment often overlap in education. Paolo Freire, in Pedagogy of the Oppressed, poses a question that guides this PSL: "how can the oppressed, as divided, unauthentic beings, participate in developing the pedagogy of their liberation" (Freire, 1968)? How can PRI facilitate the

destruction of debilitating structures locally? Freire's solution is to have the subjugated perceive the reality of their oppression not as inescapable but as a limiting situation they can transform (Freire, 1968). PRI must thus reaffirm tutees' culture to counteract the notion that their identities are deficient. To do this, tutors must understand this goal, educational power dynamics, educator efficacy, critical reflection, critical pedagogy, race relations, and so much more—an effective way to foster these understandings is to have a sustained method of learning, practicing, and reflecting (Freire, 1968).

These education modules must emphasize self-care and self-awareness. Michel Foucault posits we cannot care for ourselves without knowledge of ourselves (Foucault et al., 1987). If the health and awareness of our educators are essential to effective education, as research has demonstrated it is, and care for oneself is knowledge of oneself, a process of critical reflection must take place (Nero & Delpit, 2006). Thus, the general outline for the education that must occur takes form, as the graphic below demonstrates (see figure 1). One, learn— understand the concepts we must be aware of as we engage in education. Two, practice—implement the lessons into interactions with tutees. Three, reflect—self-evaluate, and self-advocate as a self-care practice to enrich tutee interactions and foster a better understanding of the self.

What must we know and do to be culturally responsive?

As culturally responsive teaching relies on engaging with students' culture, language, and community to support their identities, tutors must be knowledgeable of their students. This involves a sustained practice of critical reflection, which pushes educators to confront their personal biases (Richards et al., 2007). With these biases and perceptions under review, tutors are more effective in our student interactions. Maintaining focus on reflection, work must also be done on understanding students' culture. Knowing students' identities and interests fosters trust in relationships but foraying further into actively experiencing their community to bring it into learning effectively is necessary (Sleeter, 2011). Thus, communal interaction is imperative: bring speakers in from the schools, bring tutees to Penn, and practice community enrichment programs on-site as often as possible.

As culturally responsive teaching relies on engaging with students' culture, language, and community to support their identities, tutors must be knowledgeable of their students. This involves a sustained practice of critical reflection, which pushes educators to confront their personal biases (Richards et al., 2007).

Figure 1 *Workshop learning process*

As discussed earlier, AAVE has an intense cultural significance in the Black community (Nero & Delpit, 2006). Communicating that AAVE is not "wrong" is fundamental. Doing so demonstrates that tutors appreciate the people who speak it (Woo & Curtis, 1996). Nonetheless, it must be simultaneously recognized that not teaching students "standard" English may inevitably hamper their prospects given current societal norms (Nero & Delpit, 2006; Abbott, 2020; Rogers, 2020).

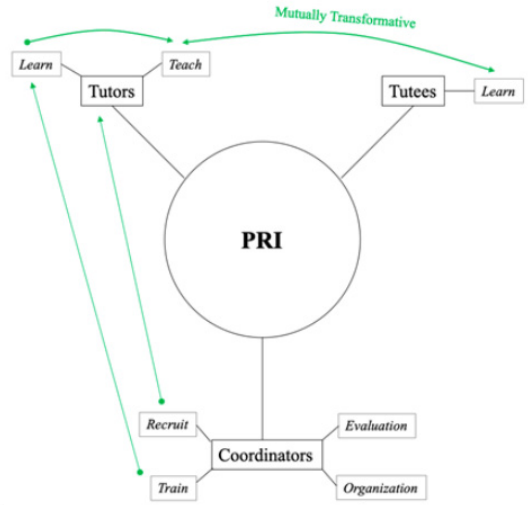
A principal problem at play in this problem-solving learning research is that of dialectical miscomprehension. AAVE speakers in classrooms prioritizing MAE exist in quasi-foreign language situations (Horwitz, Improving Cross-Dialectical Comprehension in our Community 2020). Though current Penn students are not responsible for this, there is potential to exacerbate these challenges (Horwitz, Interview 2020). PRI's goal is to enhance reading skills in West Philadelphia students, so tutors must consciously understand what students are saying, reaffirm their sociolinguistic identity, and demonstrate, through the curriculum and their support, what MAE sounds like.

The most important takeaways from this subsection are the significance of understanding the tutor's role in the communities we work in, the language of these communities, and the culture with which they identify. When these identities ate recognized as assets and tapped into, we create an optimal environment for learning (Educators Team at Understood, 2020).

THE NEW TRAINING

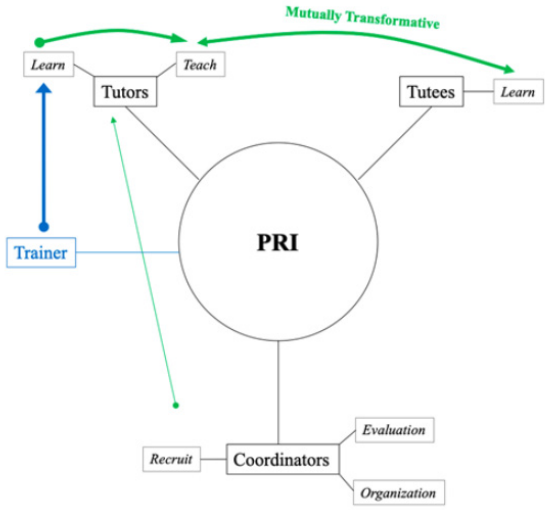
PRI has three different groups: coordinators, tutors, and tutees. The coordinators' responsibilities include recruitment, organization, training, and evaluation (Bynum, 2020; Faulstich, 2020). The tutors' main responsibility is teaching the tutees (Bynum, 2020). The tutees' responsibility is to learn, but the interaction between the tutees and the tutors is intended to be mutually transformative. I have visually detailed this organizational model below in figure 2.

Figure 2. Organizational model for the Penn Reading Initiative



The current training methods, as evidenced by the information gathered in this article, have not been able to achieve the desired goal of the PRI: to improve reading skills in West Philadelphia Schools (Faulstich, 2020; Netter Center). This could result from the training's lack of focus on critical reflection, cultural responsiveness, privilege, and systemic racism. Based on conversations with stakeholders, generating training is laborious. As such, a new position at PRI has been added to focus solely on tutor education. The new trainer position takes over the responsibility of educating tutors (see figure 3).

Figure 3. New organization structure for the Penn Reading Initiative



Structure of the Training Modules

The training modules have a structure designed to push PRI tutors to learn the module discussed, practice that learning in their interactions with tutees, and critically reflect on that informed interaction individually and during the proceeding training module. The figure below demonstrates the outline and structure of the modules (see figure 4).

The learning component of this training starts with each module. After the workshops are complete, the learning component does not stop. Instead, tutors carry what they learn into their interactions with their students. In this engagement, the tutors learn how the concepts alter or reinforce their relationships with their students. As part of the reflections they complete under the current PRI structure, they also discuss how this learning affected their teaching experience (Bynum, 2020). At the following training module, group and individual reflections on the past weeks clearly focus on how that experience relates to the current training: how do we connect these models? Why is it necessary to connect them? How do they influence one another? This structure makes learning adaptive and continuous; new dimensions to our understanding are added, and their places within the communal context are reflected upon.

Another integral facet of this training is practice. Practicing learned topics must be emphasized to be successful in culturally responsive pedagogy. The practice portion is facilitated by the presentation of skills for implementation in each module—offering tips for adjusting teaching styles based on the module that has just been presented. It also includes small portions of discussion and example scenarios to model what informed practices look like and how to tailor interactions to mirror content. The practice portions of training occur during work with students in tutoring sessions.

The last aspect of the program is reflection. Reflection pushes tutors to review behavior, beliefs, and biases—interrogating negative stereotypes or untruths about the community. The reflection component provides time

Figure 4 New workshop learning process

for this evaluation and encourages critical discussion through a system of sustained activities that occur before, during, and after the training modules. To do this, the trainer identifies the desired outcomes, designs reflection activities that support those outcomes, engages in sustained reflection, and has systems to assess learning and implementation (Critical Reflection, 2012).

Implementation

At the first biweekly board meeting of each academic year, the trainer presents a module on the most important facets of the work tutors are doing: AAVE, culturally responsive teaching, critical reflection, the philosophy behind the training, and strategies for implementation in tutor/tutee interactions. After this first meeting, the first interactions between tutors and tutees occur. At the second meeting, the trainer presents new content on oppression and privilege to analyze power dynamics that may strain educational relationships. At the end of the module, tutors are prompted with a series of questions that urge them to reflect on their most recent interactions with students and the last training module from the prior meeting through the lens of the current module. This is to foster an interconnectedness between all the modules. The structure for the second meeting is the general structure that continues throughout the academic year. As new modules requiring expertise or communal knowledge are created, speakers from Netter, the partner schools, and the community are included.

The most important part of these sessions is that they are designed to be changed. Because cultures, communities, identities, and the needs of our students and teacher partners in West Philadelphia change, having a static set of training modules is almost counterproductive. The modules are under review based on evaluation from the trainer, PRI tutors, coordinators, Netter staff, and faculty in UACS schools.

CONCLUSION AND REFLECTION

AAVE is a cultural artifact that holds significance for many Black Americans. When young Black students enter the classroom, many speak a language not reflected in their education. Many of these pupils are instructed in a language they do not understand and are expected to succeed in an education system that does not care for their cultural identity. Attempts to navigate this dialectical miscomprehension in the public education system have had limited success. The solution this article discusses is a sustained, culturally responsive tutor education program that attempts to increase literacy in West Philadelphia by preparing Penn students to engage effectively with a different community.

The overarching goal is to use the human resources of Penn to assist in the navigation of institutional barriers which make culturally responsive education a logistical challenge. This problem-solving learning article is one piece of a larger culturally responsive puzzle, one that Penn, the Netter Center, and the country must work harder to assemble.

Black students enter the classroom, many speak a language not reflected in their education. Many of these pupils are instructed in a language they do not understand and are expected to succeed in an education system that does not care for their cultural identity.

The foundational writing of this research occurred more than two years ago, during the summer of 2020. That summer, when COVID-19 and protests against racial injustice dominated global headlines, this project was taken on to support early literacy in West Philadelphia.

This PSL process continued after this summer with establishing of the director of tutor education position at PRI. I held this position for two years until I graduated in May 2022. With a team of Netter staff, modules (on linguistic identity, privilege, trauma-informed education, etc.) were built and presented to PRI's tutors.

The inaugural year of this program had difficulties—with scheduling, content creation, and COVID—but it culminated in creating of the professional development associates team at the Netter Center. As one of the founding members, I, along with four remarkable peers, centered community voices to expand reflection and development modules to all 23 Netter Center UACS programs—not just PRI. Each associate tailored modules to fit a specific subject. For example, modules to support the linguistic identities of students were built for programs like PRI, while modules on unconscious bias in STEM were facilitated for programs with STEM-based goals. Each of these modules had a goal of centering communal voices.

The second and final year of my direct work on this project allowed me to serve as another inaugural member of a new team at Netter: The Anti-Racism Working Group. This group's mission is to "advance the Center's efforts to further develop approaches, strategies, and actions to actively combat and ultimately eradicate racism in all its forms" (Anti-Racism Working Group, 2021). Alongside six of Netter's full-time staff and community leaders, I co-convened this working group—comprised of dozens of West Philadelphia and Penn stakeholders. My specific focus with this group was to co-lead the safe spaces subcommittee. The goal of this committee is to create events for staff, K12 students and parents, and partners. These events would be safe spaces for discussion, professional development opportunities for staff and Penn students, and opportunities to share anti-racism and social justice ideas. Safe spaces are created with the safe-spaces toolkit (a product of this subcommittee), outlining procedures and practices to foster comfortable engagement that allows for positive growth. The work of this subcommittee also culminated in the Netter Center's first annual community block party, where individuals from Penn and West Philadelphia came together to learn about, experience joy with, and engage with each other.

After graduating, I left Netter and the University of Pennsylvania. Nonetheless, the solution generated by the community lives on through new programs established and new students eager to create a more just society. The work of PRI (and its new director of tutor education), the PD Associates, and the Anti-Racism Work Group continues with goals to counteract racism around West Philadelphia to better support a community that has been marginalized for decades.

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How Can You Hate

DIANA FERNANDEZ, Butler University

We Build Together the Spaces We End Up Calling Home

Author
DIANA FERNANDEZ, Butler University

I clench the handles of my suitcases as my mother's fingers tuck the hair behind my ear. Tears start to well up in my eyes.

"Te amo Dianita."

Before I knew it, I hugged goodbye [to] all our nights dancing in the living room, the chocolate she made lukewarm 'cause she knows I do not like it piping hot, and our loud laughter after a really good joke.

I have been living in Indianapolis for over a year now, pursuing the education I had always dreamed of and worked so hard for.

I am a "legal" alien on an F1 visa.

I am a "guest."

And I have never felt as lonely, as desperate, and as pained as I have here.

When you think of Indianapolis and the people that are in it, odds are you probably think WHITE. I know I did.

My PWI [predominantly white institution] school did not help.

I felt vulnerable.

I am brown. I have an accent. I am queer. I am not from around here.

I have been more-often-than-not the only person of color in my classes, let alone the only person coming from another country.

At times I have not understood the words going on around me, or the tone of them, or the phrasing, even though I had always considered myself bilingual. Sometimes, I have stumbled on my words because the right word I am looking for in English only exists in Spanish or Quechua. I have missed hugging people just for the sake of hugging people and talking to the person in line next to me just for the sake of talking to people.

Immigrating to another country is renouncing a part of who you were and constantly battling to discover and rediscover the place you occupy in this new environment.

There are conflicting voices.

Those of your loved ones repeating that you belong and those of the systems in place that treat you like a threat and an unwanted presence in this country.

I have been questioned on my intentions by every officer I have encountered.

Unfortunately, officers at entrance ports are not the only ones questioning my intentions. Uber drivers are a close second.

"If you are a student here, then why do you speak like that?"

This country was occupied by immigrants in its foundations, but this country was not built for immigrants that are not white.

In the words of Victory Sampson, a first-generation Nigerian American and a freshman at Butler University, the atrocity is that it never occurs in their thought process that people were going to come to the U.S. with different colors. This was not intended to be a land for all, and the systems put in place reflect it.

Immigration enforcement has gotten 333 billion dollars since the early 2000s. ICE is set to receive more funding this year — even when they have committed crimes such as racial profiling and apprehending people without probable cause. Allowing you into my own nightmare, I have been stopped in an airport and put in a room with people that have my skin color and speak my language simply because I was brown. I have been stopped even when I had all the paperwork to [show] proof [of] my "lawful" intentions in this country. Seconds became hours and all I could do was pray that somehow someone would take pity on me and let me leave.

From all the horrible things I witnessed, I want to share with you one of them.

The officer called a man to review his case. He questioned him in Spanish "Qué es lo que realmente estas haciendo aquí?"

What are you really doing here?

The man answered by saying he had been hired for a job.

"No tiene sentido. Por qué te darian el trabajo a ti, cuando hay miles de Americanos ciudadanos de Estados Unidos que podrían hacerlo?"

That does not make any sense, why would anyone hire you when there are thousands of Americans, citizens of the United States, that could do the same?

The man did not answer.

"Y si trabajarás aquí, por que no hablas Ingles?"

And if you are supposed to work here, why can you not speak English?

Before the man could reply, the officer called three of his colleagues who were on their break.

