UNIVERSITIES AND COMMUNITY SCHOOLS

A Publication of the Netter Center for Community Partnerships at the University of Pennsylvania

Netter Center
for Community Partnerships
UNIVERSITY *of* PENNSYLVANIA

Statement of Purpose

Universities and Community Schools will not duplicate the work of any existing publication or association. Since its founding in 1989, the journal's unique purpose has been to help build an informal international network of academics and practitioners working, in different places and ways, to increase the contributions universities make to the development and effectiveness of community schools. In our judgment, developing and sustaining a systematic sustained network is necessary if schools, communities, and universities are to function effectively and significantly contribute to the public good.[1]

Universities and Community Schools is designed to help spark a worldwide informal movement that aims to overcome major community and societal problems (particularly educational inequities) by developing place-based, mutually transformative, innovative partnerships between universities and schools.

There is no subscription price for receiving *Universities and Community Schools*. We would like all those interested in the focus and purpose of this journal to receive copies. Please feel free to reach out to us at the email below.

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[1] University" is broadly conceived, i.e., all institutions of higher education.

Table of Contents

University-Assisted Community Schools as Democratic, Anti-Racist, Justice- and Equity-Seeking Institutions: A Growing Movement for Democracy and Social Change

Ira Harkavy, John L. Puckett, and Rita A. Hodges
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This issue of *UCS* appears at a particularly important moment. The pandemic and murders of Black people by police have laid bare deadly inequities, racism, and social injustice in American society. They simultaneously highlight the limitations, indeed the failures, of our institutions to do what they were designed to do. Universities are not immune from that devastating critique. To the contrary, in many respects, they have contributed to the soulless selfishness, destructive neoliberalism, and savage inequities that have come to define the present situation (Harkavy & Hodges, forthcoming).

The diverse Black Lives Matter movement and growing campus activism both in face-to-face and remote settings, among other developments, indicate a growing recognition that things need to fundamentally change—and change now. University-assisted community schools (UACS) is an approach that from its very beginnings in the late 1980s has been developed and implemented to produce significant change on campus, in the community and its schools, and in the wider society (Benson et al., 2017). The articles in this issue of *Universities and Community Schools* are a powerful indicator that university-assisted community schools across the United States have been doing just that. The articles from long-term partners, such as IUPUI and Buffalo, to recent partners, such as the University of South Carolina and Duke and North Carolina Central University, as well as those in between, are both compelling and cause for optimism. The development of regional training centers for university-assisted community schools, including IUPUI, UCLA, and Binghamton, as well as the creation of a movement-building network comprised of some 70 universities involved with the work, are also indicators of progress and the potential of UACS.

As impressive as that progress is and has been, it is obvious from recent events that university-assisted community schools need to do more, much more. American democracy is in trouble. Democratic schooling and education are, as Dewey emphasized, crucial to a democratic society (Benson, Harkavy, Puckett, 2007). As he also emphasized, "Democracy must begin at home," and that "home" had to be the local "neighborly community" (Dewey 1927/1981, p. 368). Simply put, no local democracy, no democratic society. University-assisted community schools is, at its core, an approach to help develop and advance both democratic schooling (kindergarten through higher education) and democratic local communities. It does both these things by connecting university resources, as well as the resources of government and other organizations, to the local school so that it functions as a neighborhood learning center that serves, engages and activates children, parents, and other adults to work together to solve community-identified problems (Benson, Harkavy, Puckett, 2007; Benson et al., 2017).

In 1939, John Dewey wrote the article "Creative Democracy – The Task Before Us" in response to the growing threat of Nazism. Dewey described democracy as "a way of life controlled by a working faith in the possibilities of human

nature" (Dewey, 1939/1988, p. 226). He went on to write, "Intolerance, abuse, calling of names because of differences of opinion about religion or politics or business, as well as because of differences of race, color, wealth or degree of culture are treason to the democratic way of life" (Dewey, 1939/1988, pp. 227-228). Following Dewey's lead, university-assisted community schools must function as democratic, anti-racist, justice- and equity-seeking institutions. The articles that follow discuss how colleagues across the country are working with their school and community partners to bring that kind of university-assisted community school into being, simultaneously helping to further develop a national movement for democracy and social change.

We begin this issue with articles from three of our regional training centers on university-assisted community schools. In the opening article, Karen Hunter Quartz suggests a framework for narrating the impact of university-assisted community schools based on a decade of experience at UCLA. She recounts how and why university-assisted community schools were established, and she describes the work of the two UCLA Community Schools, which are rooted in the ideals of democracy, justice, and education. Laura Bronstein, Luann Kida, Meg Garton, and Amber Simpson of Binghamton University outline the multi-pronged and far-reaching effort of Binghamton University Community Schools (BUCS) in small cities, towns, and rural communities. BUCS' impressive local and regional work demonstrates the importance of robust partnerships with the public and private sector, as well as the power of a strengths-based, trauma-informed, and system-focused approach. The article by Jim Grim, Monica Medina, and Nicole Oglesby demonstrates IUPUI's role as a pioneer in the university-assisted community schools movement. They describe IUPUI's steadfast commitment to equitable education, community-engaged scholarship, and shared leadership through the UACS model, while also detailing significant growth in interdisciplinary programs, institutional partners, and statewide networks.

The issue then turns to some more recent models of UACS. Jessica Benton, Yolanda Dunston, Amy Anderson, and Alec Greenwald chronicle how Duke University and North Carolina Central University have come together to form a strong inter-institutional partnership involving staff, faculty, and student researchers to support the emergence of community schools in Durham. They explain the importance of organizing, valuing diverse stakeholder voices, and providing adequate preparation of university students. Jon Schmidt, Dave Ensminger, and Mitch Hendrickson describe Loyola University Chicago's emphasis on sustainable relationships grounded in trust and mutuality and a racial and social justice framework. The authors identify both successes and challenges of Loyola's university-school partnership efforts to date, which are led by its School of Education, as well as some promising developments on the horizon. Barnett Berry, Matthew Irvin, and Jon Pederson of the University of South Carolina discuss how the stark inequities of American public education, further revealed by the pandemic, provide an urgent warrant for school-university-community partnerships. They particularly describe the recent launch of Accelerator for Learning and Leadership for South Carolina (ALL4SC), a university-wide approach to the implementation of whole child and whole community education in a rural school district, and the challenges and opportunities that likely loom ahead.

The issue concludes with two pieces from long-standing colleagues. Bob Kronick's article describes the evolution of his community-engaged scholarship and practice across a long and distinguished career. He reflects on lessons learned from developing UACS at the University of Tennessee, Knoxville for the past 20 years, as well as his experiences trying to adapt the UACS approach in rural communities. In the concluding article, Henry Louis Taylor, Jr., Beth Kwiatek, and Gavin Luter offer both a sharp critique of higher education and a vision for re-centering race and anti-racism in university engagement models. This timely piece discusses the impact of COVID19 on Black and Brown communities nationally, failed efforts by universities, as well as promising examples, particularly the community-driven model of the African American Health Equity Task Force in Buffalo.

We hope you enjoy this 2020 issue, and we welcome your feedback, ideas, and help in building a national movement to develop university-assisted community schools as democratic, anti-racist, justice- and equity-seeking institutions.

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Dedication

We dedicate this issue of *UCS* to Joann Weeks, who retired on June 30, 2020 after 27 years of dedicated service to Penn, the Netter Center, West Philadelphia, and our regional, national and global partners. Joann led the Netter Center's outreach and replication programs since the inception, including serving as lead editor for the *UCS* journal for many years. This is her last issue as editor, marking a significant transition for the Netter Center. Simply put, much of the Center's national and global impact, especially the growth of the UACS model across the United States, can be attributed to her outstanding work and leadership. She also made important scholarly contributions, coauthoring one book and at least nine chapters and journal articles. Joann has exemplified the values that drive the Netter Center's work, including collaboration, compassion, and ethical, inclusive leadership –values that could not be more important at this time.

–Ira, John, and Rita

Democracy, Justice, and Education:
Framing the Impact of University-Assisted Community Schools

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Karen Hunter Quartz directs the UCLA Center for Community Schooling and is a faculty member in the UCLA School of Education & Information Studies. Her scholarship examines community school development, teacher autonomy and retention, and educational reform. Professor Quartz led the design team in 2007 to create the UCLA Community School and served in 2017 on the design team for a second site, the Mann UCLA Community School. She currently oversees a portfolio of research-practice partnerships at both schools designed to advance democracy, justice, and education. Among Quartz's many books, articles, and chapters, *Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform* (with co-authors Jeannie Oakes, Steve Ryan, and Martin Lipton) won the American Educational Research Association's Outstanding Book Award. She is also recipient of the National Teacher-Powered Schools Initiative's Advancement in Research Award and the UCLA Chancellor's Award for Community-Engaged Scholars.

Introduction

Ernest Carroll Moore was the Superintendent of Schools in Los Angeles before he co-founded the University of California, Los Angeles (UCLA) in 1919 to prepare teachers for the growing city. An educational philosopher and student of John Dewey, Moore (1915) described education as world building, and explained that "education is not for life, but it is life" (p. 138). A century later, in the Spring of 2019, a crowd gathered in the rotunda of Los Angeles' City Hall to mark UCLA's centennial and celebrate its achievements, including a very special world building effort—a partnership between the Los Angeles Unified School District and the university to create the UCLA Community Schools. These two neighborhood schools educate 1,500 students in Kindergarten through 12th grade and engage hundreds of students, staff, and faculty from the university in teaching, research and service. As microcosms of a better society, the schools were designed to be sites of social transformation. Their success is measured by the number of UCLA students who engage at the sites, the percentage of high school seniors who are college-bound, and other common indicators of achievement (Hewitt, 2019). Yet, the impact of these schools is far richer. In this essay, I suggest a framework for narrating the impact of university-assisted community schools based on a decade of experience at the UCLA Community Schools.

Conceptualizing Impact

Extensive scholarship probes the concept of social impact or change. From a sociological perspective, for example, analyses focus on the process of social problem solving, change, or betterment: "all those processes that people regard as failing or succeeding in converting one social state into another that is by some standard better" (Lindbloom, 1990, p. 4). Designing a new school is a social process that may be aimed at improving the existing system of education, measured by an increase in college-going rates, for example. Assessing whether the new school design caused the increase in college-going rates, however, is a complex question with thorny philosophical considerations about the nature of causality (Gates & Dyson, 2016). Moreover, different audiences will have different standards or norms for what counts as a good causal argument that the new school improved college-going rates. A school district with hundreds of schools may assess that the new school improved college-going by comparing rates across schools with similar demographics. A university with a substantial investment in one or two partnership schools might assess the impact of its schools by conducting a more rigorous evaluation that compares the experiences and outcomes of graduates with a random sample of similar students (e.g., Mehan, 2012). Underlying these causal arguments is a theory or explanation about the processes that led to the change—the premises of the argument about how the school increased college-going. Particular practices may be held up as making the difference or, conversely, schools affiliated with universities may be criticized for "creaming" students or dismissed as being exceptional. Rarely, however, do we stand back from the success stories or criticisms to focus on the complexity of social impact claims. Embracing this complexity, I argue, opens the door for a more generative and historically-grounded narrative about the impact of university-assisted community schools.

In what follows, I briefly describe three historical narratives about how and why university-assisted community schools were established (Benson et al., 2017; Benson, Harkavy & Puckett, 2007; Cucchiara, 2010). The first is a history of community schooling that starts with the settlement house movement. The second narrative looks back to the founding of land-grant institutions, and the third examines the history of laboratory schools. These narratives are intended to surface the nature and types of impact the schools were designed to achieve, although I recognize that not all university-assisted community schools will identify with these particular histories. For analytic purposes, I use these historical frames as the context for a broader causal argument about social impact. While the narratives are overlapping, I have chosen to frame them according to three core ideals that define public discourse about schooling: democracy, justice, and education (Allen & Reich, 2013). My intention is to use these ideals to flesh out what might count as evidence that university-assisted community schools are making a difference.

Motivating this inquiry is my own experience of framing and studying the impact of two university-assisted community schools affiliated with UCLA. For the past decade, I have observed the emergence of an impact narrative that facilities collective inquiry and action across diverse stakeholders. Framing impact in narrative terms involves foregrounding the temporal sequence of events, the context, the characters, the defining moments, and the actions, ideals and aspirations that drive social change. Policy researchers study the structure of impact narratives in order to understand how social problems are framed and how this framing is linked to policy prescriptions and implementation (e.g., Blum & Kuhlmann, 2019). Policy narratives ascribe responsibility for problems, they portray who has power, and who is deserving of social support. Moreover, there is a large interdisciplinary research base on the power of narratives to shape beliefs, cognition, and actions (Jones & McBeth, 2010), underscoring the value of impact narratives to shape social reforms such as university-assisted community schools.