"Look at this guy. He is trying to fool me! He doesn't know that I send people like him back all the time." The officers laughed. The man they were questioning did not speak English. He had a contract in his hand, his boss's [telephone] number as a reference, and had been respectful. Yet, they were there making fun of him in a language he did not speak. They had deemed him incapable of performing a job, deemed him worthless, with no information other than his name and demographics. And they were doing so while eating snacks. As if somehow the man was their form of entertainment.

I held my tears for five long hours and fell down to the floor, incapable of moving, after I got out. But, I got out of that room. Not everyone does.

Immigrants and their children are treated as non-human in the United States.

I talked to two of my friends, both children of immigrants, about their experiences.

Jazlyn Khan is Deisi and white. Although Jazlyn holds an American passport and was born here, she has also been treated as the other. "The biggest issue that affects my family is the ability to be here and visit family members," she said.

Aside from policy limitations that exist to prevent immigrants from going back home and coming back, there are constantly people trying to target them. "When the Trump ban was occurring, it was a big concern if we could visit Pakistan," Jazlyn said and then proceeded to explain that when she tried to get her visa for Pakistan, her family was asked to go physically to an office for "special review." Jazlyn was only travelling with her father but had all the permissions from her mother in order. Her family had to travel to Chicago, because there was no office in Indianapolis, and wait hours only so that the officers could see her white mother and confirm she consented to Jazlyn's travelling plans. "The only reason mine took longer is because I am mixed, and not only was that discriminatory against my dad, it was inefficient because you could have gotten the same thing from a phone call."

And even when Jazlyn gets to travel, she has always been stopped to check her luggage in airports, once triggering an alarm because of colored pencils. You read that right, a box of colored pencils.

Random checks are not always random.

The sentiment of othering run deeps in the United States. When I talked to Victory, he said that "if [his] mom had decided to emigrate to London, still a very white place, instead of the United States, [him] being Nigerian would not have been seen as shocking to others."

And while it may make some uncomfortable, WE ARE STILL HERE.

I will eternally be grateful for Hanako Gavia and Ms. Bobbie Gibson. They heard me when the world was falling apart and lent me their shoulder to rely on.

Hanako, thank you for showing me Indianapolis is more than just a white population in the middle of cornfields. Thank you for taking me to events and places that celebrated diversity, that celebrated people from all over the world, and that immediately treated me like one of their own. Meeting you changed my life here.

I want to use this space that has been given to me to talk about the power of community and I want to explicitly tell you reading this that Indianapolis is a place of immigrants of all colors. I feel it every time I go to [the] Global Village and see the artifacts from all over the world people have lent for others to see. I feel it in the Immigrant Welcome Center and the stories that all the attendees share. I feel it when I go to delight in cuisines, other than mine, around Indianapolis.

And while I advocate for the dismantling of oppressive systems and institutions such as ICE, I stand with my community and ask you to stand with us. There are so many resources and places in the city that will love us unconditionally. Visibilize them!

We are your neighbors and we make your city brighter. Vote for people that stand with us. Talk to us.

We build together the spaces we end up calling home.

Understanding STEM from Students' Perspectives: Exploring Students' Lived Communities and the Learning Communities They Wish to Create

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KEYWORDS:

Community-Engaged Research, STEM Education, Anthropological Methods, Contexts, Identities

ABSTRACT

Community engagement in STEM learning and teaching largely focuses on citizen science projects, serving the needs and goals of the largely white and male-dominated STEM fields with only cursory attention to the lived experiences and narratives of the learners who engage in these experiences (Mahmoudi et al., 2022; Rautio et al., 2022). This article explores how researchers can work with students to uncover how they experience learning environments and pathways for change according to their community memberships, aspirations, and goals. Participants in this research are high school biology students in a diverse mid-suburban city. To understand their perspectives, students participated in activity structures grounded in anthropological methods, including ethnographic interviews (Emerson et al., 1995; Spradley, 1979), illustrations (Haney et al., 2004), and pile sorts (Boster, 1994; Ryan & Bernard, 2003). Moving between consensus and individuals, this research demonstrates how students' critical and meaningful experiences and aspirations can be understood and heard.

INTRODUCTION

Those representing marginalized identities and communities—particularly race, ethnicity, home language, and dis/ability—are underrepresented in all STEM areas and often unable to leverage the opportunities, tools, and practices that a rigorous and well-rounded STEM education affords. This is true even in community-engaged STEM learning and teaching research, which largely focuses on citizen science projects. While citizen science projects have the potential to provide "authentic STEM experiences" (Lewenstein, 2022), they typically serve the needs and goals of the largely white and largely male-dominated STEM fields (Mahmoudi et al., 2022; Rautio et al., 2022) with only cursory attention to the lived experiences and narratives of the learners who engage in these experiences. Citizen science initiatives also occasionally serve as public relations strategies that intentionally discount the experiences and goals of the communities they should be serving (Blacker et al., 2021).

The fact that pathways through STEM education are described as a "pipeline" and the failure of diverse students to "successfully" gain entry into STEM careers is described as a "leaky pipe" is concerning. The STEM pipeline is not neutral, even though

the metaphor makes it appear this way. The STEM "pipeline" contains numerous systemic and structural barriers for marginalized and underrepresented individuals and communities with limited entry points, pathways through, and exit points, resulting in more of a maze or labyrinth than a pipeline. The concept of epistemological, cultural, and linguistic barriers is primarily overlooked within STEM education and the STEM "pipeline" specifically (Cannady et al., 2014), as are the deep wells of cultural, social, cognitive, navigational, linguistic, aspirational, and resistant capital and wealth of marginalized and underrepresented communities (Yosso, 2005).

These omissions perpetuate and sustain the largely racial, social, and gendered monoculture of STEM learning and community engagement. Because science is integrally intertwined with society, science disciplines require a scientifically informed public, not just cohorts of diverse, well-prepared, and well-trained scientists. Rather than operating at cross-purposes, these goals are mutually compatible and can support each other. This can only be accomplished by listening to and understanding the experiences and perspectives of diverse communities and the students who represent them.

The classroom is a site where different communities intersect through the interaction of its members (Seiler & Elmesky, 2007). As human agents with diverse cultural, linguistic, racial, class, and experiential backgrounds, students and teachers are all representatives of intersectional identities (Crenshaw, 2017; Hernández-Saca et al., 2018; Tan & Calabrese Barton, 2018). Carrying these intersectional community memberships with them, historical and cultural factors are not "checked at the door" when entering the classroom (Holland & Lave, 2001). This influx of meanings around STEM learning is further influenced by various structural factors, such as racism and white supremacy, classism, ableism, politics, and notions of global competitiveness (Fensham, 2009; Fraser-Abder et al., 2006; Tan & Calabrese Barton, 2018).

This research seeks to understand how students understand STEM learning activities within sociohistorical ecological contexts (Bronfenbrenner, 1986; Stern et al., 2021), allowing us to understand more fully the experiences, goals, and cultural capital and wealth (Yosso, 2005) that students bring through their whole selves. This approach understands that this means not only providing "authentic scientific experiences" (narrowly defined as the epistemological and practical work of scientists in their field) but also understanding the science that students do outside the classroom in the worlds which occupy much of their time and thought (Polman & Miller, 2010; Tan & Barton, 2016; Tan & Calabrese Barton, 2018) and bring those worlds together in STEM learning. These experiences, which value and connect the sociohistorical contexts of the learner would science, would be authentic—and not alienating—for students. This research seeks to understand what these experiences could look like from the student's perspectives.

CONTEXTS AND RESEARCH METHODS

Cotstead High School and the C-Block Biology Class

I worked with a "middle-track" high school biology classroom comprised of students with prior achievement, home languages and cultures, and socioeconomic class. The district is located in Cotstead1, an inner suburb of a large New England city. Cotstead hosts a large number of technology and biotechnology companies in expansive office parks along a stretch of an interstate highway. However, residents of the city are greatly diverse, with a large number of immigrant and blue-collar families compared to its more affluent neighboring towns and cities. A school of about 1,400 students, approximately 12% of students at Cotstead High are Black/African-American,

25% Latinx, 5% Asian, and 0.4% Native American, while the remaining students are white.

Ms. Stoneham is a second-career veteran teacher who previously worked as a histologist in a hospital in the larger New England city. This previous career is significant as it provided Ms. Stoneham with lived experiences in a non-teaching STEM career. Her C-block biology class (see Table 1) represented a range of economic backgrounds, and about half the class spoke Spanish at home (with families largely originally from Guatemala and Puerto Rico). Some students spoke Brazilian Portuguese and Armenian at home. As a "middle-track" science class, there was an emphasis on study skills for academic success as well as the content of biology. However, tracking students at the subject level masked some of the diversity of achievement and the expectations they held for themselves. Most students held college attendance as an important goal, and several were in honors-level classes at the highest achievement levels in other subject areas.

DATA COLLECTION AND ANALYSIS

I used four different data collection and analysis practices: pile sorts, participant illustrations, ethnographic observations, and ethnographic interviews. The protocols for this study can be found at https://osf.io/y4vzp/.

Pile sort activities provide visualizations of the relationships between different aspects of STEM. Students were asked to place different stories or vignettes describing people doing science-related activities into any number of related piles (Boster, 1994). I then interviewed each student individually and asked them why they placed each vignette into the particular piles. An aggregate proximity matrix was calculated, and a non-metric multidimensional scaling (MDS) analysis was conducted on two dimensions (Ryan & Bernard, 2003) using RStudio (Gebeyaw, 2017; RStudio Team, 2022).

Table 1
Research Participants and Disclosed Identities

Pseudonym	Disclosed Race/Ethnicity	Disclosed Gender	Disclosed Language Spoken at Home
Ms. Stoneham	White	Female	English
Amanda	White	Female	English
Beryl	White	Female	English
Debra	Latinx	Female	Portuguese
Dylan	White	Male	English
Eduardo	Latinx	Male	Spanish
Gabriel	Latinx	Male	Spanish
Henry	White	Male	English
Juana	Latinx	Female	Spanish
Kimberly	White	Female	English
Leah	White	Female	English
Margarid	Armenian	Female	Armenian
Matt	Latinx	Male	Spanish
Rosa	Latinx	Female	Spanish
Ruby	White	Female	English
Sam	White	Male	English

Students were asked to draw a picture of what it looks like to "do science" at two different times. These illustrations were collected and analyzed using recursive and comparative qualitative content analysis (QCA; Mayring, 2000). QCA provides a holistic approach to understanding the meanings expressed in participant-generated illustrations. A holistic approach involves going back and forth between taking notice of the details and the "whole picture" to understand the illustration (Haney et al., 2004). I considered low- to mid-inference features, that is, only those elements clearly exhibited in the drawings themselves (Freeman & Mathison, 2008). These features were examined within the context of the individual drawing and then compared with identified features across the entire set of drawings to generate a list of themes based on similarities and differences. Next, each student was interviewed and asked to describe their illustration, and the students' explanations were compared with the generated list of themes. The explanations were used to refine the list of themes and generate written vignettes (Van Maanen, 2011) for individual student illustrations.

All observations and interviews were recorded with an audio recorder, and I took field notes and wrote daily research memos. The observational and interview data analysis process was through a vignette analysis approach (Van Maanen, 2011), aimed at "…present[ing] the reader with the stories identified throughout the analytical process, the salient themes, recurring language, and patterns of belief linking people and settings together" (Anfara et al., 2002, p. 31). Collected artifacts, observational data, and research memos and field notes were coded using the Atlas.ti qualitative data analysis software over several rounds. I drew upon established constructs for adhering to standards of quality and rigor (Anfara et al., 2002; Howe & Eisenhart, 1990).

FINDINGS

This section is divided into three parts, first, an exploration of the role of the teacher, and then two parts based on a methodology to understand the students' perspectives: a pile and a prompted drawing activity. The exploration of the role of the teacher provides a grounding into the operations and approaches promoted in the class as a whole. At the same time, the methodology-based parts demonstrate different perspectives on approaches to STEM learning that intersect with students' sociohistorical and cultural contexts.

SETTING THE (TEACHER) STAGE: SCIENCE-AS-GAINING-KNOWLEDGE

It is essential to understand the classroom context in which formal STEM learning occurs to fully interpret from where some of the ideas being conveyed by the students arise. During one of the early ethnographic observations of the class, Ms. Stoneham initiated a discussion with her students on the meaning of science:

Ms. Stoneham: What does the word science mean?

Eduardo: This class.

Ms. Stoneham: Does anyone remember way, way, way at the beginning of class? Does anyone remember what science is? We cleaned out our binders, so this is going to be a tough one. Science, the word, means to gain knowledge. Remember? Gain knowledge. Yep [pointing to Margarid].

Margarid: Yeah, but you gain knowledge in every class.

Gabriel: The science of...

Ms. Stoneham: Yup, the science of what? The science of history. Yup, everything is kind of like a science. Right?

Margarid: But why is this class specifically called science? In this class?

Ms. Stoneham: OK, what are specifically studying in this class?

Multiple Students: Bi-ol-o-gy.

Ms. Stoneham: Which is what?

Gabriel: The study of life!

Ms. Stoneham: The study of life. Alright! And how does that apply to you?

Gabriel: We're life.

Amanda: We're...

Ms. Stoneham: We're... we're...

Amanda: Living things.

Ms. Stoneham: Right! Living things!

Gabriel: We're life.

Ms. Stoneham: So we're trying to make sense of...

Multiple students: Ourselves.

Ms. Stoneham: Exactly. And how we fit into what.

Rosa: The world.

Ms. Stoneham: And other living organisms. OK? And as a scientist, as in the room, here, with me, we are gaining knowledge, right? Yes?

Eduardo: Yeah.

Ms. Stoneham: Yay. We're all so happy to have all this knowledge. What are we looking for when we are scientists? What's the goal of a scientist?

Henry: Information.

Ms. Stoneham positioned science for her students as a process to "gain knowledge." She further positioned gaining knowledge as independent of a particular discipline, a universally-applicable mode of gaining knowledge. During an interview, the teacher reiterated her definition of science, stating that "...the word 'science' is an umbrella for gaining knowledge on everything… For me, [science is] a learning process, the art of gaining knowledge." As an "umbrella" and as an "art," science as a concept is decoupled from the specificities of science as a practice, involving a general methodology, approach, and set of questions to be explored (Grinnell, 2009). While she generally discussed science in a universalistic manner, the teacher also worked to make this "art of gaining knowledge" accessible and authentic to students; biology—which could be treated as an abstract study of living organisms—was turned into an exploration of the students as living things themselves. These turns of language were intentionally deployed to help her students "gain knowledge," as Ms. Stoneham expressed her process of helping her students engage in the "In other words, I have to understand how people learn to get them to, what actions do they need to take, to get that content knowledge. And that's kind of ever-evolving because it takes you a while to figure out how each of your students learn."

> In other words, I have to understand how people learn to get them to, what actions do they need to take, to get that content knowledge. And that's kind of ever-evolving because it takes you a while to figure out how each of your students learn.

Students represented and resisted how Ms. Stoneham described science during the pile sorting and drawing activities. To fully recognize how youth understand a concept like science and how they wish to engage with and learn science, it is necessary to understand the influences on the meanings they assign to science. Teachers and educators generally exert a great deal of influence in American society, so we see in the following sections how the students worked to show that they've learned from their teacher but also that they often go beyond what is discussed in the classroom.

UNDERSTANDING THE CONTOURS OF SCIENCE-IN-ACTION

By examining the diagram generated through the MDS analysis (Figure 1) and comparing the diagram with the interviews, I could interpret the scales of the two dimensions represented in the diagram. The x-axis (left-right/horizontal) exhibits a continuum identified by the students between "People" on the left and "Things" on the right. The y-axis (up-down/vertical) exhibits a continuum between "Contributing to a Greater Community or Enterprise" along the top and "Individual Enjoyment" along the bottom.