Tying the work of university-assisted community schools to the concepts of democracy, justice, and education can also help bridge the longstanding gap between research and practice in schools. As stable sites for research, teaching, and service, these schools are ideal sites for research-practice partnerships, "long-term collaborations between practitioners and researchers that are organized to investigate problems of practice and solutions for improving schools and districts" (Coburn, Penuel, & Geil, 2013, p. 48). University-assisted community schools are multidimensional and multilevel problem-solving ecologies working to "create, sustain, and improve a myriad of interrelated structures and educational practices, with a complex accountability for whole cohorts of students" (Quartz et al., 2017, p. 144). Within this context, researchers and practitioners routinely make impact arguments; they explore root causes, make predictions, take action, gather trustworthy evidence, and make decisions and judgments about particular practices (Joyce & Cartwright, 2020). Taken together, these arguments contribute to an impact narrative that includes credible evidence on the extent to which the university-assisted community school is meeting a set of goals and outcomes. I argue that this impact narrative is most likely to promote engagement and deliberation if it reflects the priorities of the school, the community, and the university.

The following sections examine the priorities and contexts of the two UCLA Community Schools, framed broadly in terms of the ideals of democracy, justice, and education and introduced by brief histories set in Los Angeles. Each section analyzes the idea of impact, using examples from a variety of research-practice partnerships, in order to describe the quality and variety of evidence used to make causal arguments.

Democracy: Community Schools

The Settlement House Movement

In 1901, inspired by Jane Addams' Hull House in Chicago, Mary Julia Workman founded the Brownson Settlement House in central Los Angeles (Engh, 1993). Serving immigrants from Mexico, Brownson was "a center for personal service and mutual helpfulness, for civic, social, and religious betterment in sections of Los Angeles where conditions of living are difficult" (Spitzzeri, n.d.). The city of Los Angeles operated a child welfare station at Brownson, a staff of doctors and nurses provided medical care, and lectures were given on labor issues, immigration, women's issues, poverty, crime and religion. There was an outdoor playground, off-site activities, concerts, clubs, and educational programs. The precursor to today's community schools movement (Harkavy & Puckett, 1994), settlement houses such as Brownson were social centers of their neighborhoods. They were family-like, noted for their ethic of care—contrasting deeply with the alienating factory-model schools of the era, which were designed to scientifically manage the influx of immigrants. Settlement houses developed "an ethic of democratic community that merged social, educational, and political goals and activism" (Oakes et al., 1999, p. 43).

UCLA Community School

In this spirit, the UCLA Community School was designed to be democratic at every turn, as signified by its mission to be "a community-based, learner-centered, university-assisted school—a school where many different people come together, driven by the nation's long legacy of common schooling, to create a place of learning for the next generation." As a site of conscious social reproduction (Gutmann, 1997), the school has established democratic norms, structures and practices both within and outside its classrooms. For example, each spring high school students conduct multi-lingual social action projects on topics of local concern, such as gentrification or immigration, and then share their findings with the broader community. The school's Immigrant Family Legal Clinic runs Know Your Rights workshops for parents. Teachers determine their own working conditions, as outlined in a locally developed "Elect to Work Agreement" negotiated as part of movement to create autonomous "Pilot" schools within Los Angeles Unified School District (LAUSD) and in partnership with the teachers' union and a coalition of community-based organizations (Martinez & Quartz, 2010). UCLA decided to join the Pilot School movement instead of the growing charter school movement to situate the school's work as part of the larger system of public education and firmly root it in the strengths of a particular community.

The UCLA Community School opened in 2009 as part of the district's first wall-to-wall complex of Pilot Schools, joining with five other schools to form the Robert F. Kennedy Community Schools on the former site of the Ambassador Hotel where Kennedy was tragically assassinated in 1968. Kennedy's longstanding friendship with Cesar Chavez, Dolores Huerta, and other civil rights leaders is memorialized in the same space, now the schools' library, in a public art mural by Judith Baca entitled, "Seeing Through Other's Eyes." It is this social justice legacy and ethic of compassion that lays the foundation for democratic schooling at the UCLA Community School.

The historic site is 24 acres and spans two city blocks facing Wilshire Boulevard, a main artery that connects neighborhoods from the Pacific Ocean to the downtown core. Four thousand students from two of these neighborhoods—Koreatown and Pico Union—walk to the RFK Community Schools each morning. About two-thirds of the residents in the school's neighborhood are foreign-born, primarily from Mexico, Central America, and Korea—among the highest percentage of immigrants in Los Angeles. Before the school was built, most of these students boarded buses to attend schools in other communities. The UCLA Community School's first cohorts transferred in from more than 65 schools throughout the city. The new school started with 340 students in Kindergarten through 5th grade and added the secondary cohorts the next year. The school's enrollment of 1,000 students has held steady over the past decade despite declining district enrollment and the growth of charter schools. Students are predominantly Latinx (81%) and Asian (10%) and represent a higher proportion of socioeconomically disadvantaged, transient and immigrant students than the district as a whole.

Mann UCLA Community School

In 2016, based on the early success of the UCLA Community School, the university was approached by the school district to establish a second partnership site in a very different context just eight miles south of the RFK campus. In this South LA community, 37 charter schools had opened within a 2.5 mile radius of an historic 1926 neighborhood school, Horace Mann Middle School, causing its enrollment to plummet from 1,807 students in 2001 to 315 in 2017. During this time, the school experienced repeated educational reform efforts, both internal and external to the school, including reconstitution, district mentoring programs, public school choice, charter co-location bids, and in 2016 a partnership with UCLA. The university approached the partnership recognizing the capacities, experiences, and strengths of the local community alongside the historic structural inequities that had defined community life— from redlining in the 1930s to the LA Uprisings of 1992. The decision to partner with Mann was a conscious effort to respond to the national epidemic of school closures in urban communities that disproportionately affect Black students and students living in poverty (Urban Institute, 2017). Knowing that closing neighborhood schools destabilizes local communities and disrupts students' lives—adding to the many other challenges experienced by

students of color living in poverty (Fine, 2012; Green, 2017)—UCLA partnered with Mann to honor its history and chart a course for its future.

In 2017, the Mann UCLA Community School launched. By 2019, enrollment had increased to 454 students, 52% African American and 48% Latinx, with 32% participating in special education programs, almost three times the district average. UCLA's stance was both appreciative and critical in an effort to inspire public inquiry and collaboration. The school's veteran staff was both welcoming and skeptical given the revolving reforms they had witnessed. To increase enrollment and develop a strong multi-age community, the school was envisioned as a K-12 span school and designed to add a grade per year. The first cohort of students who stayed on as 9th graders in 2017 will graduate in 2021, at which time the school will begin to grow its elementary program.

Narratives of Democratic Deliberation and Participation

The two UCLA Community Schools are deeply rooted in particular contexts, breathing in and out the values, beliefs, and conditions of their local communities. As Warren (2005) puts it, "the fates of urban schools and communities are linked, yet school reformers and community-builders typically act as if they are not" (p. 133). In contrast, these schools were designed to be the social centers of their neighborhoods, built upon the ideal of local, participatory democracy (Benson et al., 2017). They were also designed to be sites of collective deliberation and engage in larger debates about schooling, recognizing that there are many dimensions of democratic participation that extend across multiple local, state, and national arenas, each with legitimate authority over schooling. For example, UCLA graduate students and science teachers at both schools are developing community-based science curricula and studying how best to engage students in solving problems such as climate change in the context of their own neighborhoods. These research-practice partnerships tie the schools to national debates, such as whether and how to implement the Next Generation Science Standards.

This brief overview of the schools' contexts and commitments to conscious social reproduction suggests that both schools are advancing democracy in many ways, yet capturing this social impact is a complex measurement task. For example, Varieties of Democracy[1], a global research effort, identifies and collects data across six continents to measure five high-level democratic principles: electoral, liberal, participatory, deliberative, and egalitarian. To capture the quality of democratic deliberation, they have created an index, based on expert-coded data, to capture the process by which decisions are reached in a polity and measure the extent to which "public reasoning focused on the common good motivates political decisions," with "respectful dialogue on all levels." There is, of course, much debate among comparative political scientists about how best to measure democracy (Geissel, Kneuer & Lauth, 2016). Similarly, in the context of education, there is a variety of efforts to capture the democratic quality of schools, for example, through school climate measures, qualitative studies of transformative parent engagement, or student civic learning assessments.

Engaged Scholarship

The UCLA Community Schools have taken up the project of tracking the quality of democratic participation and deliberation, as measured by stakeholder surveys administered by the district, to facilitate annual comparisons across schools, and stable locally designed student and educator surveys that permit longitudinal analysis. Through this effort, the school is able to document perceived levels of trust, cohesion, and respect; opportunities for collective problem solving; commitment to inquiry and deliberation; sustainability and teacher retention; and other indicators that allow researchers and practitioners to observe and talk about the quality of democracy at a school level. In addition to survey data, research-practice partnerships have focused on the school's role in promoting student, teacher, and parent agency, providing an in-depth look at the infrastructures—such as after-school clubs, local elect-

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[1] https://www.v-dem.net/en/

to-work agreements, and multi-generational arts programs—that support collaboration and collective inquiry (Lee et al., 2020; Kane, Quartz & Kunisaki, under review).

An important component of the schools' "world building" impact narrative is the extent to which they are able to capture or measure the quality of democratic participation and deliberation—and use this information to further strengthen their local democracies as well as broader debates about education. For example, Rosa Jimenez and Rebekah Kang are founding teachers at the UCLA Community School and they have actively collaborated with researchers to study and share a variety of democratic practices, including a locally designed teacher evaluation system, teacher-led governance structures, and student-led social action projects. As active members in the teachers' union, educational justice coalitions, district steering committees, and national teacher leadership networks, Jimenez and Kang are shaping discourse and decisions beyond the school. And in January 2019, they were on the front lines of the historic Los Angeles teachers' strike, carrying placards that read, "Community Schools Build Democracy."

Complementing this focus on democracy, I turn now to the ideal of justice and the history of university-assisted community schools in relation to the larger movement to expand access to higher education.

Justice: College for All

Land-Grant Institutions Expand Access

Expanding access to higher education, the Morrill Act of 1862 and the Second Organic Act of 1868 created the University of California and charged it with advancing the agricultural and mechanic arts as well as applied sciences. The university established agricultural field stations "in which the research, service and teaching missions of the university both inform and are informed by the practical challenges confronted by women and men working in real-world settings" (Mehan, 2012, p. 19). This model set the stage for a network of educational field stations initiated in 1997 by the University of California San Diego (UCSD), as a response to the university's 1995 ban on affirmative action in undergraduate admissions and subsequent state proposition which abolished race and gender-based affirmative action statewide. To achieve a diverse student body in the wake of these policies, UC campuses were charged with developing a new approach to outreach in partnership with the K-12 system, which led to the creation of the Preuss School, UCSD's university-partnered charter school.[2] With an explicit commitment to educational equity and justice, the Preuss School only admits low-income students whose parents or guardians are not graduates of a four-year university. As an educational field station, the school was designed to help the state understand how to increase the diversity of students in the educational pipeline to and through college.

UCSD's Preuss School paved the way for similar efforts at UC Berkeley and UCLA (Mehan et al., 2010). In 2005, the California College Preparatory Academy—CAL Prep—opened as a partnership between UC Berkeley and Aspire Public Schools, a charter management organization. Part of the national early college movement, CAL Prep was designed to create a stronger articulation between educational levels and implement policies such as dual enrollment for college credit in high school (Weinstein & Worrell, 2016, p. 17). The CAL Prep team asked the following question: "what kind of high school provides a fair chance in an unequal world, enabling underprepared and underserved students to rise to the highest expectations of becoming ready for college and being successful there?" (Weinstein & Worrell, 2016, p. 19). This explicit focus on advancing justice is also reflected in the 2007 proposal[3] to create the UCLA Community School: "As a site for

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[2] This term is used instead of "university-assisted community school" in this context because the Preuss School is not located in the community that it serves. Rather, students apply to the school from a variety of neighborhoods and are bussed to the school, which is located on the university campus in an affluent neighborhood.

[3] This proposal was prepared by a team of educators from the UCLA Graduate School of Education and Information Studies and was submitted on August 31, 2007 in response to a Request for Proposals from the Los Angeles Unified School District for the first cohort of Belmont Pilot Schools. In this proposal, the school is provisionally named "Los Ositos/Bruin Community School." The school name was changed to UCLA Community School in 2009.

innovation in college-preparatory education that serves predominantly low-income Latino students, [UCLA Community School] will help UCLA understand and advocate for the K-12 conditions required to ensure equitable access to UC."