CONSENSUS CATEGORIES OF SCIENCE

The MDS diagram (Figure 1) represents a composite view of how the class categorized different aspects of "doing science" based on the provided vignettes. Every student was also interviewed to provide an overview of their sorting, outlined in Table 1. Each cluster will be examined in turn.

Figure 1
Multidimensional Scaling (MDS) of Student Pile Sorting Activity

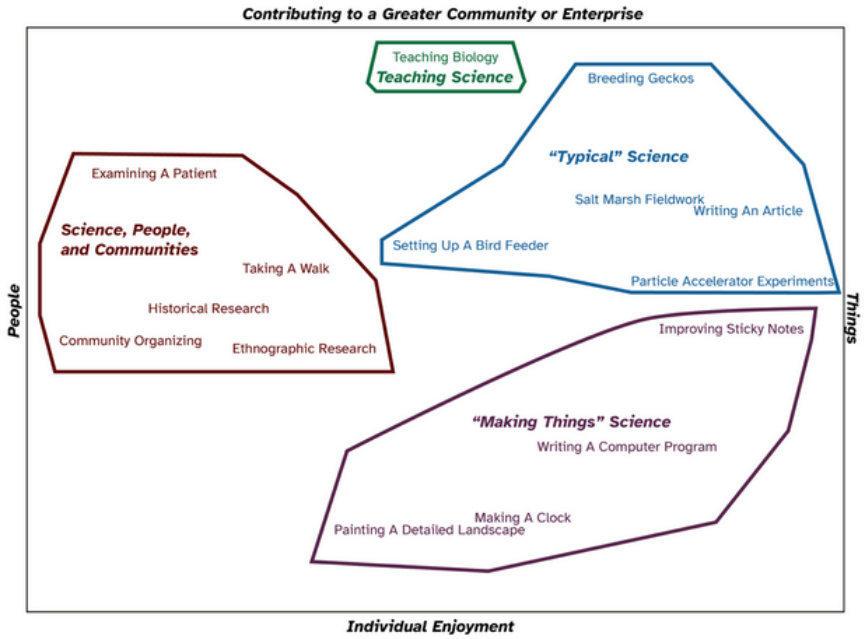


Table 2
Identified Clusters with Vignettes and Example Quotes

Cluster	Vignettes	Example Quotes
"Typical" Science	Salt Marsh Fieldwork, Writing An Article, Setting Up A Bird Feeder, Particle Accelerator Experiments	"It's all pretty much like what people would think of biology..." (Kimberly) "This group had to do with, like, helping out science…" (Beryl)
"Making Things" Science	Improving Sticky Notes, Writing A Computer Program, Making A Clock, Painting A Landscape	"[T]rying to make things better…" (Matt) "[T]hey were all basically all experimenting on what they wanted to do." (Dylan)
Science, People, and Communities	Examining A Patient, Taking A Walk, Historical Research, Community Organizing, Ethnographic Research	"They are the ones that like help the people.... Like learning about people." (Gabriel) "These all had to do with like a community that... or like a group of people that, like, were, she wanted to get to know or help.... [L]ike the community is part of nature." (Beryl)
Teaching Science	Teaching Biology	"...she's teaching like a biology class, so it's like directly science." (Ruby)

The first group, "Typical" Science, is what the students considered "normal" science activities. Students tended to relate items in this cluster regarding contributions to the scientific community or the scientific enterprise.

The next group, "Making Things" Science, represents a sense of making or improving things rather than just contributing to science or engaging in an investigation. Students typically used words such as "invent" and "experiment" to describe these activities. A common thread that ran through these descriptions identified the goals of these activities as the things themselves rather than contributing to a larger community or enterprise.

The Science, People, and Communities cluster represents activities centered around helping people and contributing to (non-scientific) communities. There was a relatively strong consensus among the students as to this group. Some of the activities, such as taking a walk, were accounted for by positioning the social community as part of the larger natural community.

The vignette which described the activity of teaching biology is situated within its cluster, Teaching Science. Students did not consistently place the act of teaching biology in a particular pile so that it could fit into another cluster. Some students placed teaching biology as a core science activity, while others positioned teaching on the periphery. This lack of consensus accounts for teaching biology as a cluster in and of itself. When viewed against the dimensional scales, students viewed teaching as an activity contributing to a broader community and enterprise.

INDIVIDUAL CATEGORIES OF SCIENCE: LEAH'S SCIENCE IDENTITIES

Not all students took an activity-centric approach to the pile sort. Rather than sorting according to activities-in-process, Leah, for example, focused primarily on identities and what their activities said about them. In describing her reasoning behind her sort procedure, she constructed identities and tacit narratives of being in the world for each person featured in the vignettes (Figure 2). The narratives and identities she discussed served as an interesting counterpoint to the consensus-oriented MDS analysis above.

Leah divided the vignettes into three separate groups. The first group, Normal People/Everyday Activities, "...is just like what normal people can do." Glossing over the expertise, skill, craft, and talent necessary for some of these activities, Leah described them as "...what normal people do in their normal day lives." Leah pulled these activities away from the purview of scientists and described them as "normal

Leah's second group, Normal People/Scientific Activities, included "...advanced people, who like you know, like had an education, do like scientific stuff. Like that's their field." According to Leah's classification, these three people are educated in science but are not defined by science. Part of her classification is that she sees their work in a direct way benefitting people. Commenting on the improving stick notes vignette, she related that such work "...might contribute to helping us, in some sort of awkward way." Leah's final group, Scientific People/Scientific Activities, according to Leah, "...have to do with the world," rather than with people: "it's more like outside of like, nothing that has to do with humans." These are people defined by science. She further says, "It's just like, what scientists would, what scientists do in their spare time." These are activities that scientists—people defined by their activities in science—engage in when there is nothing else of importance that needs to be done.

SEEING SCIENCE IN PRACTICE

As noted above, the analysis of the first activity revealed the core five categories of drawings: Gaining Knowledge, Science as Collection, Science as Activity, Science as Nature, and Scientists Helping and Improving Communities and the World. These categories will be presented in turn, and then move on to looking closely at Debra's illustrations.

Drawings included in the Gaining Knowledge category (Figure 3) directly interpreted how Ms. Stoneham described science as "gaining knowledge." While Ms. Stoneham described gaining knowledge as an active process, the students interpreted the process as passive. Elements were drawn around heads or brains with arrows indicating that they were being put inside. The things which represented "knowledge" tended to involve a "typical" sense of science content (illustrations of viruses, cells, DNA strands, etc.), although at

Figure 2
Leah's Categories of Science

times included a broader and more general sense of "knowledge" to include other subject areas as well. One student drew a picture that depicted the Earth floating in space, connected with arrows to a disembodied brain also floating in space.

The second group, Science as Collection (Figure 4), represented doing science as collections of ideas, concepts, and paraphernalia. These collections did not tend to be tied to a particular place, nor did they typically involve human activity (with one exception, in the drawing on the right with a person holding what appears to be a light or microscope). One student drew science as a book to depict knowledge across various subject areas collected in one place. The knowledge

Figure 3
Representative Drawings in the Gaining Knowledge Category

collected in this book included biology and other school sciences topics (e.g., math, English, and business) and even childcare. This student's representation is a different interpretation of Ms. Stoneham's general description of science as representing all subject areas. Other students drew other objects and ideas, such as plants, test tubes, DNA strands, and the recycling symbol. It is also interesting to note that the lab bench depicted in the middle drawing—with a black top and a brown wooden bottom— directly reflects the form of the lab benches in the classroom.

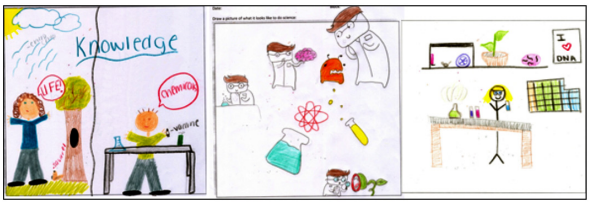
Drawings of Science as Activity (Figure 5) were typically tied to particular places and included people in these places. Although the middle picture in Figure 3

Figure 4
Representative Drawings in the Science as Collection Category

was not tied to a specific place, it was included in this category because of the strong presence of the person in the drawing. The places were either outdoors in nature or a laboratory setting (or both, as in the drawing on the left). The laboratory-like settings reflected the classroom's lab area, including the black-and-brown lab benches. The people in the drawings were usually doing things such as investigating and examining or working with test tubes. The drawings in this category were active rather than passive. Any paraphernalia or props were tied together and oriented to doing a particular task, unlike the drawings in the Science as Collection category.

The drawings in the Science as Nature category (Figure 6) ranged from general to specific. These drawings depicted "doing science" as nature, with scenes of grass, trees, animals, water, and suns. They also brought in specific content from the curricular unit being studied.

Figure 5
Representative Drawings in the Science as Activity Category

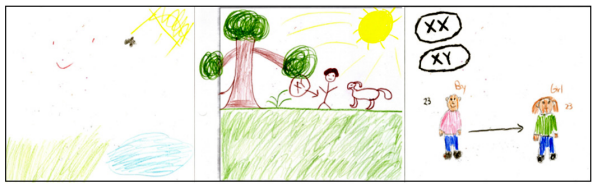


These drawings tended to reflect the notion that doing science is connected to nature and that "science is

everywhere," a theme often invoked in interviews and classroom discourse.

Rosa's and Juana's drawings in Figure 7 fell into their category, depicting the idea that science can improve society and make for a better life (Scientists Helping and Improving Communities and the World). Rosa labeled her drawing, "Scientists will help their community so the world will improve!!" Juana referenced specific social issues that have roots for understanding—and potential solutions—in STEM, energy conservation,

Figure 6
Representative Drawings in the Science as Nature Category

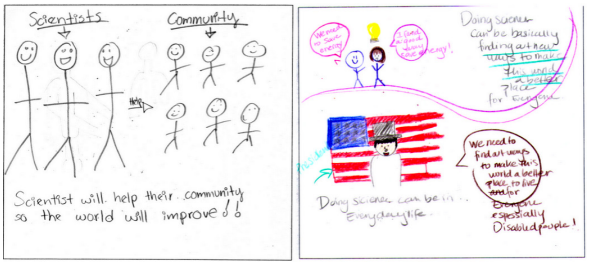


and the life of people with disabilities. In doing so, she brings in a political dimension as well. These illustrations indicated that these two students expanded their sense of what science is and what it can be used for.

DEBRA'S DRAWINGS: BEING CENTERED IN SCIENCE-IN-ACTION

Debra was a student who expressed a high degree of intrinsic motivation to engage and participate in science class. As a temporary resident of the United States from

Figure 7
Representative Drawings in the Scientists Helping and Improving Communities and the World Category



Brazil, she found her English language skills to be an important mediating factor in her learning process. While she indicated visits to her grandmother's farm exposed her to nature and the environment, Debra brought up another experience that reinforced her interest in science. She recalled being present through her stepmother's pregnancy and stepsister's birth:

She [stepmother] had a baby, so I followed her pregnancy, and I got to watch the, like, the labor. And it was really amazing…. I want to be a midwife, so it was like a great experience. It was like, oh, that gives me an idea of how it's going to be like. And I got to help them too. It was really cool!

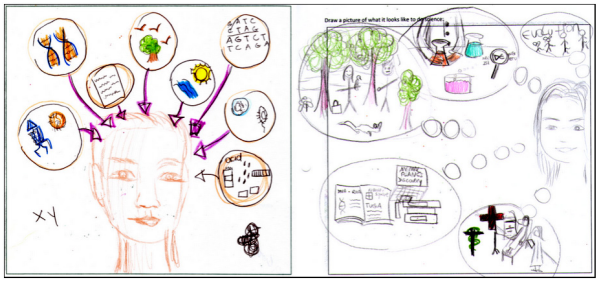
Rosa labeled her drawing, "Scientists will help their community so the world will improve!!" Juana referenced specific social issues that have roots for understanding—and potential solutions—in STEM, energy conservation, and the life of people with disabilities. In doing so, she brings in a political dimension as well.

With this background in mind, Debra drew two illustrations (Figure 8). Her first illustration (on the left) was an example of the Gaining Knowledge category, with bubbles of science content and concepts entering a person's head through inward-facing arrows.

Her second drawing (on the right) was more complex. Illustrated through the conventional comic strip thought bubbles, Debra indicated that the main figure was herself, and she is thinking about five different aspects of science. The first aspect is the concept of evolution, which she described as one of the main organizing principles of biology. The second aspect is a laboratory investigation, replete with different colored substances

in beakers and containers. The third aspect is two people experiencing nature. There is a bucket or container with a handle, which may indicate that the people are collecting something from the outdoors. The fourth

Figure 8
Debra's Drawings of Science in Action



aspect is a depiction of a pile of books. Lastly, Debra drew a person in a bed being attended to by a healthcare worker, as well as a range of medical paraphernalia. She also drew a red cross and a caduceus, symbolic of the medical profession.

While at first glance, Debra's second drawing could be considered Science as Collections, her illustration demonstrated a range of scientific activities. It highlighted several functions of science, including understanding the natural world, serving as a repository of these understandings, sharing these understandings publicly, and using these understandings to improve human life. She included a medical scene to not only connect her career goal of becoming a midwife; it also represented science in a way many people can connect and identify.

Similarly, her depiction of the books and the laptop showcased not only the specific scientific content knowledge canonized in the books but also the publicly-accessible and public-oriented Animal Planet and Discovery television channels. In an interview, Debra pointed to a role model from television who influenced her engagement in the classroom, Richard Rasmussen, on the Brazilian nature program Selvagem ao Extremo ("Wildness to the Extreme"). There was another way that Debra aspired to be like him, in terms of how Richard Rasmussen talked and expressed himself, noting that Richard Rasmussen was able to "talk about science and pronounce the words... without a problem." Debra also described her idea of a "successful career," framing markers of success in terms of helping people and the environment.

DISCUSSION AND CONCLUSIONS

Moving deliberately back and forth between consensus and individual—while recognizing and understanding the identities, communities, and sociohistorical ecologies students represent—provided a deep understanding of how students understood STEM education and how STEM learning experiences can be structured in a community-engaged setting to honor the experiences, cultural wealth, and overarching goals of students. This research helps to highlight the need to make learning not only authentic but meaningful and valuable in the sense that their learning connects with and expands their understandings of their personal histories, their sense of their life's trajectories, and their circumstances and relationships.

Through these research activities, students were able to find chinks in the armor of the textbook "public science" (Holton in Girod, 2001), the overly logical and well-ordered side of science, in which universal laws and discrete facts trump the emotional and exciting process of science in the making. There were clear indications that companion meanings of science (Roberts & Östman, 1998), meanings passed on uncritically from curriculum or teacher to students, were evident in the students' representations. Students picked up the idea of science as "gaining knowledge" across disciplines and fields and even took the act of "gaining" to be a passive, rather than active, process.

Yet there was also evidence that students not only built upon but contradicted some of the prevailing meanings of science in the classroom by extending

science not in content but in applicability. While they may not become scientists themselves, they were able to experiment with meanings and identities, which included the consideration of scientific understandings in a variety of contexts. Some students, such as Rosa, Juana, and Debra, saw the "usefulness" of science and scientific knowledge grow and expand. They saw the broader scientific endeavor as potentially having a place for them in a STEM career (Debra) or as a way to use STEM to accomplish inclusive and just goals (Rosa and Juana). For students like Leah, it would be important to understand ways to decouple the doing of science from a science identity, even though a plethora of research—based on the pipeline metaphor—advances just that approach (Lyon et al., 2012).

This research helps to highlight the need to make learning not only authentic but meaningful and valuable in the sense that their learning connects with and expands their understandings of their personal histories, their sense of their life's trajectories, and their circumstances and relationships.

Beyond the movement from consensus to individuals, the methods themselves proved to be an effective way of understanding how students saw STEM and what they hoped to gain from it. This drawing activity provided unique and essential insights into how meanings are negotiated within a larger context. Especially with Rosa, Juana, and Debra, a field change occurred regarding how the students represented the actions and activities in science. Each of these students represented science so that they could relate to it and engage with it. Asking students to draw pictures rather than write provided a holistic perspective experience into students' worldviews and meanings around science and science learning. Similarly, the pile sorting activity provided an understanding of how students organize their thinking about STEM and provided insight into their motivations as to why they would consider engaging in community-engaged STEM learning.

As we continue to encounter issues that are deeply embedded in understanding STEM, such as global climate change and local climate crises, health outcomes, and material inequalities, it is critical to understand how students, as members of communities and representatives of communities, see STEM, how they see themselves connected to it, and their goals. Without these insights, we will continue to push the same people through the STEM pipeline, serving to maintain the destructive and unjust status quo.

Each of these students represented science so that they could relate to it and engage with it. Asking students to draw pictures rather than write provided a holistic perspective experience into students' worldviews and meanings around science and science learning.

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SYDNEY HAYWORTH, Butler University

Everyone is worthy

OF THE SAME EDUCATION

"WITH BOOKS YOU CAN GO PLACES"

Becoming a Young Adult During Unprecedented Times

Author
JORDAN BROWN, Butler University

I first knew I was living in unprecedented times in 2008 when I was 5 years old, sitting in my living room watching the first Black man be elected president. I do not remember the moment very well, but my family was thrilled, and I knew that something monumental had just taken place. I didn't think I would spend another 14 years living through unprecedented times, none of which were positive.

Racial injustice, climate change, gun violence, the Covid-19 pandemic, recessions, gender inequality, a failing education system, inequitable healthcare, and immigration are just a few of the unprecedented times that have shaped my life. Navigating young adulthood during these times has been more challenging than I would like to admit. I always envisioned my young adult years being full of self-discovery and exploration—and they have been. Still, I must admit that I heavily think about our world as it stands now and how I can navigate it to live the best life possible. It does not feel good existing in a system designed for me to fail or being unsure when the following infectious disease will force daily life to come to a screeching halt. I do not want to turn on the television and see another community reeling from the effects of gun violence. Furthermore, graduating from college during a recession is not ideal. And experiencing the effects of climate change in real-time and watching world leaders refuse to commit to saving the planet is something I will never understand. These have been the conditions that have shaped my perspectives and my decision-making. I smile and nod when older generations say that my generation "will change the world" or that they have "faith in my generation." It is a career goal of mine, and many that I know, to change and improve systems like education, healthcare, gun control, and the criminal justice system. We were taught to leave things better than we found them, and that is what we intend to do; however, we cannot change the world on our own. It requires a collective effort from older and future generations. It requires those with old ways of thinking to open their minds or step aside.

My generation has been granted the invaluable power of knowing better, and we plan to do better. Still, we cannot push against the brick wall that is backward thinking by people who refuse to turn over positions of power to the next generation. We have been asked to adapt and evolve throughout our lives. We adjusted to the pandemic and went to school under the threat of gun violence. We have adjusted to floods and fires destroying our communities. We have inherited a world full of flaws, and I do not want to spend my life fixing problems I did not create. I want to notice and feel the positive changes in our society. This does not mean the world will be rid of all its problems, but we can stop fighting for fundamental human rights like education, healthcare, and safety. It means that everyone has a fair opportunity to live a life they can be proud of and turn that opportunity into a reality.

An essential characteristic of my generation is that we are not hopeless. These are issues that will not be fixed overnight, maybe not even in our lifetimes, but that doesn't mean we will not work to create a better world. One of the biggest lessons I was taught growing up, which I still carry with me, is that life will continue with or without you. Why waste time idly standing by when we could grab on and steer the world in the direction we want it to go in?

Closing the Gap between Schools and Community: University/Community Collaboration Addresses Identified Barriers to Student Learning

Author

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KEYWORDS:

Collaboration, Community Engagement, Trauma-Responsive, Partnership, Whole Child

ABSTRACT

Two different community-engaged groups in Indianapolis, Indiana, recommended trauma-responsive school communities to address barriers to student learning. Before merging their work, both groups represented collaborations of university academics; K-12 educators; dental, mental, and basic health providers; service organizations; youth development specialists; and public school parents. The conclusions from the collective work were clear: address the social/emotional and mental health, trauma and violence, chronic absenteeism, and social media distractions of students or fail to impact learning and youth development success. Central to the conclusions was the collaborative nature of the community-engaged studies, input from the field, survey respondent discussions, and analysis of the findings. A culminating report, Closing the Gap between School & Community Partnerships: An assessment of schools in Indianapolis, recommends adopting whole-child approaches, strength-based family engagement, community school models, and increased public school funding to address the barriers identified from survey responses of 354 educators throughout the city of Indianapolis. This paper focuses on how the collaborative, community-engaged process led to the report findings, lessons learned, recommendations, and next steps.

INTRODUCTION

Two different groups studying how poor health outcomes and related factors can serve as a barrier to learning in Indianapolis recognized an opportunity to share data and collaboratively identify recommendations for action to close the gap between schools and community resources. A university-facilitated group studied health factors for five distinct school communities on the Indianapolis Near-Westside, while the other community organization-led group surveyed hundreds of educators throughout the city to see what their schools needed to help address barriers to learning. Both groups identified social, emotional, mental health, trauma, and related chronic absenteeism as root cause preventing optimal learning conditions for children and families of the Indiana state capital. Once the two groups merged, they shared findings, data, and discovery, setting out together to deepen their understanding of the information through collaborative analysis, community-based discussion, and targeted informant interviews. By sharing expertise, resources,

and community access, their collaborative study guided research-based recommendations for change.

The Marion County Commission on Youth, Inc. (MCCOY) brought survey responses from 354 educators throughout the city to the collaboration. At the same time, the Indiana University Purdue University Indianapolis (IUPUI) team from Family, School, and Neighborhood Engagement in the campus Office of Community Engagement provided research data analysis and recommendation considerations, experienced community discussion facilitation, and established deep school/community relationships. The collaboration between the two groups strengthened the work beyond the earlier separate endeavors.

In this article, we define the two partnerships, how their eventual collaboration strengthened the study, and share the results. We conclude with the recommendations for change.

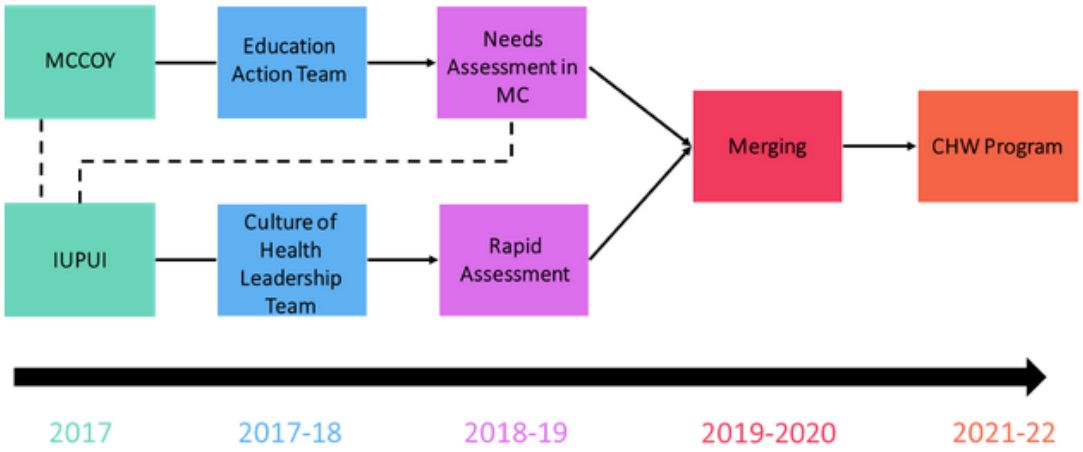
THE TWO PARTNERSHIPS

In August 2019, two partnerships that worked to understand and bring attention to the health needs of youth in Marion County began collaborating to summarize the results of their findings and jointly recommend solutions to the issues found in their respective assessments. The following sections describe the two partnerships – MCCOY's Education Action Team and the Culture of Health Leadership Team facilitated by IUPUI – and their work before joining forces. Figure 1 below shows the collaboration timeline and this article's organization.

MCCOY'S EDUCATION ACTION TEAM

MCCOY is Central Indiana's primary youth-focused intermediary organization, championing the positive development of youth through leadership on key issues and support for the youth worker community. Since 2009, MCCOY has convened the Early Intervention Planning Council (EIPC), a group of diverse stakeholders and community leaders appointed by the City-County Council, the Indianapolis Mayor's Office, and other relevant agencies. The overarching goal of the EIPC is to reduce the number of children entering the Marion County child welfare and juvenile legal systems by improving the coordination of and access to youth programs and resources. The Education Action Team is a subset of the EIPC formed in 2017 to support the education of school leadership and staff on prevention

Figure 1
Partnership Timeline



and early intervention protective factors, trauma-informed care, and cultural competency. Individuals on the action team represent multiple local school districts (MSD Warren Township, MSD Lawrence Township, MSD Decatur Township, Indianapolis Public Schools, the Mayor's Office of Education Innovation), IUPUI, and multiple community organizations (the Marion County Public Health Department, Communities In Schools of Indiana, Peace Learning Center, and Jameson Camp among them). The team meets monthly to review progress and act on various projects to impact the education system and positive youth development. In 2019, after successfully facilitating poverty simulations for school and community partners, the team determined that an assessment of school needs would be necessary to identify the most appropriate steps to move forward.

CULTURE OF HEALTH LEADERSHIP TEAM

As one of five communities across the country participating in a Culture of Health Project with the Coalition for Community Schools and the Robert Wood Johnson Foundation, IUPUI's Culture of Health Leadership Team was formed in 2017 by Family, School, and Neighborhood Engagement in the Office of Community Engagement at IUPUI. The Culture of Health project provided a framework to refocus attention on the health of youth, families, and neighbors of the Indianapolis Near-Westside school communities in a then-federally funded full-service community schools initiative through the Mary Rigg Neighborhood Center. It also studied how area partners and service providers deliver health promotion and disease prevention opportunities, particularly the university health-focused schools near the target neighborhoods.

The collective study began in March 2017 by forming a leadership team of invested health-related representatives from across the city, totaling about 50 individuals. Nearly half of them were from the health schools on IUPUI's campus, including the Indiana University Schools of Medicine, Dentistry, Nursing, Social Work, Education, Health and Human Sciences, and Optometry. The leadership team also included representatives of IPS, Peace Learning Center, Eskenazi Health, Marion County Public Health Department, Shalom Health Services, IUPUI Center for Service and Learning, Office of Community Engagement, Mary Rigg Neighborhood Center, MCCOY, and area parents.

The leadership team focused on the communities of IPS participating in the Near-Westside Community Schools Initiative: Stephen Foster School 67, William Penn School 49, Matchbook Learning at Wendell Phillips School 63, Daniel Webster School 46, and George Washington High School. Early on, the team determined it should adopt the terms "wellness" and "wellbeing," a nuance that helped drive the quest to determine where efforts might best address the state of health in the area. The team met every other month to devise strategies to address an Action Plan collectively developed at a two-day retreat early on in Washington D.C., with representatives of the Coalition for Community Schools and Robert Wood Johnson Foundation to foster safe and supportive learning environments to strengthen social, physical, and emotional wellbeing for all school community members.

HOW THE PARTNERSHIPS APPROACHED THEIR STUDIES

Before the merger, both groups collected data to inform their actions. Between 2017 and 2019, the Culture of Health Leadership Team held discussions with professional medical informants, including the Chief Medical Officer of Eskenazi Hospital, the county hospital on campus. In 2019, the leadership team also launched a Health Survey for Families. Meanwhile, MCCOY's Education Action Team launched an online survey of school personnel throughout the city. Following, we describe the methodology used by each partnership.

THE CULTURE OF HEALTH LEADERSHIP TEAM HEALTH SURVEY FOR FAMILIES

Conversations about the Health Survey for Families started in 2018 when one of the group members reported the results of a survey with health input by families of Stephen Foster School 67. By January 2019, one of the leadership team members, an independent family engagement consultant, said she wanted to survey families again about health and solicited assistance in updating the questionnaire. The Culture of Health Leadership Team and Near-Westside Community Schools collectively developed the survey for families. The paper survey was administered to families at three of the five school sites: William Penn School 49, Daniel Webster School 46, and Matchbook Learning at Wendell Phillips School 63.

Parents completed 80 surveys, 30 at Matchbook Learning, 31 at William Penn, and 19 at Daniel Webster. The survey collected information about health and safety issues in the neighborhood, the use of medical care facilities in the neighborhood, transportation to medical care facilities, primary health and safety concerns about children, and community resources used in the previous month.

MCCOY'S EDUCATION ACTION TEAM ONLINE SURVEY FOR SCHOOL PERSONNEL

The Education Action Team at MCCOY developed a strategy to identify the needs of school personnel to provide targeted programming and capacity building to meet youth needs. The assessment began with an online survey released in April 2019 targeting schools in Marion County and nearby suburbs to identify challenges and seek feedback about the resources and support schools need.

K-12 teachers, administrators, and support staff from MSD Decatur Township, MSD Warren Township, and Indianapolis Public Schools participated in the survey. The surveyed population also included charter, private, and suburban schools. In total, 354 responses were collected and distributed as follows: Decatur (201), Warren (81), IPS (26), and the remaining (46) were from charter, private, and suburban schools.

The survey covered topics affecting students and their behaviors, practices, and programs in schools, barriers to learning, needed resources, and the value of school/community relationships in addressing the identified challenges. While the short-term intent of the survey was to identify collaborative actions the team could initially carry out to support school personnel through professional development opportunities, the results identified needed long-term systems changes that could improve student outcomes and support school personnel through the education process.

RESULTS OBTAINED BY EACH PARTNERSHIP

THE CULTURE OF HEALTH LEADERSHIP TEAM HEALTH SURVEY RESULTS

Participants in the Health Survey for Families were asked to select the option that concerned them the most about their children's health and safety. The three highest priorities were crime in the neighborhood, bullying, and the need for mental health counseling. Other essential concerns identified the need for healthier food access, the lack of activities for youth to do in the summer, and the need for a mentor or other positive adult in each child's life. Another question in the survey asked about the top three health and safety concerns that could be better in the neighborhood. Bullying was mentioned with significant frequency.

In addition to the survey results, multiple professional health informant presentations and interviews helped

the Leadership Team determine that trauma-responsive school communities could best address the barriers to health and student learning. The team discussed the findings with representatives of each of the five school communities — just before merging the work with MCCOY because of similar assessment findings and to reach a greater geographic area.

Along the study journey, the team determined some key lessons:

- Public health is complex,
- Cultural norms are difficult to change, and
- Trauma is a root cause of most of the health issues for youth and families of the Indianapolis Near-Westside.

Subsequent action focused on: 1) the development of trauma-responsive school communities and 2) onsite healthcare access for students in the one school without it, Daniel Webster School 46. Addressing the social/ emotional needs of students and their families is an emerging interprofessional response to trauma that is exasperated by high rates of crime, drug abuse, and related negative family outcomes demonstrated by Adverse Childhood Experiences (ACEs) findings both here and throughout the country (Medina et al., 2020).