Together, the three UC campuses formed the UC Network of College-Going Schools and continue to advocate for expanding access to higher education. In so doing, these schools were designed to advance justice, conceived as redistributing opportunities to attend the University of California in order to ensure the university's enrollment reflects the economic and racial composition of the state. Probing further, this redistribution is based on the assumption, among others, that a university education is an engine of social mobility—the "great equalizer of the conditions of men" (Mann, 1848/1960, p. 87). By preparing low-income students of color to attain college degrees, these university-partnered schools seek to challenge the existing economic and race-based stratification of society.

Justice Narratives

When the UCLA Community School graduated its first cohort in 2014, gathering data on students' college applications, admittances, and decisions was paramount to the university—the most highly anticipated form of evidence that would test whether the school had made an impact. This moment coincided with a larger statewide movement to expand college access. On June 14, 2005, the Los Angeles Unified School District approved the "A-G for All Resolution," establishing a fifteen-course college preparatory sequence for all students beginning in 2012 with the incoming class of 9th graders. The A-G requirements are a set of courses that students must pass with a grade of "C" or higher to be eligible to apply to University of California and California State University (UC/CSU) institutions (University of California, 2017). Framed as a civil rights issue, the "A-G for All" movement—one of many "College for All" reforms across the nation— was responding to the well documented systemic barriers faced by students of color and low-income students in meeting A-G requirements and gaining access to UC/CSU institutions (e.g., Gandara & Contreras, 2009). To disrupt these structural inequities, coalitions of community-based organizations across California organized campaigns that resulted in the adoption of graduation policies—in districts across the state—that require all students to complete A-G courses. The LAUSD "A-G for All Resolution" is part of this larger state reform context and the UCLA Community School was established in the context of its scale up and implementation.

Before the school opened, in 2009, only 13% of the students in its local congressional district enrolled in a four-year college. The "A-G for All" movement was countered by claims that it was unreasonable to expect all students to meet the high bar for admission to a four-year university. Local deliberation about this problem was heated and sparked debate about what it meant to advance justice as a partnership (Quartz et al., 2019). For example, when a group of 20 researchers and practitioners convened in June 2013 to assess the quality of the school's college going culture, one of the university partners argued that 100% of students should attend college because that was the goal in more affluent schools. This argument about redistributing access to college was countered by a competing conception of justice as recognition— grounded in the cultural politics of difference and respect for persons as free and equal human beings. What if a student expressed no interest in attending college, particularly the elite colleges represented by the school's university partner? How can we support college going for undocumented students? What was the school's role in both setting high universal expectations while also recognizing the agency, circumstances, and identity of individuals? Over time, this debate has generated productive deliberation and change; for example, increasing support for two-year college pathways and transfer programs, explicitly acknowledging higher education status hierarchies and efforts to value all pathways, establishing a legal clinic on campus to support undocumented students, and strengthening the school's social justice focus and culturally sustaining pedagogy.

The lessons learned at the UCLA Community School have informed the college-going culture at Mann UCLA Community School, particularly the importance and value of dedicated college counselors and support programs. Only

six percent of the residents in Mann's community are four-year college graduates, underscoring the challenge of preparing all students for higher education. Given this challenge, the partnership established a college center and funded a college counselor, as well as brokered access to academic enrichment opportunities, summer institutes, college field trips, mentoring programs, and college scholarships. As the school's first cohort prepares to apply to college, they will be closely studied to understand the range of factors that shape their post-secondary lives. As evidenced by the first cohorts to graduate from the UCLA Community School, we know that persisting in college will present another set of challenges and, for most, the pathway will be far from straightforward (Murillo, Quartz & Jacobo, under review).

Engaged Scholarship

Evaluating the extent to which the UCLA Community Schools are redistributing access to the University of California goes far beyond the UC enrollment and persistence data—although these data are highly valued and used to justify the university's investment in the schools. As field stations for the university, the schools are most importantly generating insight into what it takes to reverse longstanding patterns of injustice. The schools are often critiqued as exceptional given the extra resources contributed by the partnership to support college-going—a criticism also leveled at highly resourced charter schools. In both cases, the most compelling responses to this critique is that the schools are responsible for using what they learn to improve the larger educational system. Therefore, going far beyond the schools' college-going data, the impact narrative must address how university-assisted community schools are addressing college access policy and practice beyond its campuses. Here again, it is the work of engaged scholarship that animates the story.

A current research-practice partnership is collecting portraits of persistence. Through in-depth interviews, graduates are sharing their journeys to and through college, often against staggering odds. What's emerging is the concept of persistent community—how schools develop and nurture communal bonds that last and carry students into adulthood. Jose, a newcomer student from Guatemala, left the school without graduating but earned his GED and returned to the school, on his way to community college one day, to guest lecture in the newcomer seminar and enroll his brother in 9th grade. Jesenia graduated with a full ride to a private college. In the fall, when Jesenia's parents were unable to leave the state, Mariana, a student who graduated the year before, moved her into the ivy-covered dorm on her way back to college. These are powerful impact narratives, rooted in relational conceptions of justice and complementing the college admissions data that make headlines.

Building on these stories of democracy and justice, I turn now to the third ideal of education and the history of laboratory schools.

Education: Teaching and Learning

Laboratory Schools

Before she founded the Brownson Settlement House, Mary Julia Workman attended the Los Angeles State Normal School to become a certified elementary school teacher in 1899. Twenty years later, under Moore's leadership, the Normal School became the Southern Branch of the University of California. When the Normal School opened in 1882, it had a laboratory to demonstrate the latest teaching norms and practices—a structure compared to the anatomy laboratories where medical students were trained. University-run laboratory schools have a long and complicated history. They are intended to be model schools to prepare future educators, yet they typically have far more resources and serve a more privileged student population than the system of public education teachers are being prepared to enter. In addition, laboratory schools have multiple, often competing, aims that extend beyond teacher education to include research, faculty recruitment, innovation, and outreach (Cucchiara, 2010).

The UCLA Lab School predates the founding of the university, as it anchored education in the State Normal School at the turn of the century. The school's pedagogy was inspired by the progressive era agenda of Dewey's Laboratory School at the University of Chicago—a legacy captured in the school's current web content[4]:

> "We encourage children's natural love of learning while also helping them develop a disciplined approach to their work. At the same time, our classrooms and meeting spaces serve as a laboratory for exploring innovative ideas about teaching, learning, and child development."

With an explicit commitment to the value of diversity in education, the UCLA Lab School enrolls a student population that reflects the racial and ethnic demographics of California, but not its socioeconomic diversity. The school is located on the UCLA campus, in an affluent neighborhood, and currently educates 450 students, ages 4 through 12. Among its many innovative practices, the school has multi-age classes, a dual language program, and cognitively-guided instruction in mathematics—innovations that shaped the design of the UCLA Community School.

Envisioned as sites of research-based teaching and learning, the UCLA Community Schools serve as residency sites for the university's Center X Teacher Education Program as well as pipelines for future employment. Approximately half of the teachers at the UCLA Community School were educated at UCLA and share Center X's social justice vision and commitment to culturally sustaining pedagogy. About a third of the faculty serve as mentor teachers each year and guide the development of novice teachers in a gradual release of responsibility, co-teaching model. Given its community-based K-12 bilingual program, rooted in the home languages and cultures of local families, the school serves as a unique site for preparing bilingual teachers and studying innovative approaches to language instruction. Teachers at both schools also participate in Center X's longstanding professional development communities, such as the UCLA Writing Project and the UCLA Computer Science Project, to develop and refine their pedagogical practice. As a result, the schools advance and study innovative practices such as readers and writers workshop and project-based data science instruction. Extending the legacy of university-based laboratory schools, the UCLA Community Schools embrace their identity as sites of research and innovation in the core work of education—the social, emotional, and intellectual development of children and youth. To further extend the schools' impact narrative, I turn now to the story of how the UCLA Community School is shaping debates about bilingual education.

Narratives of Learning and Development

How children learn languages is a complex field of study and intersects with fierce political debates about culture, immigration, and assimilation. When the UCLA Community School opened in 2009, parents filled the multi-purpose room on Back to School Night to hear from UCLA professor Patricia Gandara, in Spanish, about the value of bilingual education—curious about the claim on the new school's brochure that it would prepare all children to graduate bilingual, biliterate, and multicultural. Parents were used to the state's deficit-oriented discourse about multilingualism. In 1998, California had effectively reduced access to dual language programs in favor of English-only instruction. In 2016, fueled by a growing research base on the value of bilingual education, Californians voted to expand access to multilingual education with Proposition 58. This sea change that rescinded two decades of restrictive bilingual education, along with the Common Core State Standards, has resulted in an enormous flux in assessment and accountability requirements. In contrast, the school's research-practice partnership on bilingual education has been a steady rudder, facilitating thoughtful scholarship about what it means to become multilingual, literate in more than one language, and multicultural.

Researchers and practitioners have created a local infrastructure and routines for documenting practice and collecting Independent Reading Level (IRL) data using the Fountas and Pinnell Benchmark Assessment System (Fountas, & Pinnell,

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[4] https://www.labschool.ucla.edu/about/

2010a; 2010b) twice a year. Teachers have adapted this system for use in a dual language context and used the longitudinal data to create six dual language learner profiles: dual proficient, approaching dual proficiency, monolingual proficiency, approaching monolingual proficiency, approaching monolingual proficiency, and below proficiency. These profiles were created in the school's research committee, a group that reports to the Shared Governance Council and consists of teachers, students, researchers, and district personnel. This committee reviewed research (e.g., Collins, O'Connor, Suarez-Orozco, Nieto-Castañon & Toppelberg, 2014) and the school's data to define learning trajectories. The dual language profiles are used by teachers to plan instruction and to track their progress in improving biliteracy using iterative Plan-Do-Study-Act cycles (Bryk, Gomez, Grunow & Mathieu, 2015). This sustained engaged scholarship around biliteracy has resulted in impressive gains for students as well as a fertile context for teacher learning and development.

Engaged Scholarship

The impact narrative about the school's bilingual program goes beyond increases in reading levels, although, like the college enrollment data, improving student outcomes is core to the mission of the schools. The dual language reading profiles serve as a powerful counter-narrative to the deficit conceptions of students as "English Learners" rather than emergent bilinguals. This narrative has informed the development of teaching resources, such as the Reader Identity Self-Assessment (RISA), that engages elementary students in analyzing their Spanish and English reading data together, setting goals for improvement, and reflecting on their "bilingual and multilingual reader selves." Nancy Garcia and Io McNaughton, both teachers, worked with researcher Janet Cerda to develop and test the RISA, and later share it at bilingual education conferences—informing the fields of student-led assessment, metacognition, and language development (Cerda, Bailey, Heritage, in press; Cerda, Garcia, Jimenez & Kim, 2019). Emily, a fourth grade student, reflected (in Spanish) on her own development:

> English Translation: "My goal is to learn more [Spanish] vocabulary because I don't understand what my mom says. And I want to learn more Spanish vocabulary to understand words in books. I want to read with stamina because I don't want to be distracted with things, and to raise my level so I can read more."[5]

Sharing the RISA beyond the school helps elevates the voices of students like Emily instead of reducing her achievements to a test score. In this way, the school is advancing a larger impact narrative about student-centered learning, envisioned by Dewey and enacted in progressive laboratory schools across the nation.

A Narrative of Social Transformation

Shaped by three ideals—democracy, justice, and education—the UCLA Community Schools are rooted in distinct yet overlapping histories. The settlement house movement led by the pioneers of the social work profession set the stage of the schools' democratic roots in the strengths and needs of local communities and the commitment to collective and compassionate problem solving. The history of land grant institutions, framed as an effort to broaden and redistribute access to higher education, foregrounds the schools' mission to prepare low-income students of color to enter and succeed in college. And the schools' connection to university-based laboratory schools as sites for innovative teaching and learning highlight their work to develop and study pedagogical practices that productively engage children and adolescents.

Uniting these themes is the schools' approach to research as engaged scholarship with three goals: to inform practice, ensure accountability, and create generalizable knowledge (Quartz et al., 2017). This approach is itself democratic, justice-oriented, and educative. Strong and inclusive norms of collaboration define the relationship between researchers and practitioners, signified by joint authorship and collective presentations. The research topics and areas of foci respond to questions of joint importance to the school community and the university and are driven

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[5] This student quote is included in a research-practice partnership report on self-assessment, see Cerda, Garcia, Jimenez & Kim (2019).

by a shared commitment to social justice. And throughout the inquiry process, using data, theories, and findings for local learning and accountability is as highly valued as publications and external recognitions. Dashboards of key indicators, such as reading levels, college rates, and school climate data are printed on poster paper each fall and hung in the school courtyard. The end of the school year is marked by a symposium to share and celebrate the work of the research-practice partnerships—many of which continue over the break as part of a Summer Research and Development Fellowship program for teachers. All of these activities support a narrative about the intellectual and professional work of teachers that is consciously intended to counter conceptions of teaching as a low-status, revolving-door profession. Similarly, engaging parents and students in analyzing data and deliberating about education is intended to counter pernicious deficit conceptions of low-income communities of color.

This essay has attempted to tell a causal story, based on multiple forms of evidence, about how and why university-assisted community schools hold great potential as sites of social transformation. I want to close, however, by acknowledging that impact is often most powerfully communicated not through data, reports, dashboards, or articles, but through art. For example, Mann UCLA Community School has an extraordinary drumline that communicates the power and integrity of its community with each performance. As vibrant sites of public art, both schools are decorated with murals and artwork that represent the values of democracy, justice, and education. On February 19, 2020, seven UCLA undergraduates engaged over 100 elementary and high school students at the UCLA Community Schools in learning about Art and Activism. This lesson in "artivism" was part of a traveling multimedia exhibit that featured portraits of social justice activists affiliated with the university's Ethnic Studies centers, including Patrisse Cullors, co-founder of the Black Lives Matter movement. In the fall, Ms. Cullors had spent a full day with students at Mann UCLA Community School, helping them feel more connected to their identities, self-worth, and community. As Marcus Van, the teacher who organized the event, reflected, "It was incredible and interactive, and we are so blessed to have a living civil rights icon dedicated to the enrichment of our kids."[6] Artist Gabe Gault portrayed Ms. Cullors for the exhibit, looking strong and upwards, with a camouflaged background decorated with blackberries. Gault explained to the students that the berries were once considered "a black omen, but now they're a sought-after fruit. For me, it represents bringing a sweeter fruit for black people" (Abarbanel, 2020). As part of the lesson, students created their own artivism portraits—of individuals who inspired them to make a difference. Lining the walls of the school's library, these portraits of mothers, brothers, teachers, and civil rights heroes was another representation of the schools "world building" narrative—the stories of democracy, justice and education that guide the work of university-assisted community schools.

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[6] As quoted in Quartz (2020).

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Binghamton University Community Schools: Building University-Assisted Community Schools In Small Cities, Towns and Rural Communities

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Introduction

Binghamton University, part of the State University of New York (SUNY) has a number of campuses, spanning small cities, towns and suburban areas, with rural communities as close neighbors, including the northwestern part of Appalachia. As a premier public research (R1) university, our students are extremely bright as well as motivated to positively impact our world. The vast majority of our 18,000+ students participate in some kind of high impact educational endeavor, and most of them volunteer beyond what earns course credit. With strong support from Governor Cuomo and SUNY Central, Binghamton University has taken a lead in developing, implementing and evaluating community schools in upstate New York. This paper outlines Binghamton University Community Schools and the multi-prong effort that we implement in our university-assisted community school model in small cities, towns and rural communities.

Context: Schooling in small cities, towns and rural communities

Community schools were initially developed to address issues plaguing low-income communities in major metropolitan areas. Due to the concentration of poverty and the accessibility of services, large urban areas continue to be the major setting for these efforts. They also tend to be the major settings for university-assisted community school (UACS) initiatives as they are the sites for a great number of large research universities. However, as the benefits of these initiatives become apparent, community schools and UACSs are increasingly being developed in small cities and rural communities. While each of these locations includes families in poverty, smaller cities and rural areas usually lack the concentration of services that characterize urban life and therefore face different challenges from their urban counterparts. Despite this (and other) challenges, there is great promise in the UACS model for these communities, and at least as much need. Williams (2010) states that in rural areas, community schools might be the most economically feasible way to mitigate the negative influence of poverty on children's ability to succeed.

In addition to a dearth of services, small cities and rural communities face other challenges different from those in large urban centers. For one thing, school districts in these communities vary greatly in size from small one-room schoolhouses to larger schools and districts. They vary in affluence, with the high poverty rural communities, especially in the southern part of the U.S. disproportionately serving students of color. A major challenge in rural schools is hiring and retaining high quality teachers, where salaries and benefits are routinely lower and where smaller staff often require teachers to teach multiple subjects requiring more certifications and more time devoted to course preparation (Bronstein & Mason, 2016). Another recruitment and retention challenge is that teachers are often the most highly educated people in these communities, with fewer options for housing, recreation and social lives, and limited jobs for spouses/partners (Williams, 2013).

While these smaller communities and school districts vary in the services available, due to their large geographic reach, the services that do exist are often spread out. This is compounded by the fact that public transportation to access these services may be non-existent, limited, and/or expensive. Even when there are services and available transport, the number of available providers may not be adequate to meet the needs. For example, an earlier count revealed 2157 rural Health Professional Shortage Areas (HPSA) as compared with 910 urban HPSAs in the United States. While approximately 25% of the U.S. population lives in rural areas, only 10% of physicians practice in these areas. The same short-supply issues relative to urban areas occur with mental health services and supports, case management and dental services in rural areas (North & Kjolhede, 2012, p.360). Even when services are available, there is a stigma that can interfere with accessing them (e.g. mental health services or health services for certain conditions) in small close-knit communities (Bronstein & Mason, 2016). In this way, the social networks of small cities and rural communities can provide support to their residents in a number of arenas, but they can also serve to prohibit community members from seeking professional care due to a lack of trust for "outsiders" (Owens, Watabe, & Michael, 2011).

Despite the challenges, community schools are emerging and beginning to thrive in small cities and rural communities. In 2012, rural school-based health centers (SBHCs) accounted for 27% of SBHCs in the U.S., although they were still in less than 2% of rural schools. Only about 15% of these centers were using telemedicine at the time (North & Kjolhede, 2012), but these options continue to expand. While still small in number, rural SBHCs may provide a better "medical home" for rural children than traditional medical offices due to increased access on school grounds, which also increases the potential for continuity of care (North & Kjolhede, 2012).

Linking community schools with universities offers effective ways to mitigate many of the challenges of service provision in small cities and rural communities. This paper highlights how we developed Binghamton University Community Schools and the ways that university students and faculty support the community school efforts in upstate New York's small cities and rural areas using the university-assisted model.

Building Binghamton University Community Schools (BUCS)

Broome County, the site of Binghamton University, boasts a strong history of collaboration among health and social service organizations and schools. Despite that, the community had three failed attempts at winning a federal Safe Schools – Healthy Students (SS-HS) grant. In 2009, Broome-Tioga BOCES approached Binghamton University to partner with Lourdes Health Care on a submission for the final round of SS-HS grants. We were successful with an award, and developed and implemented a county-wide initiative linking new and existing services to address youth violence and related issues. Beyond the positive outcomes for families, youth, schools and communities over the years of the grant, working together on this county-wide initiative facilitated a high degree of collaboration and innovation across the county's 13 school districts. When the grant was heading to its final year, the school districts did not want to curtail the gains they'd made, and so we directed our energy into seeking new support.

As we engaged in this effort, in 2013, New York State Governor Cuomo revealed the initial report from his Education Reform Commission that included expanding community schools as one of its eight recommendations. We identified New York State Promise Zone (PZ) funding dedicated to integrating education and mental health, as a possible support to continue the efforts we began with the SS-HS grant. While there was no announcement for additional PZ funding at the time, we invited the New York State PZ consultant to attend a presentation making the case for why the state should designate and fund Broome County as a New York Promise Zone. In attendance for this presentation included our university president, various superintendents, Lourdes' CEO, leaders in mental and behavioral health, our local Assemblyperson, etc. We successfully made the case that if the state awarded this designation and funding to the county, we would use it to build on our SS-HS successes and lessons learned and develop the nation's first county-wide system of university-assisted community schools. In 2014, we launched Binghamton University Community Schools (BUCS).

Binghamton University Community Schools in 2020

Increasingly universities are moving from a traditionally siloed educational approach to a more collaborative one. This has led to more interdisciplinary and interprofessional educational opportunities, additional university-community collaborations, and in some cases, greater partnerships between academic affairs and student affairs. BUCS maximizes all three of these types of partnerships to enhance student learning, faculty research and community service. Our academic affairs – student affairs partnership is especially innovative and occurs largely through the central relationship between Binghamton's College of Community and Public Affairs (one of the university's six academic centers) devoted to education for public and non-profit sector work in collaboration with the Division of Student Affairs' Center for Civic Engagement.

At the heart of BUCS is the Regional Network. Currently this encompasses 26 schools in 10 districts. In order to participate in BUCS, we ask that each school hires/designates a Community School Coordinator (CSC). Hiring for the

CSC position may occur through the university, directly through the district, through foundation or other grant funds (e.g., state and federal), or in a few cases, Superintendents have altered roles in turning what had been a traditional school counselor or social worker into a CSC or created a shared position with a partnering district. Regardless of how schools employ their Community School Coordinators, the Regional Network provides support with weekly meetings designed to share best practices and networking opportunities.

One meeting a month is dedicated to professional development for CSCs to include best practices around development and implementation of the community school model. Topics are chosen by the Community School Coordinators participating to ensure training aligns with the needs of our area community schools. Recent workshops have included practice with tools designed to document and assess capacity, programming, and partnerships. We draw on resources from our New York State Central/Western Community School Technical Assistance Center, Attendance Works, Coalition for Community Schools, University-Assisted Community School Network, and National Association for Family, School, and Community Engagement. Participants have stated that this collaborative learning environment is helpful to them since they have a network of peers with whom to process and problem-solve.

The New York State Central/Western Technical Assistance Center (elaborated on later) has brought their webinars to life with the CSCs through face to face opportunities to discuss and build on the webinars.[1] These opportunities not only support the needs assessment process, they help to explore the strength of partnerships as well as the capacity for new and existing programming. The Coordinators indicate that bringing the webinar to the network meetings is helpful since they often have little time to watch and digest the webinars at their home sites.

Other professional development has been around the brief *Community Schools: An Evidence-Based Strategy for Equitable School Improvement* (Oakes, Maier, & Daniel, 2017) helping Coordinators to talk about how they relate to their school settings. Chronic absence is a topic that continues to gain attention as schools look to improve attendance utilizing strategic planning and family engagement. The tools from Attendance Works are reviewed and discussed in the network meetings with opportunities for participants to share and learn from each other.[2] Some would say the real start to our community school work in our region was family engagement. We use resources from the *National Family, School, and Community Engagement* website to explore family engagement in our area schools and develop ways to strengthen the home – school connection.[3]

The BUCS Regional Network also hosts one meeting per month where community partners present the resources they have available so that Community School Coordinators can make connections back to their home districts. This forum has helped to expand the work of our local agencies and meet their needs since partnering with Community School Coordinators helps to ensure that systemic barriers do not impact delivery of services. We are finding this platform has been an effective way to facilitate networking and build strong partnerships.

A third way we utilize our Regional Network meetings is to develop our master of social work (MSW) interns. We provide workshops around educational systems, laws, and policies. We connect this with the history and practices around community schools and help them to connect the work they do to the four pillars of community schools (Oakes, Maier, & Daniel, 2017). These professional development opportunities have shown to make an impact on employment for our graduates. Superintendents have hired interns because of their community school experiences and added professional development opportunities gained during their internship. One superintendent expressed the marked difference he saw

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[1] https://www.nyscommunityschools.org/resources/mtss/

[2] https://www.attendanceworks.org/

[3] https://nafsce.org

when interviewing graduates that had interned with BUCS and those that had not. His statement was, "Whatever you are doing is making a difference, so keep up the good work!"

The last Regional Network meeting of the month supports our business partner, Kim Stack Myers, in the development and implementation of Business University Schools Bucks (B.U.S. Bucks) attendance initiative. This partnership continues to strengthen and expand serving children and families in our region while addressing barriers to school attendance. More details about this partnership are outlined later in this article.

In addition to the Regional Network, BUCS houses one of New York State's three Technical Assistance Centers for community schools (referenced above), the nation's first advanced certificate in community schools in partnership with the Children's Aid Society's National Center for Community Schools Technical Assistance Center, and an array of efforts that focus on family engagement and enhance student learning and faculty research, which are elaborated on below. For BUCS organizational chart, see Appendix I.

Partnerships with families: Outreach and leadership training

Binghamton University began our family engagement work with a rural district requesting support connecting with disengaged families to better support their children's academic outcomes. Using an approach that was strengths-based, trauma-informed, and system-focused, a social work supervisor and master level social work interns began targeted outreach to families in a mobile home community, identified as disengaged and angry with the school. This door to door outreach began building relationships and trust with families and their children, providing a platform for authentic engagement, both with families and within the school district (Blitz, Kida, Gresham, & Bronstein, 2013).