MCCOY'S EDUCATION ACTION TEAM NEEDS ASSESSMENT RESULTS

MCCOY's survey respondents identified five key issues impacting student success: social-emotional health, chronic absenteeism, trauma and violence, social media and internet use, and mental health (Marion County Commission on Youth [MCCOY], 2021). While not the only challenges facing students, survey respondents identified these issues the most. In addition, statistical analysis found significant differences in responses depending on the roles of respondents within the schools (teachers, support staff, or administrators) and the types of schools respondents worked at (charter, Indianapolis Public Schools, private, suburban schools outside Marion County, or townships) (MCCOY, 2021). Respondents were also asked to identify resulting behaviors from these issues (such as substance use, fighting, aggressive behavior, or absenteeism), finding significant differences based on the type of school (township, suburban, private, or charter). Survey respondents also listed the types of policies, practices, or programs they implement in their school to address these and other related issues and identified the additional resources needed for students, families, teachers, and administrators. When asked about the barrier to accessing these resources, the most frequent response was lack of funding or financial limitations (MCCOY, 2021).

THE COLLABORATION

Conversations about the two groups collaborating started in August 2019 after one of the Culture of Health Leadership Team members representing MCCOY presented the preliminary results of MCCOY's assessment survey. The survey conducted by MCCOY drew similar conclusions as the Health Survey for Families and the leadership team conversations and studies around the main issues affecting youth health, such as mental health, trauma, social/emotional learning, and chronic absenteeism. The Culture of Health Leadership Team merged with the Education Action Team in early 2020 to continue the study, based on the shared focus on social/ emotional learning, mental health, chronic absenteeism, and creating trauma-responsive school communities. A strong collective of partners from different sectors formed as a result. Members of the Culture of Health Leadership Team collaborated with MCCOY's Education Action Team (with representatives of multiple school districts throughout the city, mental health providers, Communities In Schools of Indiana, and other vested partnering organizations) to take a broader perspective beyond the Near-Westside of Indianapolis and explore the more expansive approach to collectively address

the social and emotional needs of students and families throughout Marion County.

Once survey results were analyzed, the Education Action Team collaborated with IUPUI's Office of Community Engagement to plan three community conversations with MSD of Decatur Township, MSD of Warren Township, and Indianapolis Public Schools. Participants featured teachers, administrators, and support staff, including guidance counselors and social workers. The conversations aimed to identify ways of strengthening the connection between school and community resources, professional development, and programs that address barriers to student success. Data also identified what school personnel wished for students – or what they wanted to see as a future result of education.

Unfortunately, the community assessment process was interrupted by the onset of the public health emergency related to the COVID-19 pandemic in March 2020. However, in April 2020, the team conducted three virtual key informant interviews via Zoom to dive deeper into key findings.

Key informant interviews with a K-8 school principal, township administrator, and school-based mental health provider gave deeper perspectives into the experiences of the primary population of the assessment, especially as it relates to the community partnership that could facilitate systems-level solutions to address root causes of these issues. Findings that emerged from the key informant interviews suggested that programs and services implementing a case management model may struggle with the capacity to meet the needs of every student and family at the school while also operating under a completely different business model (such as Medicare reimbursement) than the school. Schools also struggle to engage families with external partners, highlighting the critical role trust and strengths-based practices play in supporting students and their families (MCCOY, 2021). Each interviewee was asked to share the single most impactful action we could collectively take to support students, and each shared the same answer: family engagement and support. Ironically, the most basic way of supporting a family may be connecting families to the resources and services they need most. However, this seems to be where schools lack the greatest capacity due to structural barriers that make it difficult for schools to maintain effective partnerships with community programs and services.

When survey data was shared in November and December 2019 with community conversation participants of the three school districts, most said that the data reflected what they saw within their schools. In each conversation, participants shared they wanted more training and professional development to support students and address secondary trauma that teachers experience. Trauma-informed professional development and resources were emphasized, specifically regarding mental and social/emotional health. However, while popular, professional development may not be the most effective solution because of the complex and systemic nature of the challenges – something that participants recognized through community conversations. Participants acknowledged that schools attempted to address the symptoms of the issues rather than implement systemic strategies to address root causes. In the community conversations to identify potential solutions, environmental and policy strategies were

A significant focus of the community conversations was trust as an integral part of engaging with students and their families. Research indicates that interactions promoting trust and self-regulation between students and teachers may mitigate the effects of poverty and other environmental influences (Adams & Forsyth, 2013).

identified mainly for chronic absenteeism, trauma, and violence but less so for strictly mental and social/emotional health. A significant focus of the community conversations was trust as an integral part of engaging with students and their families. Research indicates that interactions promoting trust and self-regulation between students and teachers may mitigate the effects of poverty and other environmental influences (Adams & Forsyth, 2013). Students in high-trust learning environments perceive more control over their learning (Tschannen-Moran & Hoy, 2000).

Figure 2
Collective Final Report

Note: The culminating report by the collaborating group with the Marion County Commission on Youth link: https://mccoyouth.org/closingthegap/

A collective culminating report with MCCOY, *Closing the Gap between School & Community Partnerships: An assessment of schools in Indianapolis*, outlined the assessment process, key findings, and recommendations to create stronger connections between schools and community resources that support student success.

AGENDA FOR CHANGE

Throughout the assessment, we contemplated how the challenges were interwoven and systemic. A thorough literature review of the five key issues identified – social and emotional health, chronic absenteeism, trauma and violence, social media and the internet, and mental health – highlights critical data, and research findings point to the complexity of each issue and the overlapping systems and risk factors that impact them (MCCOY, 2021). While many schools implement programs to impact critical youth development and education issues, the approaches can only be sustained if key personnel, resources, and funding are available. Skill-building programs must be components of multi-level approaches implemented at every level of the education process (Slade & Griffith, 2013).

Based on the findings, the assessment report structures recommendations around the socioecological framework to influence various levels of change within the educational system – from individual behavior and attitude changes to modifying the interactions between schools' staff, students, and families, and finally, changes to the social and physical environments and policies. The recommendations called for schools to adopt a whole child, strength-based approach and the community school model, supported by increased investment in public education.

The whole-child approach positively impacts students' individual experiences and development. The approach is integrated throughout various levels of the education system (curriculum and instruction, school climate and structures, professional development, and student learning) to "influence long-term success rather than short-term achievement" among students (Association

The Marion County Public Health Department Smilemobile Provides Dental Care for Students at Indianapolis Public School William Penn #49

for Supervision and Curriculum Development [ASCD], n.d.). Specifically, solutions and strategies are driven by indicators to track outcomes ensuring students are healthy, safe, engaged, supported, and academically challenged (ASCD, 2012).

Family engagement was emphasized throughout the community conversations and prioritized as a critical action amongst the key informants we interviewed for our assessment. Research links family engagement to better student behavior, higher academic achievement, and enhanced social skills (Centers for Disease Control and Prevention [CDC], 2018). However, trust is essential to effective family engagement, and our team identified strength-based approaches as effective strategies for improving trust between school personnel and families. Based on research from the Search Institute's framework for developing relationships, a strength-based approach to family engagement includes acknowledging family strengths and assets, respecting and learning from differences, and authentically sharing in decision-making (Early Childhood Learning and Knowledge Center, 2022). Strength-based approaches improve the relationships between school personnel and families, which may positively impact engagement with community partners offering necessary resources and services.

The Community School Model applies the whole-child approach at a whole-school, whole-community level. Within this model, schools, families, and communities work together to support student academic success, positive youth development, strengthen families, and improve communities (Lubell, 2011). Community services and resources are coordinated, integrated, and delivered through the facilitation of a Community School Coordinator. At the same time, Community School Councils engage families and community partners to develop a shared vision and supported pathways for student success (Medina, 2020). This collective framework establishes schools as resource hubs within the community to achieve better student, family, and neighborhood outcomes (Potapchuk, 2013).

Strength-based approaches improve the relationships between school personnel and families, which may positively impact engagement with community partners offering necessary resources and services.

Wayne Township Fire Department Personnel Discuss Fire Safety with Students of Matchbook Learning at Wendell Phillips School #63, A Model Community School in Indianapolis

Each of the recommendations will only be sustained if an increased investment in public education exists. During the 2017-2018 school year, Indiana ranked 47th in average per-pupil funding and 34th in average teacher salary nationwide (National Education Association, 2019). Our assessment identified the systemic and interwoven challenges resulting from decades of financial disinvestment – challenges teachers and other school personnel must navigate daily. Moreover, public education underfunding is not equitably distributed, sustaining the systemic racist practice of segregation within our education systems (EdBuild, 2019). To equitably impact student outcomes and academic success at the systems level, we must advocate for revised public education funding systems and historical increases in investment from our local, state, and federal policymakers.

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FROM RESEARCH TO ACTION

The success of the assessment and subsequent report has inspired the expanded Education Action Team to continue collaborating on multiple projects to further the report recommendations. Next, we discuss the initiatives being implemented in part by this foundational collaboration.

SCHOOL-BASED COMMUNITY HEALTH WORKER PILOT PROJECT

In 2020, MCCOY and IUPUI began conversations with a participating K-8 school principal within Indianapolis Public Schools about addressing chronic absenteeism exacerbated by the COVID-19 pandemic. Together, they successfully submitted multiple proposals —Title II funding by the Indiana Criminal Justice Institute beginning in January 2021, Title V funding by the Indiana Department of Health in October 2021-September 2023 — to pilot a school-based community health worker (CHW) program in the school to reduce chronic absenteeism by engaging families and connecting them to community resources and services. This is one of the most ambitious projects to date resulting from our Closing the Gap assessment, as we continue to develop and evaluate the program to show the critical importance of school/community partnerships. This initiative involves several West Indy neighborhood partners, including Eli Lilly & Company, West Indy Development Corporation, West Indy Public Library Branch, West Morris Street Church, Gleaners Food Bank, Mary Rigg Neighborhood Center, and Ingredion Corporation.

CLOSING THE GAP CASE STUDIES

While the assessment we completed centered on the needs of schools, we identified significant strengths and assets throughout the assessment process. The Education Action Team is developing case studies of effective school/community partnerships to remain strengths-based. Examples include implementing in-school mental health services, a district-supported family resource center, access to university optometry and dental services, Communities in Schools of Indiana, and a two-generation approach by an Early Childhood Education Center. The case studies will highlight innovative ways schools partner with community services and inspire other communities to develop partnerships. Case studies will be published on MCCOY's website dedicated to the Closing the Gap initiative. Printouts will be shared at relevant events and shared digitally with schools and relevant community partners when appropriate.

CLOSING THE GAP COMMUNITY CONVERSATIONS

In addition to the case studies, the Education Action Team has secured funding to hold additional community conversations to continue the Closing the Gap initiative. We are still working the details out but plan to do four community conversations focused on the four key recommendations of the support. Stipends are being provided to support family and youth participation, and a local consultant has been contracted to support this effort. The goal is to identify actions that individuals, communities, and schools can take to implement the recommendations of the report further. The additional community conversations will focus on the assessment findings and recommendations designed to result in further clear action steps and projects that various community partners can take to improve the connections between Marion County schools and community services and resources. The community conversations will culminate in a symposium, bringing together partners and experts to identify innovative solutions to the complex challenges identified throughout the assessment.

ADDRESSING CHRONIC ABSENTEEISM THROUGH SYSTEMS CHANGE

Chronic absenteeism is a symptom of some of the root causes we identified as challenges through our assessment (mental health, trauma, violence, and social/emotional health). Yet, it is a symptom that has garnered significant attention in the post-pandemic education arena. MCCOY has convened a new workgroup of community stakeholders, with representation from the Indiana Department of Child Services, Marion County Prosecutor's Office, Juvenile Probation, and

public schools, to identify ways of shifting the multiple systems addressing attendance from punitive to more restorative paradigms and practices.

LESSONS LEARNED FOR EFFECTIVE COLLABORATIONS

Community-based partnerships are critical to building a community's capacity to improve outcomes through community building and empowerment (Doyle et al., 2019). Strategies for partnership development include community-based goals, strength-focused discussions, shared power, realistic expectations, and celebrating accomplishments (Chaskin et al., 2001; Glanz et al., 2015; Minkler, 2012). Additionally, it is helpful for researchers and community partners to establish shared operations practices and decision-making styles to overcome divides in organizational/professional cultures (Bstieler et al., 2017). Once combined with the Culture of Health group, the Education Action Team developed practices aligned with the research-based strategies to continue effectively collaborating beyond the assessment project. Most importantly, the identified critical ingredient to the collaborative process is trust.

COMMUNITY-BASED GOALS: WORKING TOGETHER TO BUILD COMMUNITY CAPACITY

Developing shared definitions of issues, collectively searching for information, and collaborating to select and implement solutions are critical activities of community-building partnerships (Cox, 2000). Neither MCCOY's Education Action Team nor IUPUI's Culture of Health Leadership Team established goals in isolation. Instead, when the directions of their two

Note: Drs. Barbara Maxwell and April Newton of the Indiana University School of Medicine (center) with Kate Roelecke of the Marion County Commission on Youth (right) assist students at the Indianapolis Public School Daniel Webster #46 Family Back-to-School Bash. Such engagement helps families to increase student attendance with a Community Health worker through the Marion County Commission on Youth's collaboration with Indiana University Purdue University Indianapolis.

separate projects began to overlap, the groups leveraged existing relationships to merge their efforts. The trust-building amongst university and community partners is strengthened through reciprocal communication (i.e., consistent, timely, and adequate communication) (Bstieler et al., 2017). The Education Action Team and University partners frequently corresponded through various channels, including email, phone calls, and virtual- and in-person meetings. Partners felt comfortable asking clarifying questions and checking in frequently to move project activities along.

STRENGTH-FOCUSED DISCUSSIONS: LEVERAGING EXPERTISE AND TALENT

While our efforts centered around the needs assessments, the group intentionally collected data on existing strengths, assets, and resources of schools and community partners. This helped to identify potential leverage points for future collaboration. In discussing future action steps based on the assessment results, the group launched a series of case studies showcasing promising and effective school/community partnerships, highlighting the strengths of our communities rather than the deficits. Additionally, the team not only centered on identifying the strengths of the communities we were assessing, but we also leveraged the strengths and skills of the group, leaning on the expertise that partners brought to the table. Specifically, IUPUI shared the expertise of researchers to help analyze data and well-established school/community relationships, while school partners shared their expertise in school settings, adding to the space and time to hold community conversations mutually facilitated by IUPUI and MCCOY personnel. MCCOY coordinated efforts over the assessment study to keep the project on track and ensure that various community sectors were engaged throughout the process.

SHARED POWER: DATA AND INFORMATION EXCHANGE

This assessment would not have been successful without partners sharing power, specifically through their access to data and information. Multiple school partners shared survey tools to aid in the development of the initial online survey used in the assessment. Demographic data was readily available through the Indiana Department of Education website and database Insight Indiana. However, the informal information sharing during our monthly meetings opened doors of opportunity and unearthed key insights, guiding the assessment process and informing the development of our key recommendations. The conversations developed trust and a shared understanding of respect for the information provided, resulting in shared ownership of the process and the assessment findings.

This assessment would not have been successful without partners sharing power, specifically through their access to data and information.

REALISTIC EXPECTATIONS: NAVIGATING A GLOBAL PANDEMIC

This project cannot be discussed without acknowledging the effects of the COVID-19 public health emergency (PHE) that brought the world to a standstill on March 13, 2020. The Education Action Team had set goals and a timeline for completing the data collection phase of the assessment that was instantly interrupted by the onset of the global pandemic. As schools closed and much of the U.S. workforce sheltered at home, MCCOY staff and Education Action Team partners had to navigate how to work virtually from home – most for the first time. Practices and expectations had to change considering

this PHE reality, resulting in overcoming challenges and finding improvements and hidden successes in the process. Key informant interviews were completed via Zoom, for example, making it easier to record and transcribe the interviews for analysis. Report writing was aided by the slowed-down nature of working through the pandemic. A significant amount of grace was afforded to MCCOY staff in the report-writing, perhaps driven by everyone's adjusted reality due to our shared ongoing experience of the pandemic.