In its first year of implementation, this door to door outreach made connections that resulted in a winter celebration at the school, where families joined with university and school staff for food, games, crafts, and gifts for the children. This not only brought previously disengaged families into the school, but also was the beginning of healing within the neighborhoods in which they lived since some participants had not spoken to each other in years.   Stemming from this celebration, families were invited to a "café" to help school staff learn what families needed from them and the barriers they faced. The café model is designed to develop connections and safe spaces for families to come together and share their experiences. Cafés are family driven with agendas developed by participants' presenting needs.[4]

The first café began by asking family members to reveal five barriers to success. Although the question was not framed around education, every respondent spoke about the educational process for them and their children. Families revealed their history of poverty and trauma, and how this was impacting their feelings of inadequacy in partnering with the school (Blitz, Kida, Gresham, & Bronstein, 2013). Trauma, often associated with living in poverty, can deplete adults of core capabilities, such as self-regulation, needed to address the stress of adults (Center on Developing Child at Harvard University, 2016). One such stress often emerges from the educational process' demands for academic progress and outcomes. Families who lack trust may pull away from school connections out of fear of judgment. Many reported their own lack of educational success as a barrier to effective engagement with their children's schools (Blitz, Kida, Gresham and Bronstein, 2013).

As family members expressed a desire for professional development opportunities, BUCS developed and offered a program to identify and strengthen leadership skills that included information on trauma, child development, and school systems. A twenty-hour leadership training program was developed and implemented building on best practices

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[4] https://www.bestrongfamilies.org/parent-cafes

from the Logan Square Neighborhood Association[5] and the Center on the Developing Child.[6] After completing the training on topics associated with understanding school systems, the impacts of trauma and brain development, and grounding techniques and strategies to be used to manage life stress, participants graduated from the program. We could not anticipate the pride this training and graduation would mean to the family members who participated. One mother indicated that graduation needed to be at a time that her children could attend so that they could witness graduation and see their mother doing something right! A community partner who had been working with one family stated how proud she was to watch the growth of this single mother. She went on to explain in the year that she had known this woman, she had not seen her in anything but pajamas regardless of the event or time of day. At this ceremony this young mother came with all of her five children dressed in their best outfits. Participants were awarded certificates of completion by school administrators and the mayor who beamed with pride as they talked with their children about graduating high school. This model has since been adapted to rural, suburban, and urban settings.

Partnering with Business: B.U.S. Bucks

While health and social services are often the primary partners in community schools, businesses are increasingly collaborating with schools in service provision and support in order to benefit the citizens and communities where they operate (Bronstein & Mason, 2016). Today's relationships between schools and businesses differ from those in the past, which often provided add-on programs with little positive impact on children, as opposed to operating in full partnership (Waddock, 1999). "In contrast, since the 1990s there has been a shift in focus on the interrelationships among schools, families, and businesses, leading to deeper partnerships positively affecting outcomes for children" (Bronstein & Mason, 2016).

Since our inception, BUCS has established strong relationships with community-based non-profit organizations and with the public sector. Our next goal was to extend collaboration to the private sector to include businesses and organizations not readily connected to public education. BUCS' first major partnership with business became a reality in 2017 when Kim Stack Myers, whose father began DICKS Sporting Goods in Binghamton, NY approached BUCS about a way that DICKS and other private sector enterprises could connect to area schools through our university-assisted community schools efforts. What developed was B.U.S. Bucks - standing for Business University Schools partnering to provide incentives for children and youth with chronic absenteeism. We formed an Advisory Board including local leaders from both the public and private sector and began working with schools to identify students who might benefit from participating in an incentive-based program to improve attendance. As a pilot project, B.U.S. Bucks launched in four districts contracting with BUCS including one urban setting, two suburban, and one rural setting. Principals identify students they believe could benefit from extra support and a self-identified incentive (often DICKS sporting goods apparel) to improve their school attendance.

After a few years of implementation, we have several findings. The first is that this intervention works best for students who are classified as Tier 2, missing 10% to 19% of the total number of days of school rather than Tier 3 students who miss 20% or more of school (Attendance Works, 2020). We also find that elementary students are more likely to respond to the program's incentives than high school students.   High school students enrolled in other programs where B.U.S. Bucks supplements services already in place demonstrate increased success over high school students only enrolled in B.U.S. Bucks. And finally, we find that pairing family engagement efforts with this attendance initiative yields optimal results (Oakes, Maier & Daniel, 2017). In the 2019 - 2020 school year, B.U.S. Bucks partnered with 11 school districts in 20 school buildings serving 169 students spanning elementary through high school. We are documenting improvement in

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[5] https://www.lsna.net/pmp
[6] http://www.developingchild.harvard.edu

attendance with individual children and look forward to collecting the annual data for a more comprehensive evaluation of the program. As we write this article, this incentive is still implemented during school shutdowns due to the coronavirus and attendance is monitored by students' attendance in online classes. The continuation of B.U.S. Bucks has been a catalyst for families to reach out and work through the barriers they are facing with online education.

Embedding STEM education in BUCS

There are significant efforts by the United States to be a global leader in Science, Technology, Engineering, and Mathematics (STEM). Yet approximately 40% of companies in the U.S. reported difficulty in filling positions because of a lack of STEM skills, with occupations in computer and mathematics being the most difficult to fill (Rothwell, 2014). This is echoed in the State of New York as the need for STEM workers is greater than the supply (New York State Department of Labor, 2019). Additionally, research has supported the vital role of caregivers and teachers in this effort as they are considered to be among the most significant influences in the development of STEM interests and skills for young children and adolescents (Maltese & Harsh, 2015; Maltese & Tai, 2011). To address this, BUCS provides opportunities to engage students, caregivers, and formal and informal educators across the region in STEM activities and projects. We focus on populations that are historically marginalized with the STEM workforce and who are underrepresented in STEM job clusters including physical science, computer, mathematics and engineering (National Science Foundation, 2019). Below we provide examples of STEM projects embedded in our university-assisted community schools.

One partnership is with a local community center that works collaboratively with its local UACSs and undergraduate students. This center was interested in providing STEM opportunities for their local youth and caregivers during their school's spring break. We spent 1.5 hours each day engaging in a range of STEM activities with the intent of sparking interest among youth and caregivers, as well as engaging the families in the community with one another. These activities included paper roller coasters, light-up greeting cards, and a marker art bot, to name a few. The partnership with the local community center has since expanded to an after-school program where youth use everyday household projects (e.g., cardboard and plastic containers) to construct an object for personal use or to address a personal and/or familial need.[7]

A second example is a partnership with two local school districts that are part of BUCS, as well as local engineering firms. The objective of this program is to engage and empower families from under-resourced communities to integrate engineering design principles with an emphasis on emerging technologies (e.g., DIY electronics) into their home environments or local community. Each participating family is tasked with the following question - What problem(s) or issue(s) in your home, your school, or your neighborhood are you interested in engineering a solution for? Families are then supported by university students, BUCS researchers and engineers from the local firms to engineer a solution over the course of a three- to four- month project as families attend sessions where they are provided with the necessary materials and resources. As an example, one child and caregiver chose to design and develop an addition to the caregiver's wheelchair that would allow her to carry items (e.g., phone, drink), and allow her to access them easily by putting a tray across the front of the wheelchair. As a second example, a child identified the need to develop a way to know if mail has been delivered on a particular day without her grandfather with mobility challenges having to walk to the mailbox.

Additional STEM activities have included individual service learning coursework as well as programming developed and led by college students. An example of a service learning course is an undergraduate mechanical engineering class that utilized technology to hold face to face lessons with a rural fifth grade class teaching the very concepts they were charged with understanding for their course. With a focus on addressing the gender gap in STEM careers, Girls Who

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[7] https://www.binghamton.edu/news/story/2043/math-educator-innovates-in-and-out-of-class

Code is a group of female college students who bring workshops to local high school girls designed to engage and excite them in STEM related topics and careers.[8] National Science Foundation (NSF) grants have facilitated additional opportunities including a Mechanical Engineering professor who has made a connection with University of Toronto Engineering Student Outreach Office to take a group of college students to Toronto for training on STEM workshops that has been brought back to K - 12 students in a rural district in Broome County.[9]

Grandparents raising grandchildren in BUCS

As part of our emphasis on engaging marginalized students, BUCS designs programs specifically to support grandparent-headed families. As of 2017, there were 2.6 million grandparents raising their grandchildren in the United States (U.S. Census Bureau, 2017), and the number continues to grow significantly. These families confront an array of challenges as they raise their grandchildren and support their academic success. Intergenerational caregiving is not only associated with poverty (U.S. Census Bureau, 2014), but is linked to increased intrafamily strain and decreased family functioning that inhibits healthy development of grandchildren. Despite grandparents' positive contributions to their grandchildren's healthy development, unique needs of grandparent-headed families often remain unmet. To meet the needs and engage grandparent-headed families, BUCS offers interdisciplinary family-centered programs which focus on: (a) improving custodial grandparents' well-being, intergenerational connection, and connection with other grandparents; (b) educational opportunities for grandchildren; and (c) connecting families to community resources, including the university (Lee, Anderson, Quranta, & Shim, 2018). Not only do grandparent participants benefit from the comprehensive intergenerational family programs supported by BUCS, the connection between the older adults with the university is a significant outcome of the program. One grandmother reflected that "I had never been on the university campus.... If [the grandchildren] get the opportunity to go to college, they won't be afraid to go.... As a grandparent of a child with disabilities, the main goal is to get her through high school; but after getting in this group you start seeing that she does pretty good in school" (Lee et al., 2018, p. 239).

Summer Zone

Evolving out of a need to serve middle school students who aged out of summer programming designed for younger children but had not yet reached an age to participate in youth employment programs, in 2014, BUCS partnered with three schools to develop a summer learning enrichment program based in a tiered approach to mentoring and role modeling. This five-week program was designed to address the developmental needs of middle school youth (youngest tier) through STEM programming four days a week in an environment that is safe and engaging. Each week includes a field trip; one designed to build community connections, two focused on fun, and two visits to area colleges.

We partner with Broome-Tioga Board of Cooperative Educational Services Summer Youth Employment Program to hire high school students (middle tier) from communities in need as Youth Mentors. The third tier of the program employs college students as Team Leaders and Summer Coordinators where they work as a team with the Community School Coordinator overseeing the programming and gaining leadership skills. In 2014, we served 34 Summer Zone participants and three high school Youth Mentors; in 2019, we served 52 Summer Zone participants and 11 high school Youth Mentors. We keep our enrollment steady to ensure that students have the support to be successful. We end the summer by providing transportation for families to come to the university for a celebratory dinner and a show starring their child(ren).

Each year we consistently see a high retention rate with 85% or higher of our youth finishing the five-week program. We also record an average of 75% attendance with our students attending every day that Summer Zones are offered. In addition, school officials and parents shared anecdotal thoughts including one superintendent who said, "You get the

[8] https://girlswhocode.com/; https://www.binghamton.edu/news/story/2294/girls-who-code-chapter-at-binghamton-encourages-stem-careers
[9] https://www.binghamton.edu/cce/community-partners/showcase.html

kids to come to a voluntary summer program when I can't get them to come to school which is mandatory." This same superintendent has made Summer Zone an option for students who come before her for disciplinary action. A parent of one such student told us, "I thought we were punishing her by making her go to your summer programming. Instead she comes home excited about her day and wants to go back the next day!" Another family member expressed gratitude for the opportunity their child experienced because "he would not have been successful in another program of his peers." The community school coordinator said, "This young man could not make a full day without behavioral outbursts that left him in a fetal position and sobbing. By the end of Summer Zone, he was able to manage anxiety and frustration, engage with peers, and participate in group activities."

BUCS University Partner: Center for Civic Engagement (CCE)

Our university-assisted community school model thrives in large part due to our strong partnership with Binghamton University's Center for Civic Engagement (CCE). With a mission to cultivate partnerships that strengthen communities and develop active and engaged citizens[10], CCE operationalizes this by recruiting and placing university students in our local schools. Working with Community School Coordinators or a designated point person from each school, CCE facilitates recruitment and placement of volunteers and interns around school-identified needs and gaps. What started out as 65 students placed in community schools in 2014 - 2015, has grown to 642 students placed in 2018 - 2019. In the fall of 2019, CCE placed 347 college volunteers and interns who served 8,846 hours in seven districts impacting 4006 youth.

Not only does the university connection to community schools support our area families and children, our college students gain experience they cannot find in a classroom. Gaining practice, applying theory and coursework, as well as giving back to the community in which they reside during their college career are some of the reasons these students state they join the CCE Youth Initiatives and Community School work. Most of the support provided by students focuses around tutoring, mentoring, classroom support, after school support, drop-in centers, small group support and family engagement, but some more innovative and unique partnerships have been implemented as well and are outlined below.

For one, several groups on campus have become pen pals with K - 12 students, using letter writing as a tool to connect and practice basic writing, spelling, and grammar. College clubs and groups also organize their resources in a way to serve our community schools. The Mental Health Outreach Peer Educators[11] make site visits to area high schools where they set up a table during lunch to break the stigma around mental health and promote language and practice around wellness. High school students especially enjoy having college students on site and often ask when they will be scheduled each semester.

The university-assisted community school platform also allows faculty to infuse service learning projects into their coursework. Our undergraduate class, Community Schools, fills to capacity every fall and spring semester with students who are interested in pursuing careers in education. Not only does the curriculum explore the history and models of community schools, there is a 20-hour service learning component where students serve onsite in area schools. Students develop projects or activities such as food and hygiene drives, games and activities designed to study for tests in a fun way, or a workshop on "what I wish I knew when I was in high school."

One Health and Wellness Studies class for undergraduates connects coursework to wellness workshops in a rural district while another charges a class serving an afterschool program to provide healthy snack options based on a food stamp budget. A nursing faculty connects her nursing students to asthma education with children and their

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[10] https://www.binghamton.edu/cce/about/index.html
[11] https://www.binghamton.edu/hpps/mental-health/mhope.html

families on ways to recognize symptoms and address environmental triggers to manage this chronic disease[12], while another student utilized an elective course to bring diabetes education to a family cafe to help participants learn to manage their diabetes and to partner effectively with their physician.

We regularly assess the impact of our BUCS work with our university students. A recent survey indicated that after participating in a volunteer or credit bearing experience with the schools, 90% of students claimed they had a better understanding of working with diverse populations, 77% stated improved communication skills, 79% said they had a better understanding of complex social issues and the correlation to academic success, and 91% felt they were making a difference.

New York State Technical Assistance Center (TAC) for Community Schools

In New York, support for Community School implementation has been growing at a rapid pace and in 2018, the New York State Education Department (NYSDOE) announced funding for three regional technical assistance centers for community schools (CS TACs). As part of a competitive RFP, BUCS was awarded the Central and Western Region TAC. The overarching goals for BU's CS TAC is to disseminate information on effective and promising practices for exploration, installation and sustainment of Community School strategies. The CS TAC provides tailored technical assistance and professional development open to all school districts through a website, monthly newsletter, regional events, webinars, school district site visits and development of a community of practice (Community School Regional Technical Assistance Centers, 2018).

To promote and support statewide implementation of community school strategies, the CS TAC works directly with any school district located in New York State. This open access policy allows the BUCS CS TAC to outreach to all 316 school districts operating within the central/western New York region and develop active relationships with districts on all ends of the implementation continuum, from exploring to sustaining. In order to best support statewide scale up of community school strategies, the CS TAC has built its activities and technical assistance using implementation science and the concept of "scaling up" as a guide.

Fixsen et al. (2013) outline a policy and practice framework supporting state-wide implementation of evidence-based programs consisting of: (a) state management teams and policies to support practice; (b) implementation teams; (c) practice-policy communication loop; (d) system change; and (e) external supports for system change. We use this framework to develop, describe and implement the CS TAC technical assistance activities. In particular, the third component of the framework has been a critical focus, addressing practice-informed changes in policy and supporting communication from the field to NYSDOE, communicated on monthly calls and through data sharing. Data shared through bi-annual reports include information about access to resources, barriers to implementation and unmet needs. The CS TAC community of practice meetings add to feedback from the field to inform policy and innovations in funding mechanisms for widespread community school implementation.

Implementation teams assist staff and teachers to effectively implement practice (Higgins, Weiner, & Young, 2011). The BUCS CS TAC promotes development of both school- based and district leadership teams in models that best fit the school community and that may include a community school coordinator, school staff, community members and students. In order to assist teams, the CS TAC has developed a series of webinars in partnership with the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) to provide foundational training in implementation science.

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[12] https://www.binghamton.edu/cce/faculty/engaged-teaching/course-designation/examples.html

As school district personnel implement multiple academic, social, emotional, behavioral and health evidence-based practices they inevitably face challenges to integrate and align them in a unified manner. Challenges include: (a) attempts to implement several initiatives at once; (b) "silos" of implementation due to lack of communication and a full picture of what is implemented; (c) multiple sources of data for decision making including academic, social, emotional, disciplinary, community agency partner data and community based data such as health and risk factors that are usually interpreted in isolation (Domitrovich, Bradshaw, Greenberg, Embry, Poduska, Ialongo, 2010; Fixsen, Naoom, Blasé, Friedman, Wallace, 2005; National Technical Assistance Center on Positive Behavior Interventions and Supports, 2017; Sugai & Horner, 2006). In order to address this with district teams, the CS TAC promotes integration of community school strategies within multi-tiered systems of supports (MTSS). MTSS is based on implementation science research; promotes organizational capacity development through identified core drivers such as teaming, coaching, training, fidelity assessments; data-informed decision-making and facilitative leadership; and, thus promotes a sustainable system aimed at achieving positive outcomes for all (Fixsen et. al, 2005). Feedback gathered from practitioners is combined with knowledge from national technical assistance centers (e.g., National Center for Community Schools; Coalition for Community Schools; Midwest Positive Behavioral Supports Technical Assistance Center) to assist the CS TAC and state agency team in decision making around system changes.

Through implementation science and an integrated policy–practice framework, our regional assistance to 316 school districts promotes sustainable and well implemented evidence-based community school strategies. Findings from our work to date include promising alignment and integration practices through integration with multi-tiered systems of support, new approaches for promoting district-county partnerships at the regional level, and strategies to strengthen partnership processes and promote district capacity for implementation.

Educating the next generation for work in community schools

As we built BUCS and found many social workers and educators interested in positions as Community School Coordinators and increasing numbers of Superintendents looking to hire them, we became concerned with the lack of formal education preparing professionals for these roles. We applied for and received funding from the State University of New York (SUNY) Performance Improvement Funds that supports educational endeavors in high needs areas, and we joined forces with the Children's Aid Society National Technical Assistance Center to develop the nation's first online advanced certificate in community schools. We developed coursework collaboratively and graduated our first class in 2019. Currently the curriculum includes the following five courses which can be completed online in a calendar year:

CSC 501 – Fundamentals of Whole Child Education PK – 12
This course introduces students to the major policy and practice trends in education over the past 20 years with a focus on fiscal, political, pedagogical and structural shifts in and surrounding the educational landscape. Participants have an opportunity to utilize ecological systems theory to examine how current trends touch down in their own communities as well as explore how guiding principles from the Community School Standards developed by the Coalition for Community Schools can transform schools and communities.

CSC 502 – Structural Elements of a Community School
This course examines core structural elements that make a community school different from a traditional school: full-time community school director; systematic needs assessment process; partner recruitment and coordination; site-based governance; and, data-driven decision making. Participants learn about how these structural elements are combined in different models of community schools and learn about the similarities and differences in these models.

CSC 503 – Community School Programs

This course explores programs typically found in community schools: early childhood; expanded learning; health; mental health; family engagement, family support and adult education; and community and economic development. Participants learn about best practices, evidence-based approaches, and funding sources in each of these program areas.

CSC 504 – Whole School Strategies in a Community School

This course examines best practices in attendance; health and wellness; and school climate. Participants learn about the research, policies, and ethics that undergird these approaches as well as the resource organizations that support implementation in each area.

CSC 505 – Capstone Project

Participants develop and conduct an interdisciplinary capstone project that demonstrates their ability to apply what they have learned in CSC 501, 502, 503, and 504 to build on and advance existing knowledge in their (current or desired) practice sites.

Students in the Advanced Certificate in Community Schools program represent geographic regions across the U.S. and have a range of professional backgrounds and roles such as Community School Coordinator; Afterschool Program Coordinator; and, Elementary School Building Principal to name just a few. Students report valuing that the program combines resources of a "great university" (Binghamton) in addition to a "pioneer" (Children's Aid Society) in the world of community schools. Students also appreciate learning from people across the nation. One student wrote, "The strategies to build community schools and the research behind the effectiveness of the model is astounding". Another wrote, "I came in knowing quite a bit about community schools but I had no idea the amount of things that I did not know. This course served to fill in the blanks for me and I am so appreciative for that." Challenges students noted revolve around technical challenges with an online platform and uncertainty whether or not the certificate would lead to a promotion for them in their workplace.

While the certificate program isn't a fit for everyone, we continue to find ways to prepare as many students as possible to work successfully at a community school. As one Assistant Superintendent stated in a training with our Teaching, Learning, and Educational Leadership (TLEL) faculty, "Whether you agree or not, community schools are the schools that your students need to be ready to work in. We need to prepare them for this reality." One such innovative approach was to connect a TLEL student teacher working with a math educator to the high school drop-in center in the district. This allowed this young educator the ability to tutor youth and to make connections that may not happen in the classroom. This masters student expressed her gratitude for this experience because she learned how to make connections with students who came from very different backgrounds and adapt her methods to accommodate their learning needs. Her parting words to our team was that every student who wants to work in education should have this experience.

Our master of social work interns called MSW Community School Fellows, express the same fulfilling experiences each year. With a cohort of 20 - 30 graduate social work students each year, BUCS provides monthly in-services that expand on students' coursework. With real case studies and scenarios, our Fellows gain confidence and clarity around best practices with youth and families as well as interprofessional experience by serving on school teams and working with teachers and other professionals. This experience is critical not only to our graduates who seek careers within the educational systems, but with our social work professionals in other areas of service. As one fellow stated, "Although my career goal is to be a clinical social worker in a mental health setting, understanding how I can connect with the school and families will make me a better clinician."

Evaluation and Applied Research

When we began BUCS, we used four primary sources to evaluate our initial efforts at making an impact with a county-wide system of university-assisted community schools. First, each Community School Coordinator reported the number and types of services provided to students and the larger school community. Second, we examined school-level data over time related to attendance, student behavior, and academic outcomes. Third, we reviewed program documents, and held interviews with key stakeholders to gain insights about family engagement and cross-systems collaboration. Fourth, school, district, and county-wide data was supplied by the New York State Education Department (NYSED) that we compared with BUCS data for additional context. Fifth, we administered the Community and Youth Collaborative Institute's School Experience Surveys to ascertain impact on a range of behaviors and attitudes including perceptions of school safety, peer relationships, family engagement, etc. (Anderson-Butcher et al., 2013).

As BUCS grows, so do the evaluation needs. Given the identified needs from our school partners to address systems change rather than serve individual students, our evaluation focus shifted in 2019 using an approach designed to evaluate the impact that the community school model is having on the school system. Key stakeholders are being surveyed to determine levels of collaboration, identified partners, and overall articulation of common expectations around the community school work. Using a social network analysis approach (Fredericks, 2013), we map out the number and quality of partnerships. Secondary data is used to measure school attendance since much of the family engagement work centers around attendance (Mellin & Lewis, 2019).

Since we began BUCS, increasing numbers of faculty from across disciplines are engaging in a variety of applied research and evaluation initiatives with our university-assisted community schools, a few examples of which follow. One faculty member in nursing works with the community school coordinators to facilitate relationships with the school districts and provide community-engaged learning for undergraduate nursing students. She is working closely with one rural community school to develop a pediatric picture well-being scale to be able to assess (and ultimately intervene to support) the well-being of young students, independent of literacy level or language. She also works with the Community School Coordinators as part of the Open Airways program to assess the ability for this asthma intervention to improve the health and school attendance of children by improving self-efficacy with asthma management.

In the summer of 2019, a social work faculty member collaborated with a public administration faculty member and ran focus groups to assess youth in community schools' access to financial education and financial products (such as bank accounts, debit cards). Preliminary results found that barriers at multiple levels (micro, mezzo, and macro) limited youths' access to finances and financial education. Notable barriers included: forgetting what one has been taught (micro), lack of parental knowledge about finances (mezzo), and policies that perpetuate inequality (macro) that combine to create a vicious circle of limited financial access. This information is informing interventions to increase student's financial literacy.

A third study, conducted by faculty in social work, education and nursing was designed to assess and better address the multifaceted needs of marginalized families in community schools through an interprofessional education initiative for university students in these disciplines (Lee, Quaranta, & Anderson, 2017). Students who participated in this collaborative learning experience reported increased perception of the importance of interprofessional collaboration to better meet the needs of marginalized families, increased self-efficacy in collaboration with other professionals in schools, and a deeper understanding of marginalized families' experiences and needs in schools (Lee et al., 2017).

BUCS' most recent addition to our community school work has been the successful proposal for a U.S. Department of Education Full Service Community School grant,[13] expanding the community school model in two rural districts to

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[13] https://www2.ed.gov/programs/communityschools/index.html

include family engagement and connections to families with children ages birth to five years. Faculty from Ohio State University (OSU) will implement an independent evaluation to examine processes and partnership activities that will track partners, services and outcomes for families. They will also review technical assistance and consultation outcomes by measuring increases in skills, knowledge, and connections for students, families, and teachers in each school. Methods of evaluation include pre- and post-surveys, focus groups and interviews as well as monitoring professional development opportunities. Student data will be collected to measure student performance and classroom behavior. These methods will be used with secondary New York State Department of Education data released for each school site.