The Education Action Team discussed how the overall assessment findings may or may not be impacted by the pandemic-driven school closures and interruption to the education system. The group concluded that while our assessment data was collected prior to pandemic closures and the challenges we identified were "pre-COVID," the pandemic would exacerbate the challenges. Indeed, secondary data collected after schools returned, in most cases, to a full calendar year in 2021-2022 point to the same challenges being present in schools, but at more significant degrees (Middleton, 2020; Curriculum Associates, 2021; Dorn et al., 2021; Indiana Department of Education, 2021). Chronic absenteeism is a prime example.

One of the participants suggested next steps include a deep dive into absenteeism, which is often a symptom of a much larger set of struggles for families. The current attendance laws are outdated and do not accurately reflect the reality of the situation. It is frustrating for educators not to have real support for students and families in this area. Additionally, it could help to have easier access to services for students and families. When there are such services, it usually is either difficult to access them or the school is unaware of them.

CELEBRATING ACCOMPLISHMENTS: REFLECTIONS AND 'WHAT'S NEXT' CONVERSATIONS

Reflecting on the assessment process and the success of the collaboration, one of the most significant factors identified by the authors was our sense of shared purpose and the mutual joy cultivated through this work. That joy and purpose continue through affirmation, validation, and celebration – whether through kind words and congratulations shared in an email, checking in on a personal level during meetings, or reflecting on our shared success by presenting together at a national conference (and simply enjoying attending a conference in-person). MCCOY, in convening several groups of community partners on various issues over its 30-year history, has learned that when groups succeed, no matter how large or small the endeavor, the efforts typically result in a "what's next" conversation. Recognizing success and celebrating even the smallest of victories lets community partners know that their time and efforts lead to results, and the results have an impact. This builds momentum for the next project or initiative, enabling groups to scale their efforts.

THE MAGIC INGREDIENT TO EFFECTIVE COLLABORATIONS

While not an original discovery, one significant finding deserves repeating: trust is the identified magic ingredient in collaboration at its best. Indeed, "through trust, information may become available that would otherwise be overlooked or not forthcoming, partners may choose to provide free information for which they would otherwise charge, and the sharing of information may eliminate duplication in collection and analysis" (Cox, 2000). The trust between the partnerships in this study supported data and information sharing, shared goals, resources, and expertise, and the ongoing culture of sincere mutual respect.

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My Perspective and Voice is Unlike Any Other

Author

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I have grown up in a post-September 11 world. I have grown up being hyper surveilled. I have grown up in the biggest recession since the Great Depression. I have grown up in a world where I am alerted to every tragedy that takes place across the globe, and I have grown up in a world where suicide rates are higher than they have ever been. I have lived through a global pandemic. Social media is everywhere, and everyone is trying to create an image of themselves that does not reflect their true identity.

I have seen social movements come and go. I have seen people achieve justice in unprecedented ways like in the case of the United States Gymnastics Team members who so bravely came forward with accusations of sexual assault against Larry Nassar. However, I also saw justice fail as Ian Manuel served 26 years in prison, 18 of which in solitary confinement, for a crime he did not commit. I have seen it all.

No one making the political decisions right now has seen what I have seen. According to the Library of Congress, the average age of the U.S. Senators in 2021 was over 64 years old. None of them grew up in the world that I grew up in. None of them even live in the same world as I do. My generation has grown up in unprecedented times on multiple fronts and for multiple reasons, yet politicians and older generations refuse to acknowledge or accept our input on issues that only we have experienced. Young perspectives and young solutions are constantly ignored, and society is reaping the consequences. Young people have been advocating for an increase in teaching Black history in schools, mental health professionals to be a part of mental health crisis calls with the police, and a new culture around sexual assault that empowers women and victims instead of villainizing and doubting them. Somehow, though, society still is uneducated on an accurate history of the United States, suicide rates are at an all-time high, and society shames victims and defends powerful men against accusations.

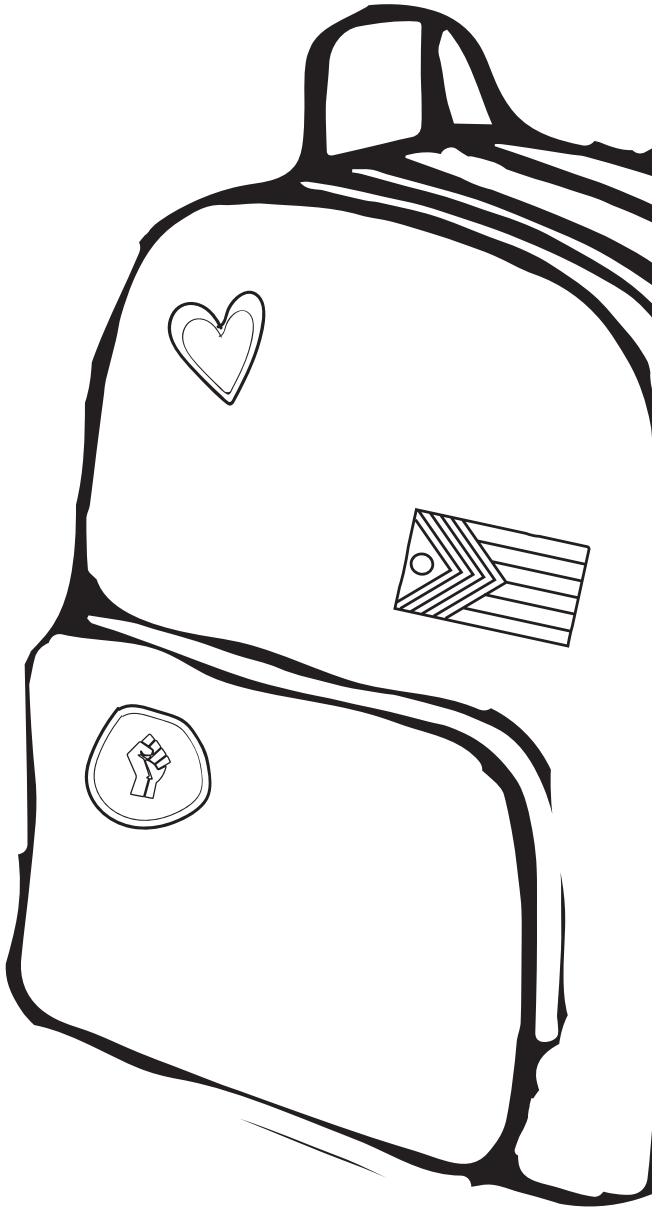
My generation has witnessed the unfolding of these issues like no other age group of people have. Our perspective is unlike any other. My perspective is unlike any other. I have seen riots, protests, and hate– hate that is perpetuated by our political leaders. Hate that takes away from individuality. The hate we are facing in today's world was created by the political leaders who have been in power for decades. The ingraining and solidifying of the two-party system in the United States has ruined my generation and I blame politicians, on both sides, whose ideas should have been left behind a century ago and who have used hate to push personal agendas.

I am not going to claim that our country is the most polarized it has ever been; we once saw so much hate the only escape was a civil war, but I will claim this era of polarization is the most dehumanizing. People cannot have their own opinions; they cannot have their individuality. I struggle with the polarization of politics

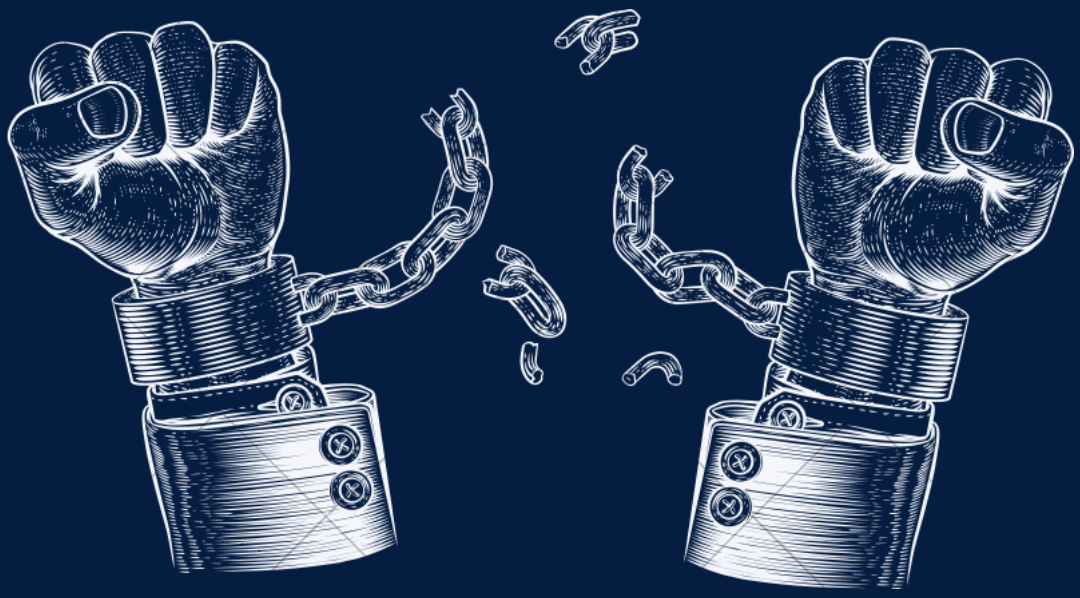
in the United States. A person cannot have opinions or views that span the political spectrum. They have to be left or right, Democrat or Republican, blue or red. If a person aligns with the Republican Party on one issue they are labeled as a Republican, but they could have opinions and beliefs that span the political spectrum. None of this individuality of thought is accounted for; every person must be placed in one of two boxes. Switching is not allowed, and being allowed in the middle is becoming more and more rare.

People cannot be free thinking, independent-minded individuals with their own values, priorities, and passions. By not voting people out of power for decades, in a country that was founded on the principles of ensuring one person never holds too much power or for too long, we have abandoned the very ideals our country was founded on. Politicians in power have moved from an open-minded, willing to cross the aisle for the betterment of society, to a vote directly down party lines system–without the consent or knowledge of the governed. Members of Congress are elected to represent the ideals of their constituents yet vote only by their political party.

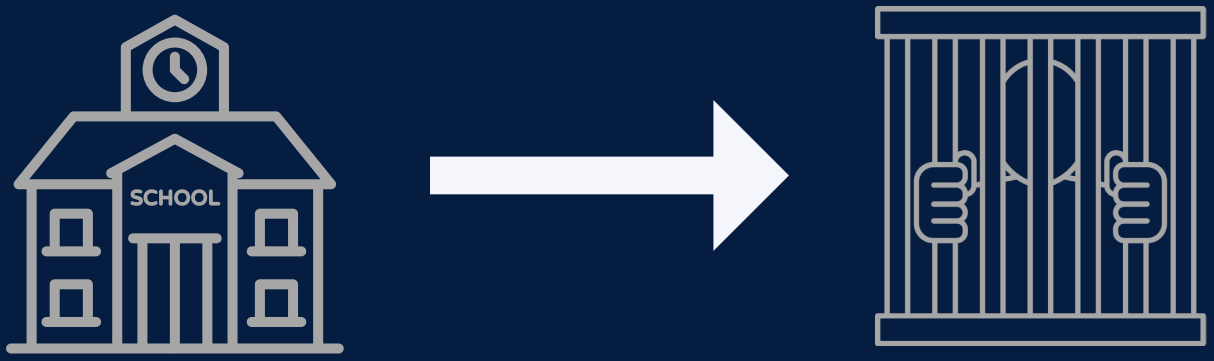
Young people need to speak up; no one in power has seen the issues from our perspective or as fully as we have. When a politician has thought about something the same way since they took their first oath of office in the 1970s, it is hard to change their mind, and there is an issue there that needs to be addressed. My generation has new ideas. My generation has the power to dismantle the two-party system and address the issues that need to be addressed instead of letting old feuds or outdated ways of thinking stop us from improving the nation our futures lie in.



break free from mass incarceration



the system was designed to incarceratate the uneducated and the underprivileged yet the system creates the uneducated and the underprivileged



Break Free from Incarceration
RYLIE SWALIS, Butler University

An Emerging University-School-Community Partnership: A Story in Two Acts

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KEYWORDS:

Partnership, Narrative Research, Community Engagement

ABSTRACT

This paper shares narratives regarding an institutional effort to build a sustainable partnership with schools and communities. Loyola University Chicago has developed and strengthened partnerships with eight community schools in Chicago Public Schools (CPS) District over the past decades to promote equity and social justice in the urban context. The sustainability of partnerships is an ongoing issue in university-assisted community schools. Guided by poststructuralist versions of narrative research, the five authors write and share memories about their engagement in university partnerships with communities and schools. This paper explores the "how" of partnerships rather than reiterating strategies of "what works" in partnerships. The authors articulate the complexity of community partnerships and crucial elements to consider for advancing partnerships. As examples, the authors explore the creation of a field-based teacher education program (Teaching, Learning, and Leading with Schools and Communities; TLLSC) as well as a community-centered, justice-oriented graduate program (Curriculum, Culture, and Communities; 3Cs). These degree programs focus on educating students as research practitioners in the ongoing sustainable support and collaboration among schools, universities, and communities. An asset-based frame is employed across narratives in developing and implementing degree programs and offering core courses. The subjectivities of each author enrich the conversations on ongoing efforts to build sustainable, trust-based partnerships. Drawing from our narratives, the authors hope PK-20 educators, university leaders, and community leaders collaboratively and critically reflect on their practices in partnership and utilize some of our narratives and themes as starting points of an ongoing conversation. Overall, this paper contributes to extending the approach to community partnership and equity-oriented education, highlighting the value of university-community partnerships for local schools and institutional efforts.

INTRODUCTION

We live in a world of stories – stories of lived experience in a context-dependent on cultural and political discourses. We also live in a world of complexities – a space of imagining different

approaches to education, drawing upon "open, dynamic, relational, creative" possibilities (Doll, 2012, p. 10). The five authors of this paper, with different roles and responsibilities in UACS (University Assisted Community Schools) projects in a university, examine the complex, dynamic nature of mutual benefits among partners and sustainable partnerships using our lived experiences and associated narratives. This paper uses these researchers' vignettes to explore an institutional effort to create sustainable partnerships with local community schools.

The partnership framework Loyola University Chicago (LUC) developed and implemented has been discussed in other publications (Schmidt et al., 2020; Schmidt et al., 2021). These publications describe how LUC has collaborated to create partnerships with local public schools and organizations in a metropolitan area. Major issues in community-university partnerships are discussed, including centering relationships, sustainability efforts, interdisciplinary collaboration, and mutual benefit (Schmidt et al., 2020; Schmidt et al., 2021).). During our research meetings for this specific study, the authors discussed the value of telling stories about our experiences throughout these partnerships and the institutional effort to make them sustainable. Extant literature on community partnerships addresses what works well in creating and implementing school and community partnerships and how to replicate promising models in other public schools (Jentleson, 2011; Soska & Butterfield, 2010; Yamamura & Koth, 2018). For example, the Professional Development Schools (PDS) model emerged in the 1990s, asking universities to reform teacher education practices to more effectively meet the needs of urban students, their teachers, and teacher candidates by providing pedagogy in authentic school settings (Hunzicker, 2018; Wong & Glass, 2005). Successful pathways to the development of UACS include collaborative leadership, mutuality, and whole community development, as well as acknowledging UACS' benefits and challenges (Clark-Louque et al., 2020). In addition to this frame of "what" works, this paper explores the "how" of community engagement. It emphasizes the "process" and lived experiences of developing and implementing partnerships.