Future plans

Evidence for the gains that occur when universities partner with all aspects of their communities only continues to mount. We submit this article during the coronavirus pandemic where we witness the multiple ways our university students, faculty and staff address local needs even when they have to accomplish this remotely or with a large physical distance between them and the next person. Our plans at Binghamton University Community Schools are to continue to advance the university-assisted community school model to benefit all youth, families and communities, with a focus on those most in need. As a Research 1 university we continue to utilize state-of-the-art evaluation methods to understand where and how our interventions are most successful and where they are in need of changes. We are thrilled that we have just been awarded a Netter Center Regional Technical Assistance grant to support the expansion of university-assisted community schools in New York, New Jersey and potentially beyond. We believe strongly that universities and colleges have an important role to play in community revitalization and citizenship, and appreciate the opportunity afforded to Binghamton University Community Schools to build on lessons learned from UACS models in major metropolitan cities, to our efforts in small cities, towns and rural communities.

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Perspectives from the Midwest:
University-Assisted Community Schools Engagement

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Monica A. Medina is a Clinical Associate Professor at the Indiana University School of Education in Indianapolis and has been engaged in the community schools field of study for the past two decades. She is a participatory action researcher, civic-engaged scholar, author of several professional journal articles — and speaker — about Latino issues about diversity, equity, and family and community engagement in our public schools. Dr. Medina has taught diversity and learning to preservice teachers at urban high schools and works with teachers to advance the notions of multicultural education within the curriculum.

Nicole Y. Oglesby is Director of P-20 Educational Alliances with Family, School, and Neighborhood Engagement (FSNE) in the Office of Community Engagement at Indiana University Purdue University Indianapolis (IUPUI). This is a shared position with the Division of Diversity, Equity, and Inclusion. She directed the $2.5 million, five-year federally funded Martindale-Brightwood Alliance for Educational Success, a university-assisted community schools initiative. She leads a middle school mentoring program for girls of color in Indianapolis Public Schools and directs a service scholarship program for undergraduate and graduate students within FSNE. Nicole has more than two decades of experience working in higher education including TRIO programs, student affairs, multicultural affairs, and community engagement. She also is pursuing a PhD in the Urban Education Studies Program at the IUPUI School of Education.

Introduction

Connecting the dots and engaging in community partnerships is nothing new to Indiana University Purdue University Indianapolis (IUPUI). For decades, IUPUI has played an integral role in supporting urban schools and revitalizing urban communities through authentic collaboration that notably represents university-community engagement on multiple fronts and levels of commitment. A promise to equity education in public schools is evident in authentic approaches to collaboration with community partners that embrace shared leadership supported by community-based action research and inquiry-supported practices to strengthen school communities. Through forging powerful community partnerships, IUPUI supports programs and services in community schools, advancing an advocacy and policy agenda that sustains the spirit of community schools throughout the state (Medina, Murtadha, & Grim, 2020).

IUPUI has provided school communities professional development and technical assistance focused on the development of community schools through partnerships facilitation and community council development. The university has a history of preparing students to work among K-12 school/university partnerships to address issues in school climate and socialization as impacted by differences in culture and leadership through interdisciplinary understanding (Murtadha-Watts, Belcher, Iverson, & Medina, 1999). This vibrant example of scholars working alongside practitioners in assessing program standards, questioning vexing contradictions, and addressing the pestilence of bias in low-income school communities is what makes this work unique and a model for other urban districts (Medina, Murtadha, & Grim, 2020).

A university-assisted community school, by definition, features an anchor university partner that provides a significant and intentional role in implementing the strategy in collaboration with school community stakeholders. Founded on John Dewey's theory that the neighborhood school functions as the core neighborhood institution, this approach provides comprehensive services, engaging community institutions and groups to solve the immense and complex challenges schools and community confront in a rapidly changing world (Harkavy, Hartley, Hodges & Weeks, 2013). Two decades ago, renowned scholar Joy Dryfoos, citing the work of Penn and the Netter Center, concluded that the work of university faculty and students, along with principals and teachers, can transform the public school into a community center and neighborhood hub. For example, in university-assisted community schools, college student-led youth art projects become attractive murals that decorate hallways, and students and staff perform theatrical events that trace the local history of the community (Dryfoos, 2000).

IUPUI's response to the urgent call for academic achievement gains has centered on community-engaged initiatives and a steadfast commitment to equity education in public schools. Through the university-assisted community school model, the aim has been to foster new and authentic approaches to collaboration with community partners, embracing shared leadership sustained by community-based action research and inquiry-supported practices that strengthen school communities. This article describes the history of university-assisted programs, brief descriptions of example programs and services, and a research strategy that highlights IUPUI's commitments.

History and Commitment

Hallmark of an Engaged Anchor Institution, Urban Campus

The university-assisted community schools engagement at IUPUI began 30 years ago with the development of a community schools initiative in the Indianapolis Public Schools (IPS) with lead-partner United Way of Central Indiana called Bridges to Success (Medina, Grim, Brodnax, & Cosby, 2020). Named one of three promising community school initiatives by Joy Dryfoos (Dryfoos, 2000), Bridges to Success coordinated hundreds of service providers and engaged multitudes of neighborhood leaders throughout Indianapolis who provided thousands of

public school children and their families necessary conditions for learning. Professors and administrators from disciplines across campus served on the steering team, and site councils helped develop processes and procedures, and guided university services to school communities throughout Indianapolis (Grim, Medina, & Officer, 2011).

In the late 1990s, the IUPUI community school engagement coalesced on the City's Near-Westside across the White River from campus with a HUD Community Outreach Partnership Center grant award and a cadre of neighborhood representatives demanding their recently closed high school re-open as a community school. As a result, George Washington Community School (GWCS) opened in 2000 for area middle school students and gradually added high school grades one year at a time. In 2006, the school graduated its first cohort of seniors; the same year the Coalition for Community Schools recognized the comprehensive collective work with the inaugural National Community School Award for secondary education (Grim, Medina, & Officer, 2011). Neighborhood leaders insisted this likely would not have transpired without the IUPUI engagement, cited as critical to school stakeholder emphasis to become a "college-going community." In 2008, the U.S. Department of Education (USDOE) awarded the GWCS initiative with $2.4 million in the Department's first Full-Service Community Schools (FSCS) five-year grants, one of five federally funded grants that year totaling $5 million. Two years later, the USDOE awarded IUPUI a $2.5 million, five-year FSCS grant for university-assisted community schools work in the Martindale-Brightwood Neighborhood of the Indianapolis Near-Eastside. The work there with three school communities and a plurality of collaborating partnerships secured IUPUI as an anchor institution committed to community schools engagement.

Community engagement has long been a hallmark of IUPUI, garnering national and international recognition. The recognition includes a six-time President's Higher Education Community Service Honor Roll designation, an inaugural Carnegie Elective Classification for Community Engagement, and the Presidential Award by the Corporation for National and Community Service. University-assisted community schools engagement has become a distinctive trademark of campus outreach initiatives, notably acknowledged by the Netter Center for Community Partnerships at Penn in 2011 as a regional training center, the second of five named sites that include the University of Oklahoma-Tulsa, University of Connecticut, UCLA, and Binghamton University.[1]

Family, School, and Neighborhood Engagement, Office of Community Engagement

A testament to the university-assisted community schools commitment is the development of the Office of Community Engagement at IUPUI six years ago and particularly its division of Family, School, and Neighborhood Engagement (FSNE). As a regional training center of the Netter Center, IUPUI's FSNE team provides an array of services to support schools, neighborhoods, institutions of higher education and other key stakeholders in implementing university-assisted community school strategies. [2] Since 2011, IUPUI has provided school communities professional development and technical assistance focused on the development of community schools, such as partnerships facilitation, community council development, and university engagement. Services include customized workshops and training, one-on-one consultation, project evaluation, connections to health, human services, workforce readiness opportunities, and asset/needs assessment. The work draws upon the decades of community school engagement on the Indianapolis Near-Westside and Near-Eastside, including three USDOE-funded FSCS projects. IUPUI also collaborated with nearby Marian University Educators College, 2012-18, to develop community councils at schools where Marian administrator students and graduates worked. IUPUI's FSNE also facilitates an Indiana Community Schools Network of stakeholders statewide in sharing best practices, advocating for community schools, and promoting related policy interests. Participation in the national Community Schools Leadership Network provides IUPUI ongoing exposure to best practices in university-assisted community schools and recognition for the community engagement

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[1] https://www.nettercenter.upenn.edu/what-we-do/national-and-global-outreach

[2] https://www.engage.iupui.edu/community-schools

hallmark of the campus. A few years ago, such engagement with colleagues of the Center for Service and Learning garnered a group led by Dr. Bob Bringle, then director of the Center for Service and Learning, to present their work at an international university community engagement scholarship conference in Barcelona, Spain.

IU Student Success Corps Illustrates Engagement

University students huddle at cubicles with headphones and computer screens, talking with middle- and high-school students across the state in evening homework help and mentoring activities. The room in Hine Hall on the IUPUI campus looks like a call center, and that is what it is for more than 2,000 tutored secondary students in Indiana (Nunnally, 2020). Called IU Student Success Corps, IUPUI manages the no-cost online service in collaboration with Indiana University campuses throughout the state. Funded primarily by a multi-year community service grant from Serve Indiana, an affiliate of the Corporation for National and Community Service, IU Student Success Corps illustrates a university-assisted community school activity among many at the comprehensive urban campus of more than 30,000 college students in the heart of the Hoosier state capital.

Since the spring of 2015, the Office of Community Engagement at IUPUI has promoted opportunities and resources that enrich the lives of Hoosier families. IU Student Success Corps provides tutoring and mentoring and college and careers readiness workshops for students in grades 6-12 across the state. IUPUI students provide the resources to the secondary students, designed to support the state and university goal of a better-educated citizenry, and allows the college students to engage in community.

The tutoring and mentoring services occur before, during, and after school hours through one-to-one or group sessions either virtually or on-site (before COVID-19) at a supervised school or campus location. The tutoring sessions focus on grade-level subjects in language arts, social studies, and science, yet consistent with national trends, assistance with math is the top request. During mentoring sessions, the matched pairs discuss life, academic, college, and career goals as well as positive decision-making strategies. Mentors focus on relationship building with their mentees as well as supporting character development. IU Student Success Corps also offers workshops to support family engagement and educational goals, including goal setting, preparing for college, filling out a FAFSA, test preparation, and career pathways. Additionally, secondary students and caregivers receive information and resources about upcoming IUPUI campus and community events.

While IUPUI serves as the anchor campus of this program, in the spirit of collaborative leadership and partnership with IU Northwest, IU South Bend, IU Kokomo, IU East, IU Bloomington, and IU Southeast, each campus adapts the tutoring, mentoring, and workshop model to fit the needs of regional internal and external constituencies. A designated program director at each campus manages the tutor/mentor hiring, onboarding, and supervision as well as regional outreach and partnership development, which usually is in addition to other job duties. The IUPUI team provides on-going technical assistance and collectively convenes the statewide group each semester.

During its third academic year (2018-19), the program enrolled 1,869 students, of which 190 received the online services. Online services include informational calls to orient students and parents to the program as well as mentoring and tutoring sessions. Online tutoring and mentoring require the use of an IU Zoom platform. Upon program enrollment, each student is sent a secure link where the student can use a tablet, laptop, or cell phone to connect virtually with a tutor or mentor. Due to the technology divide in some rural communities and low-income households where the internet is not accessible, students can call in for services. In the third year, the program offered more than 600 hours of online services. Mentoring sessions averaged 60 minutes long. However, the length of the tutoring sessions varied from 10 minutes to three hours, though most tutoring sessions were 60 minutes long; 74 percent of the tutoring sessions were dedicated to math, and 21 percent of the sessions focused on language arts.

The program continues to increase in enrollment of secondary students and the number of college student participants, with 2,667 student enrollments now and 97 college students employed. Like so many campus programs across the country that have had to transition due to the COVID-19 global pandemic, IU Student Success Corps is solely offering online tutoring, mentoring, and workshops at this time.