Methodologically, the authors adopt poststructuralist narrative research versions to explore relationships across schools, communities, and university units. Memory writing is applied as a major data source and data-gathering process (Richardson, 2000). In her memory writing, Miller (2010) emphasizes political, discursive, and conflicted memories in portraying her professional experiences in curriculum theorizing. Poststructuralist versions of narrative research "disrupt and contest any grand narrative" and highlight "impossibilities of interpreting, representing, narrating any one 'history" (Miller, 2010, p. 9). According to Miller (2010), memory writing and remembrances of the past are never "full" or "accurate," yet, historical meanings are discursively and politically constructed and represented through memory writing. During research meetings from the fall of 2021 and spring of 2023, the five authors shared their experiences with university-community-school partnerships. They interrogated discursively, culturally, and socio-politically constructed meanings of mutual benefits, relationships, and partnerships in community engagement. During the data collection and analysis processes, the leading author of this paper underscored that the acts of "remembering" is political, partial, and impossible to represent the realities. Rather, our memory writing is an effort to interpret the discursively constructed historical, political, and cultural "meanings" of our lived experiences with partnership and community

engagement. The selected memories in this paper are the results of the authors' scholarly, professional endeavors to explore multiple layers of community partnership practices. Thus, the authors create a space to conduct community partnership research differently to share the chaos and complexities involved in university-school-community partnerships. A prelude and two acts with two scenes are the frames the authors employ to illustrate and theorize our lived experiences.

This paper illustrates vignettes to explore an institutional effort to create sustainable partnerships with local schools and communities. During the research meetings, the authors have reflected on the memories and stories we share and how they represent our experience collaborating with schools and communities. Guiding reflective questions include (a) what lived experiences are involved in community-university-school partnerships and how meanings are interpreted discursively, (b) what memories the authors share in the process of building sustainable partnerships via institutional efforts, such as developing degree programs, and (c) what we learn, relearn, or unlearn via such efforts to create partnerships from our lived experiences and subjectivities. For example, we were interested in "paradoxical thinking" (Strier, 2014) that cannot be essentialized with a predictable, linear version of partnership, such as effectiveness vs. relationships. We work in a "non-profit" organization, yet "profit" is inevitably required to run and manage this tuition-driven private, urban higher educational institution. We work in an environment where staff turnover has been a reality at university, and local school levels and partnership efforts may therefore shift with new leadership. Yet, we seek to sustain the core principles of partnership. Disorder and chaos may be present within a partnership as it evolves, yet the foundation of the partnership, its emerging and sustained multilayered relationships, remain constant. These stories are woven to represent how relationships are embedded in our work and the institutional efforts that have been made to support this work through field-based teacher education programs and community-centered graduate programs.

We present our story as a drama in one prelude and two acts. The prelude offers the context of Loyola University Chicago's efforts to reframe community-centered teacher education. The two acts with multiple characters share stories to deliver diverse perspectives on partnership. These stories include the ideation, development, and delivery of university-assisted community school and academic degree programs. The prelude of this paper illustrates the development of a teacher preparation program, entitled Teaching, Learning, and Leading with Schools and Communities (TLLSC). This paper shares a nonlinear, indirect communication between an instructor and a graduate student in a transformed doctoral program, entitled Curriculum, Culture, and Communities (3Cs). In between, we incorporate stories from the community and school partnership work. These stories and vignettes will invite readers to participate differently in these complex dimensions of partnership. Ultimately, this paper is a critical space for co-creating scholarship based on lived experiences and their complexities of them in universities and communities while simultaneously articulating the dilemmas and conflicts associated with UACS. It provides discursively and politically constructed experiences and realities of faculty members and graduate students who have interacted with students, families, community members, partnership leaders, and other university faculty and researchers. The key to this shift toward community and student-centered research in practice, as well as its continued evolution, is the reflection of data as lived experiences among those involved in the work of UACS. A larger project

examines different stakeholder perspectives to provide stories and insight into a sustainable partnership model. Many diverse voices of teachers, community organization leaders, and school leaders are represented and theorized. The university-side narratives are the main focus of this paper.

CAST OF CHARACTERS

Moon. Faculty/Co-director of the new doctoral program (3Cs Program)

Schmidt. Faculty/Instructor of the new doctoral program (3Cs Program)

Press. Doctoral student in Schmidt's class (3Cs Program)

Ensminger. Faculty/Co-director of the new doctoral program (3Cs Program)/ Previous Chair of teacher preparation program (TLLSC)

Hendrickson. Director of UACS initiative

PROLOGUE: CENTERING PARTNERSHIP IN EDUCATION: WHEREIN LOYOLA UNIVERSITY CHICAGO LAUNCHES AN APPRENTICESHIP-BASED TEACHER EDUCATION PROGRAM (TLLSC)

Teacher education faculty, including Ensminger, determined that we needed to work closely with school partners to determine the necessary skills, knowledge, and dispositions that a graduating teacher candidate would need upon entering the classroom.

In the 1990s, the Professional School Development model emerged (Hunzicker, 2018), providing the impetus for teacher preparation programs' transformation. In 2010 professional organizations in the U.S. (i.e., AACTE 2010, NCATE 2010) messaged the need for teacher preparation programs to prioritize clinical experiences and effectively partner with local PK-12 schools and community organizations when preparing future teachers. These set the stage for the Dean of LUC's School of Education (SOE) to challenge teacher education faculty to "throw away" the traditional approach to teacher education with its disconnected and segmented courses and limited clinical experiences. The Dean challenged LUC's faculty to change how teacher preparation occurred to prepare teachers to teach ALL students.

To guide this restructuring process, LUC's teacher educators developed a set of enduring understandings (EUs) that represented the practice and profession of teaching across all certifications (e.g., Elementary, Secondary, Special Education, etc.). Next, we envisioned the clinical experiences that would address these EUs. Clinical experiences served as the principal component of teacher training; content would be centered and delivered in authentic learning and teaching spaces (Ryan et al., 2014). Situating clinical experiences at the core of training meant the delivery and discussion of supporting content materials would occur in schools. TLLSC's redesign resembled clinical training in medical professions, with candidates developing professional knowledge and skills through interactions with university faculty, PK-12 professionals, and PK-12 students in school buildings. We engaged partner schools in this redesign. PK-12 educators helped identify and refine the nature of clinical experiences and develop the projects and activities that reflected the work of professional teachers.

One particularly memorable event involved student dispositions. LUC faculty had developed a set of critical dispositions for candidates to develop during the program. Some faculty questioned the inclusion of a self-care disposition (e.g., maintaining one's intellectual, emotional, and

physical well-being to fulfill one's professional responsibilities effectively). Faculty discussed dropping this disposition, but when presented at a working session, school partners took an ardent stance on including a self-care disposition arguing that in-service teachers need to develop ways to cultivate their well-being. Faculty were surprised by how strongly teachers and administrators felt about this. We might have removed it had we not dialogued with partners and listened to their perspectives. Instead, we kept the disposition and worked on how to address it meaningfully in program design.

Without our partners' active participation, LUC's teacher educators may have made some short-sighted decisions around the needs of our candidates, which could have impacted their growth and development as future teachers. This experience validated the work we were doing together and helped us develop a better program and ensure that our partners' future colleagues (LUC teacher candidates) would be better prepared to take on their roles as teachers in Chicago Public Schools (CPS). It also was an essential experience in our partnership work and signaled that all of us were prepared to discuss, sometimes debate, and ultimately arrive at key decisions together. Teachers in our partner schools play an essential role in preparing future teachers; they guide the development of future colleagues. They begin to facilitate candidates' development from the first semester as candidates ask them about their experiences, and later in the program, they co-create lessons and co-teach during internships. In addition, teachers often advocate for hiring our graduates or provide guidance in their job searches. Ensminger reflected: "What is exciting is we now have graduates teaching in partner schools whose classrooms are the setting for our candidates' field experiences. I think this only strengthens the partnerships and experiences of our candidates." This is the type of sustainability we continue to strive for.

Through the process, faculty laid the groundwork for TLLSC and its implementation in partnership with schools in our community. Although LUC's SOE had partner schools from the get-go, teacher candidates had not fully engaged them in developing clinical experiences or identifying what they could do while in schools. The main goal of TLLSC is to prepare future teachers in diverse urban settings. Spending time in partner schools develops a commitment to working in urban schools. They enter their careers with realistic perceptions of working in this context and serving diverse student populations. One graduate remarked: "Although my first year was hard and I worked long hours, I never felt surprised or felt I was not prepared to work with my students and their families." Administrators in our partner schools are familiar with the apprenticeship-based experiences of candidates in the program. One local school partner administrator said: "I want to fill my school with LUC graduates. They get it; they understand what it takes to work in my school."

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ACT 1: EVOLVING AND SUSTAINING PARTNERSHIPS:

Wherein Loyola University Chicago establishes and grows multiple community school partnership initiatives

SCENE 1: REIMAGINING SCHOOLS AS CENTERS OF COMMUNITY

Hendrickson. Director of UACS initiative

Several years into LUC's education partnership with public schools, faculty discussed deepening relationships and connections to local neighborhood public schools. The relationships established through TLLSC were thriving but not comprehensive in intent. LUC's flagship full-school partnership with Senn High School generated dozens of in and out-of-school projects and demonstrated the opportunity to extend this full-school model to other partner schools. Funding through the university's five-year strategic plan provided institutional/management support and enabled the SOE to apply for Community School Initiative funding. The SOE, on behalf of the university, entered into full-school partnerships with seven additional schools in the community.

The community schools model encourages schools to connect with diverse community partners to support students, teachers, and families. With investment, proper coordination, and strategic partnership development, schools become support centers that meet students' physical, psychological, academic, social, and emotional needs. Community school efforts subsequently generated more than 100 out-of-school (OST) programs, including academic support, athletics, book clubs, digital media, poetry, anime and manga, arts and music, and student leadership. More than 1500 students enrolled in programs during the 2019-2020 school year alone, and more than 500 parents participated in adult programming (e.g., tax preparation, ESL, cooking and nutrition, fitness, and gardening workshops).

Seven full-time Resource Coordinators (RC) coordinate site-based work while LUC engages more than 420 faculty and students who volunteer in programs. Campus-based learning programs also emerged: Civic leadership, post-secondary exposure, science internships, STEM projects, and a local news reporting bureau. One principal noted: "Our partnership with LUC has a powerful impact on the Kairos (pseudonym) community. The collaboration benefits every student in this building; it reaches the whole child and encourages social, emotional, physical, and academic growth. Our partnership with LUC helps us connect home, school, and community in a way that makes student success possible at Kairos." This positive feedback illustrates that LUC's implementation of the community schools model as a strategy for supporting area public schools has successfully prioritized the needs of students attending partner public schools.

This work uncovers more and more potential for sustained collaborative action. Relationship-building and mutuality in those relationships must remain a central component of the partnerships' planning, implementation, and evaluation.

Universities have multiple, sometimes contradictory, roles, one of which is as agents of positive social change. This is particularly true for the potential for universities to influence local public schools positively. Most partners are excited by the prospect of working with the university,

engaging university resources, and exploring community-based research opportunities focused on neighborhood schools. For example, Chicago Public Schools is eager to build more school-based partnerships and thriving community school models in collaboration with Loyola University Chicago. This work uncovers more and more potential for sustained collaborative action. Relationship-building and mutuality in those relationships must remain a central component of the partnerships' planning, implementation, and evaluation.

SCENE 2: EMERGING HUBS OF SUPPORT AS DESCRIBED BY MOON, A PROFESSOR IN 3CS PROGRAM

Loyola University Chicago and partner schools value family interests, their needs, and available resources to create and/or develop ongoing youth and parent programs. These programs move beyond the idea of schools as academic centers to consider more holistic approaches to children's development and relevant family support. Even before the pandemic hit in 2020, Socio-emotional learning (SEL) has been a core thread that runs through UACS programs. Educators and community leaders emphasize the core components of SEL, such as self-awareness and building and sustaining relationships (Weissberg et al., 2015). Developing hubs of support that prioritize children's well-being means that SEL needs to be equity-centered, which includes the centrality of identities, including race and ethnicity (Humphries & McKay-Jackson, 2022). At one of the dozens of diverse programs that span LUC's community school partnerships, Author A exchanged ideas with a fourth-grade girl about her experience in a program that teaches circus skills and provides mentoring, and emotional and academic support.

Delphia (pseudonym): Before, I didn't like to wear my natural hair out.

Moon: I love your hair! I really love it.

Delphia: Thank you. And now, when I take out my hair, I could wear it to school and didn't care.

Moon: So, would you mind telling me more of your natural hair? Because I really love it. What made you have a different idea about your hair?

Delphia: My natural hair is really short, like her hair, and but like more curly. And before, I didn't think I could wear it out because I used to be so insecure about myself. And now, when I look in the mirror, I have more confidence in myself.

Delphia, a young Black student, said she now feels more confident wearing her hair naturally. She credited the program's instructors, who helped her become prouder of herself and her identity. The authors in this paper argue that UACS can be a framework to interrogate existing metrics for student success, particularly in historically and politically underresourced communities. Creating supportive partnerships can help bolster

UACS centers education and family support in the context of local neighborhoods so that students and families have adequate support for their academic, intellectual, and socio-emotional growth. Simultaneously, the university, as part of the community, becomes another hub to provide resources to support students and community members.

learning contexts that promote healthy, culturally responsive socio-emotional learning. UACS centers education and family support in the context of local neighborhoods so that students and families have adequate support for their academic, intellectual, and socio-emotional growth. Simultaneously, the university, as part of the community, becomes another hub to provide resources to support students and community members. The web of hubs aims to provide resources and educational support, acknowledging and building upon all community members' different roles and responsibilities.

ACT 2: INSTITUTIONALIZING PARTNERSHIP PHILOSOPHY AND PRACTICES:

Wherein Loyola University Chicago seeks to teach collaborative partnership strategies to professionals in the field

SCENE 1: A NEW GRADUATE PROGRAM EMERGES BY MOON, SCHMIDT, AND ENSMINGER

"So, where shall we start?" I, Moon, started the Ed.D. in Curriculum & Instruction (C&I) Program Review Task Force meeting with this open-ended question to prepare for faculty response to the urgent call to evaluate the current C&I graduate programs:

The [C&I] program has experienced a recent reduction in applications and admission. There are also questions related to consistency of procedures for students across their experience within the program. The program faculty believes that the clarification of the purpose and procedures of the program would enhance marketability and the overall quality of the program.

The message was clear. The new goal was to run a graduate program based on market values, including high enrollment rates. "Hmmm…" I sighed in front of my colleagues in the task force comprised of several Teaching and Learning (T&L) affinity group faculty members, including Ensminger and Schmidt. I could not ignore the neoliberal influence in higher education. Profit-driven market values have become the prerequisite to maintaining a graduate program. It was the first time I became acquainted with the term "RtE" (Revenue to Expense) to make "both ends meet" (or increasing the revenue more than expenses). Upper administrators kept using talking points such as "no money, no mission." The relationship between the two words starting with "m" for mission and money is, of course, complicated. An institution cannot pursue money (a.k.a. profit) exclusively, as it's supposed to be dedicated to social change with the pursuit of the public good. I felt the pressure to navigate this conflict.

"Unfortunately, the program is suspended for one year, although our current Ed.D. in C&I program has a few admitted students." I had to share with colleagues the sad news of the suspension of C&I Program for the 2018-2019 academic year. One colleague initiated our conversation based on existing assets: "We are in a great city at a university with a social justice mission. Faculty are working on community-embedded research with local schools and communities." Another colleague named our unique, rigorous, field-based, apprenticeship-based teacher education program (TLLSC). "We could consider changing our program name to highlight a curriculum that is community-embedded and social justice-oriented." I felt positive energy, like something new would emerge from this collaboration with dear colleagues. We were all aligned in our views of asset-based education and our vision of higher education partnering with communities.

In a draft proposal for 3Cs Program, faculty articulated a shared vision, emphasizing the mission of LUC and the strengths/assets disposition that guides the School of Education (SOE). Thus, the School creates a graduate program that prepares master's and doctoral students to focus on working in settings that promote university-school partnership and/or teacher preparation/PD in field-based settings. This vision builds on two major strengths of LUC's T&L affinity group: (a) University-School-Community Partnerships and (b) Field-based teacher education preparation. In working on new graduate programs, faculty found value in the university's social justice mission enacted via in-depth, ongoing partnerships with local communities. We made conscious efforts to develop a new graduate program that could embody LUC's mission and commitment to advocating social justice. 3Cs Program faculty underscored this mission-driven purpose and ensured that the value of the new graduate program was well aligned with community schools' emphasis on sustainable partnerships. 3Cs Program was created at the intersection of a partnership philosophy and a commitment to generating ongoing, sustainable support. Notably, the notion of "education" is not limited to PK-12 schooling but also schools, universities, and communities.

I sensed the need to educate curriculum specialists as experts in developing and implementing socially-just curriculum and programs to advance equity in organizations and communities. In 2021, the T&L affinity group launched a new graduate program emphasizing curriculum, partnerships, research, and practice. Although the upper administrators pushed the program redesign due to budgetary concerns, we built it focusing on the assets of LUC and principles of community engagement and effective partnership practices.

Paradoxically, 3Cs Program enrolled a cohort of 30+ students for the first year of implementation. We emphasized mission over money, and the return on investment followed.

SCENE 2: A REFLECTIVE DIALOGUE BETWEEN SCHMIDT

"Faculty/Instructor of the new doctoral program – 3Cs Program) **and Press** (Doctoral student in Schmidt's class)
Stage Notes: *Press's narrative is in italics;* Schmidt's narrative is in regular font

"Spring" semester was full of snow, not rain. It felt dreary, but hopeful. I was acclimatizing to LUC, learning about its programs and people. This was my second semester of the 3Cs Program as a doctoral student, and I was enrolled in a course about teaching and learning in urban communities. The pandemic was still raging so class was virtual, of course. The professor was explaining an assignment and I immediately felt a sense of confusion. "We have to do what?" I asked a classmate in a private chat. "I think we need to find a school and figure out how to help them help themselves." Something about this felt wrong to me. Why would the school need an outsider to step in and "help"? Wouldn't this play into deficit-based thinking?

This critical and healthy tension is ever-present in our collaborative work with community organizations and schools. LUC's SOE uses a place-based engagement strategy (Yamamura & Koth, 2018). A deep commitment to relationships with and among our partners is at the heart of the place-based strategy. This means being present with organizations in the work. Likewise, community school strategies enable us to be present in the struggles and celebrations and, we think, engage in work that generates new learning opportunities

for students and opens new collaborative ventures with existing partners.

We intentionally seek to partner with local organizations and institutions to reflect our mission and values. As a result, local partnerships are, we believe, more likely to be sustainable, accountable, mutually beneficial, and less likely to reflect one-off, transactional projects.

I'm sitting in an online class about teaching and learning in urban contexts, being asked to partner with a local community school that I've never visited to develop an asset map. I don't know any of the schools and lack direction on asset mapping too. I feel lost.

Cognitive dissonance is an important component of transformative learning (Mezirow, 2015). Too much dissonance may lead to panic and flight from learning and prevent the student from achieving new insights and, ultimately, a new sense of equilibrium. Navigating these spaces is challenging for both students and educators. I have always believed that the most powerful learning is when students can work through the discomfort and puzzle the solutions out on their own or, more ideally, in collaboration with their peers.

This wasn't the only assignment that provoked discomfort. Many times, over the course of the semester I had to grapple with my own positionality in context. As someone who's new to this city, what is my role in trying to "help"? What does it mean to insert myself into a school or community and then just as quickly leave? How can I do meaningful contextualized place-based work without ever having visited these places?

Ohito (2016) critiques the ability of preservice education programs to prepare white teachers for engagement with marginalized racial identities adequately. Her article was one of the first we read in our redesigned Teaching and Learning in Urban Communities course offering. Her critique provides a way to acknowledge the elephant in the room. The course intended to offer a lens through which to examine the realities of urban learning spaces that have long been influenced, if not characterized, by historical, institutional, systemic, and cultural racism. Our journey began introspectively by examining our social identities and how we have been socialized into implicit and unconscious biases. We moved to an examination of how our organizations and institutions have been similarly marked by racism. This preparation enabled us to consider schools and school systems as well as classrooms both imprinted by racism but as places where we can intentionally conduct anti-racist work. I asked students to engage in asset mapping to support the school's work to be present in its community, which is often neglected due to the unrelenting asks placed on schools. Though short-term and confined to a single semester, the resulting map, I felt, could be a resource for schools to enact new partnerships and/or energize existing ones. Asset mapping turns deficit thinking on its head. Instead of believing that schools must do all the work, it communicates that community partners stand ready. Instead of viewing students and families as problems to be fixed, it communicates that families bring experiences, resources, and insights that can enrich school communities.

Thankfully, the instructor welcomed this discourse and emphasized that the steps we were taking as students in this course connecting with university-assisted community schools were part of a larger journey. Starting with the theoretical underpinnings of community schooling, we built our way up to conducting group projects. My partner and I met with our school's administration and counseling teams multiple

times. Our discussions changed our direction, and I appreciated the opportunity to glean insight into their many successes but was also cognizant of the ongoing traumas. The asset mapping project wasn't about stepping into a school community to solve problems, it was about considering the resources that already exist within and outside those school walls in collaboration with school staff.

One of my first opportunities upon moving to this in January of 1991 was to join a research team at the ABCD Institute (Asset Based Community Development) of a prestigious private research university. The Institute has moved to another private university (ABCD Institute | DePaul University, Chicago). The philosophy of asset-based development has deep implications for communities and their schools. At Loyola University Chicago, ABCD addresses how we might approach our work with communities and how teachers might approach their work with students. Asset-based community development informs our SOE approach by addressing the question of how we might work with communities and how teachers might work with students. Do we address the perceived problems we see, or do we seek to develop communities, classrooms, and students based on the skills, interests, and talents our students and citizens offer? The asset-mapping project becomes an opportunity for students to develop this disposition and this skill set. It often helps them to uncover the hidden and engage in generative discussions that lead to productive relationships and positive outcomes.

The philosophy of asset-based development has deep implications for communities and their schools. At Loyola University Chicago, ABCD addresses how we might approach our work with communities and how teachers might approach their work with students. Asset-based community development informs our SOE approach by addressing the question of how we might work with communities and how teachers might work with students.

After the semester ended, we were invited to attend a staff meeting to discuss the asset mapping project. Asset mapping wasn't about choosing a school at random and "helping them help themselves" it was about reciprocal learning and sharing. This asset-mapping experience in partnership with a local school generated important perspectives, but there's still work to be done to figure out how best to nurture these relationships catalyzed by coursework into mutual, sustaining bonds.

From TLLSC's advent to 3Cs Program's construction, we are moving toward in-depth collaboration with community organizations and schools. We hope to develop professionals with a disposition to seek partners, collaborators, and "co-conspirators" (Smith, 2020) beyond the walls of their institutions. The haranguing notion that "I" should be able to do this on my own, we hope, begins to dissipate as we move closer to fuller, more sustainable expressions of partnership in our work. The community school work that Loyola University Chicago has engaged in over the past five years provides us with the concrete opportunity to live out the vision we put forward in our academic programs.

CONCLUSION

As educators, we seek to advance an understanding of schools as deeply rooted in, shaped by, and responsive to their communities. We seek to

build learning opportunities at our university that engage our students in schools and communities throughout their learning experiences, including apprenticeships in schools, internships with our school and community partnership, and academic projects with practical relevance that engage and support schools and communities. We continue to build on-campus partnerships across the university to help us all strive toward the university's vision and mission.

In 2011, LUC set out to transform teacher preparation by developing an apprenticeship, site-based model. Supported by extant literature, we quickly realized that school and community partners would need to support the university to generate and sustain this model (Daniel, Quartz, & Oakes, 2019). Participation in our program redesign process was an enormous benefit to us but also a benefit to our partner schools, organizations, and cultural institutions. They would gain well-trained professionals, have access to eager students seeking to provide support in classrooms and community spaces during their four years of university education and be able to share and advance the importance of their work among developing teachers. Teachers learning in authentic teaching spaces was the mantra. Indeed, our student graduates are sought after, highly thought of, and make significant contributions not just to the individual classrooms but also to their schools and communities. The field-based model is paying dividends.

This work is ever-evolving. We see a beginning point of this journey – our work to revise and revitalize our teacher preparation program, a second leg of the journey – our work to expand and deepen our work with partner schools through community school partnership, and a concluding (at least for now) stage of the journey during which we have built 3Cs Program, the doctoral program. They cannot remain as static programs representative of a "completed" approach to university school engagement work and education within our institution. Instead, they represent a deep engagement with our communities and community partners to change the face of education for our students and communities. Multiple approaches and strategies are required to advance equity through community engagement and university-community-school partnerships. This paper has articulated how institutions developed degree programs (e.g., TLLSC and 3Cs Program) for advancing partnerships as an evolving process, continuously collaborating with faculty, staff, community leaders, and school personnel. This process is complex and complicated, as articulated in the narratives presented in the paper about mutual benefits in partnerships and relational trust to create and sustain new degree programs. The authors anticipate that these snapshot versions of narratives inspire other educators and community leaders to revisit their practices in partnerships and offer another approach to community engagement supported by university resources and mission.

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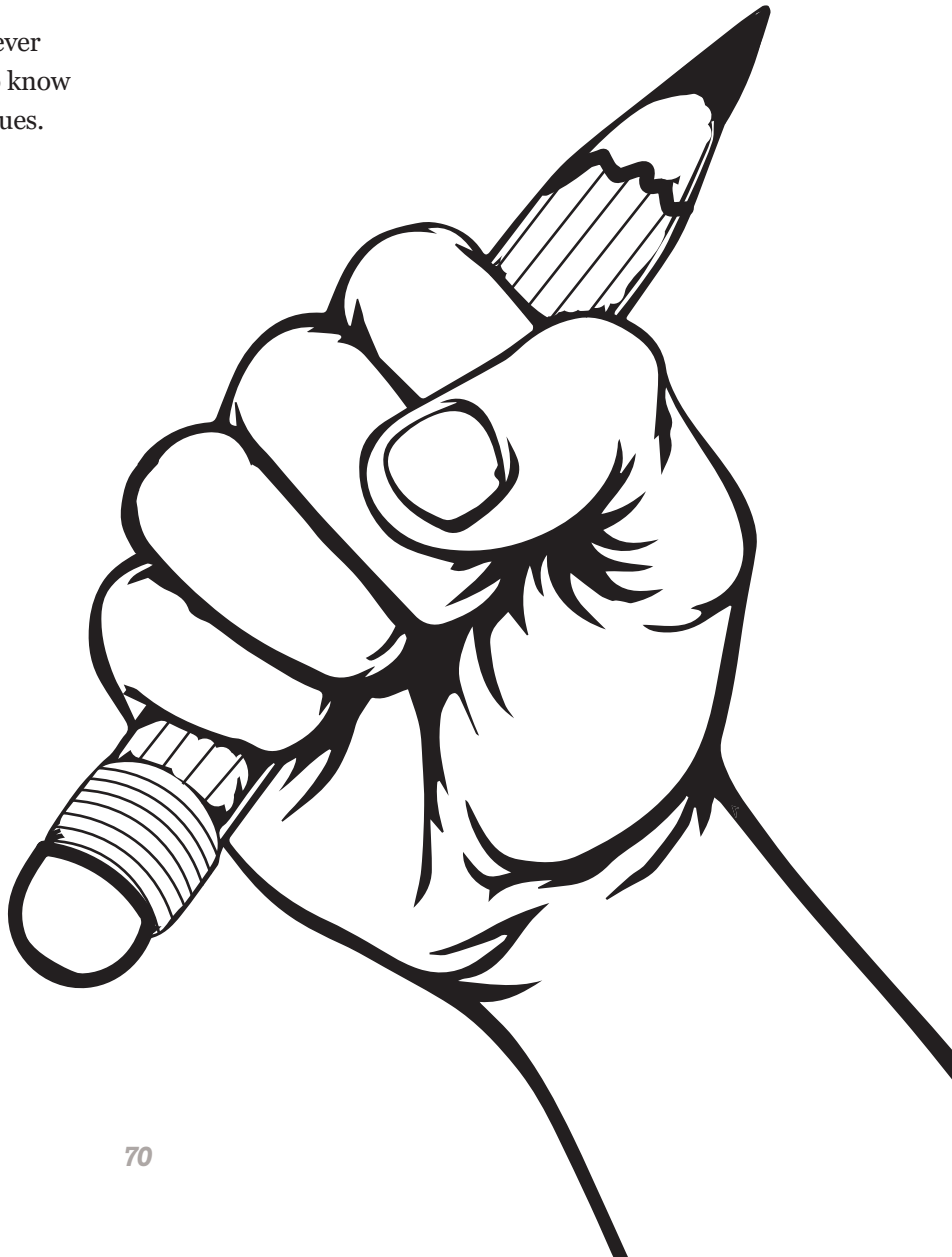
The curtain does not fall on this enterprise. The stage does not now go dark. The actors do not retire to their homes and then choose a new opportunity for performance. The story continues through our commitments to emerging forms of teaching and learning, community partnerships, and full community engagement. One of the roles of the university in community engagement work, we believe, is to generate collaboratively, share, and hold the vision of deep community engagement that is premised on authentic, trusting, and powerful relationships among our organizations and institutions. Holding a vision is a sacred act. It requires patience, commitment, and wisdom: patience to know that we are not yet there; commitment to know that we are moving ever closer if we stay the course; and wisdom to know we will never truly arrive. The work continues.



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End Racism

KAMARIE FULLER, Butler University

END SYSTEMATIC RACISM

WE MUST MAKE A SYSTEM WHERE RACISM IS NO LONGER PRESENT!

Activism Engage Segment

When we learn to embrace our humanity, we inherently combat the forces that work to dehumanize us?

When we learn to inhabit the fullness of who we are, we resist what our oppression tries to make us.

When we learn to recognize our own strength, we challenge the forces that work to suppress that strength.

When we learn to utilize our collective strengths, we strategically disempower the systems that strategically disempower us.

When we learn to unify ourselves with our oppressed neighbors, we rebuild the bridges that bigotry destroyed.

When we root ourselves in our community and our collective liberation, we uproot the hate that extends into our homes

Author
PAUL FORD II
BUTLER UNIVERSITY

If Not You, Then Who?

The power to lead is within anyone, especially you

All you need is a passion and purpose to pursue

Can't you see see see

People don't need a title or fancy degree

To step up up up

To use your voice to be loud and erupt

Find an issue that matters to you

Because If not you, then who?

Seize the opportunity

To make change in your community

Join an organization or start your own own own

Just remember you're never alone

Together we are in this fight

To make a difference in this world is not light

But its work we must do

Because remember, if not you, then who?

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