University Schools and Department Initiatives

School of Health and Human Sciences Students "Educate, Empower, and Move" Area Residents

Students in the School of Health and Human Sciences at IUPUI provide area individuals fitness opportunities and personal training for low-cost on two Indianapolis Public Schools campuses. Called PARCS (Physically Active Residential Communities and Schools), memberships are open to Indianapolis residents who commit to healthier lives. Residents participate in personal training, group exercise and healthy lifestyle education, individual workouts, and health and fitness assessments – all services led by IUPUI students of exercise science, fitness management, and personal training, under the supervision of university faculty. The initiative originated as a service-learning project in an exercise science course held at GWCS in 2005 with Dr. NiCole Keith, Associate Professor in the School of Health and Human Sciences and the School of Medicine. The project initially served 20 high school students and provided the IUPUI students with authentic, immersive one-on-one field experience in fitness management and personal training. It also addressed a Near-Westside neighborhood quality-of-life health goal to deliver residents fitness assessment, training, and healthy lifestyle education. Today, PARCS serves more than 2,000 individuals with the 2012 addition of the Boner Fitness and Learning Center at the Chase Legacy Center on the campus of Arsenal Technical High School in the City's Near Eastside.[3]

In partnership with the John H. Boner Neighborhood Centers, the Boner Fitness and Learning Center at the Chase Legacy facility emerged from a community partnership that created a menu of services for youth, families, seniors, and other area residents as a central hub for comprehensive, holistic programming.[4] Originated from a Near-Eastside quality of life plan to revitalize the neighborhood, the Center emerged as part of Indianapolis' bid for the 2012 Super Bowl. The National Football League donated a $1 million capital gift, and the community raised an additional $10 million to create the Chase Legacy facility. The Center opened February 7, 2012, following Super Bowl XLVI at Lucas Oil Stadium near IUPUI downtown. The facility features the full-service fitness center, state-of-the-art media studio, mobile computer lab, educational greenhouse and garden, and instructional kitchen and art studio. In partnership with IUPUI, stakeholders said they wanted to provide comprehensive programming to the Near-Eastside community to improve the quality of life for residents of all ages, backgrounds, and circumstances. It included offering out-of-school time educational programs for students to achieve academic success and enable Arsenal Technical High School to become a comprehensive community school. At both high schools, the PARCS program is accessible to community members at convenient hours weekly.

Urban Preservice Teacher Education

For more than 20 years, the Indiana University School of Education at IUPUI has prepared teachers to teach in urban community schools. IPS has been the residential professional development site—including George Washington and Arsenal Technical high schools—for elementary and secondary preservice teachers where they learn how to establish knowledge in the act of teaching (Medina, Morrone, Anderson, 2005), expertise through experience

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[3] https://engage.iupui.edu/John_Boner_Neighborhood_Centers/index.html

[4] https://jhbcc.org/bonerfitnessandlearningcenter/legacy-fitness-zone/

(Darling Hammond, 2006), and growth through questioning and action research (Furtado & Anderson, 2012). The curriculum foci are social justice education and the intersectionality of socioeconomics, gender, language, race, ability, and ethnicity as factors that influence student identity, motivation, engagement, and academic achievement. While teachers often bear the primary responsibility for developing core competencies that address basic student needs, a strong emphasis is placed on developing essential competencies for a holistic understanding of urban education (Medina, Murtadha, & Grim, 2020).

Many teacher education programs assert they prepare teachers to teach in urban schools (Carter Andrews, 2009; Freedman & Appleman, 2009); however, the literature states the term urban is rarely expressly defined (Chou & Tozer, 2008; Weiner, 2002). Therefore, a critical aspect of the IUPUI secondary education program is learning how to identify the basic needs of an urban high school community while debunking deficit perceptions of urban schools that often result in notions of urban communities as disadvantaged, needy, and underprovided, perpetuating a deficit interpretation of the reality of the school community. Preservice teachers focus on strengths and asset-based understanding of community to critically examine the barriers that can change the perceptions of preservice teachers who have a deficit frame of reference of the school community (Kretzmann, 2010; Kretzmann & McKnight, 1993). Students discover how the term urban is used as code for "the conditions of cultural conflict grounded in racism and economic oppression" (Chou & Tozer, 2008, p. 1); unpacking the historical underpinnings of a community and neighborhood demographics is essential in identifying the school community's assets.

Different from traditional teacher education programs, the IUPUI School of Education centers on teaching at urban public schools and places anti-racist education as the focus of the curriculum, giving full attention to the institutionalization of whiteness and how systemic factors underscore its continued dominance and positionality in the reproduction of racialized culture (Leonardo, 2002) in urban schools. The major strengths of the program are the partnerships and innovative approaches to examining pedagogical methods and learning about the benefits of working in a school community committed, dedicated, and determined to enhance the quality of education for all students. Fundamental to the teacher education program is the emphasis on social justice and the critical examination of commonly held assumptions about who can learn, how students do learn, and who benefits from unjust schools.

The theoretical framework offered in the teacher education program is anchored in the research of multicultural education and community schools. It includes a broad array of principles that comprise context and competencies for new teachers. The authentic experiences to learn about these aspects of community schools help dissuade preservice teachers from forming simplistic generalizations about the complexities of urban communities and enable them to move beyond cultural stereotypes that will inform their teaching. This focus, coupled with the importance of high-quality instructional education, prepares future teachers and administrators to rise to the equity challenges of teaching and champion fundamental principles that create inclusive community schools through shared leadership and trust. Without trust, teaching and learning can be futile, and a lack of family engagement widens the opportunity gap to student academic achievement (Medina, Murtadha, & Grim, 2020).

Teaching Community Health

An impactful university/community engagement service occurs on Saturdays, 10 a.m. to 2 p.m., on the city's Near-Eastside. The Indiana University Student Outreach Clinic is a free, student-run clinic that provides primary care medical, dental, social, and legal services for the uninsured and underserved in the community. Led by IU School of Medicine, the clinic strives to close the health care gap by coordinating a medical presence to address a variety of conditions including infections, musculoskeletal complaints, high blood pressure, and depression.

The multidisciplinary program includes student volunteers from the IU Schools of Social Work, Nursing, Public Health, Law, and Dentistry, and has served thousands of patients since the service project began 12 years ago. The Clinic is housed in Neighborhood Fellowship Church on East 10th Street and operates on a first-come, first-serve basis. Oral health services are provided monthly by the IU School of Dentistry students and faculty. Student responsibilities range from counseling patients to assisting with legal questions, to medical triage and observations, to patient charting, and conducting physical exams alongside volunteer faculty. Students gain valuable real-world experience and serve in leadership and managerial roles within the clinic.[5]

Early College

Since 2005, more than 1,900 area high school students have enrolled in IUPUI coursework through University College's SPAN Division and collectively completed more than 12,000 credit hours on campus in classes like English composition, calculus, and physics. Among the total, 400 IPS students since 2008 have completed more than 3,500 credit hours at IUPUI, tuition-free up to 18 credit hours each at an individual value today of $5,000 through SPAN Scholarships. The IUPUI SPAN Division was established in 1984 to provide opportunities for academically motivated students to take college classes. The Early College experience offers high school students the opportunity to earn high school and college credits simultaneously (dual credit) on campus, get an early start on a college degree, and explore the more than 350 majors offered.

Ten years ago, IUPUI established an Early College partnership with IPS Crispus Attucks High School located a few blocks northeast of campus that focuses on health-related careers and teacher education pathways. This past fall semester, 57 Attucks students enrolled in 171 credit hours. Since 2010, 317 Early College participants of Attucks have graduated from high school, and 138 are enrolled in 43 different disciplines at an institution of higher education, including 42 students at IUPUI, 16 at IU Bloomington, 24 at Purdue University West Lafayette, and 14 at Ivy Tech Community College; 75 of the graduates already have earned college degrees, including 19 of them at IUPUI, 11 at IU Bloomington, 15 at Purdue West Lafayette, and one at Harvard University.

FSNE and SPAN representatives facilitated discussions that implemented an Early College program with George Washington High School this fall for juniors and seniors. Student applicant criteria include good academic standing, an initial and ongoing accumulative grade point average of at least 3.3/4.0, and participation in a Summer Learning Seminar at IUPUI. The program also proposes to provide GWHS with IUPUI Faculty Fellows, a Gateway Faculty Lecture Series, and a Transitions to College Support Series.

The Gateway Faculty Lecture Series is designed to introduce IUPUI courses to the faculty of GWHS and the formal agreement IUPUI enters into with IPS. University faculty will share expertise and insights related to their specific field of study, with a particular emphasis on engaging GWHS students and teaching staff. The Lecture Series proposes to feature faculty from departments at IUPUI related to GWHS careers pathways in Advanced Manufacturing, Engineering and Logistics, Information Technology, and Business and Finance.

A Transitions to College Support Series proposes to increase GWHS student college readiness and preparedness while deepening a "college culture" at the high school. The Series is being designed to inform students about IUPUI educational opportunities while helping students to define goals and plan their academic strategies. The Series is designed to feature exposure to multiple campus services including Admissions, Financial Aid, Scholarships, Student Affairs, Multicultural Center, Academic and Career Development, Center for Service and Learning, Math

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[5] https://medicine.iu.edu/indianapolis/service-learning/outreach-clinic/volunteer

Assistance Center, Health and Wellness, Student Organizations, Student Resource Center, Technology Support, and University Writing Center.

Once fully implemented with GWHS, the university plans to explore an Early College program with Arsenal Technical High School. Collectively, the Early College programs represent a substantial financial commitment in university engagement with area secondary education institutions in college and career immersive learning for the high school students and their families. The investment yields significant dividends for higher education, the school communities, their students and families, and beyond.

Culture of Health Interdisciplinary Partnership

In a time of austere rigorousness and scrutiny in public services, IUPUI continues to rise to the challenge of helping communities and connecting within communities – creating relationships that link people to other people and institutions to organizations – and responding to novel issues in communities fraught with challenges. The challenges in our school communities include mental health issues like trauma, addiction (opioid crisis), deadly violence, suicide, food insecurity, environmental sustainability, and high rates of teen depression, anxiety, and suicide. Embracing community means taking on new approaches to services delivery, such as working directly with community members in creating partnerships between university faculty, educators, family health service organizations, and other providers (Medina, Murtadha, & Grim, 2020).

An example is a Culture of Health Leadership Team convened by FSNE in March 2017 that featured university representatives from the Schools of Medicine, Public Health, Dentistry, Nursing, Education, Social Work, and Optometry, in collaboration with Interprofessional Education, community schools, the public health department, and ten key community groups. Sponsored by the Robert Wood Johnson Foundation and the Coalition for Community Schools, the Culture of Health team at IUPUI focused on the five Near-Westside community schools engaged in a second USDOE FSCS project there. Needs assessment early on transpired to concentrate on creating trauma-responsive school communities. Professors from the Schools of Nursing and Social Work formed a clinical team and received $420,000 in Robert Wood Johnson Foundation funding for a three-year project to help school communities create trauma-responsive environments the school communities seek. Their project engages doctoral and nursing students in this work, demonstrating the community-engaged, university-assisted approach to helping neighborhoods solve problems they identify (Medina, Murtadha, & Grim, 2020).

The Culture of Health Leadership Team in 2020 merged with a citywide education committee organized by the Marion County Commission on Youth also focused on social/emotional learning, mental health, and creating trauma-responsive school communities. Representatives of multiple school districts throughout the city, mental health providers, Communities In Schools Indiana, IUPUI, and other vested partnering organizations take a broader perspective beyond the Near-Westside and explore a more expansive approach to collectively address the social/emotional needs of students and families. The more expansive approach began with FSNE staff-facilitated discussion groups of educators in three school districts throughout the city from among ones that had participated in a survey of teachers, administrators, and support staff about the needs of students, their families, and staff. As did the Culture of Health Leadership Team findings, survey respondents from throughout the city identified social/emotional learning, mental health, and trauma as top concerns in their school communities. A researcher in FSNE analyzed the survey data and helped to identify responses for the more in-depth discussions. The next steps focus on identifying collective and individual school community action strategies to effectively and efficiently address the documented needs.

Communities Partnerships

Martindale-Brightwood Education Zone

IUPUI has committed to working with communities on the City's Near-Eastside and had spearheaded the Martindale-Brightwood Educational Alliance as lead-partner of the USDOE-funded FSCS project with the three IPS schools there in 2010-15. Since then, one of the schools became an "Innovation Network" charter-managed school and severed most community engagement ties. One of the three schools remains a stable community school, despite multiple changes in principal leadership and teaching staff, and the other school has reduced its community engagement partnerships due to a reduction in coordination funding and shifting of focus to strengthen its Montessori curriculum (Medina, Murtadha, & Grim, 2020).

While the FSCS project directly supported three elementary schools, the university strategically built and nurtured a strong relationship with neighborhood community centers in Martindale-Brightwood, namely the Edna Martin Christian Center (EMCC). As a long-standing place-based social service provider for individuals and families in Martindale-Brightwood, EMCC adopted a collective impact approach to address the social and environmental challenges of the community. The community identified education as a vital area of concern, and, as a direct outgrowth of the FSCS project, the Martindale-Brightwood Education Zone (MBEZ) was launched.

The MBEZ seeks to improve the educational development and academic outcomes of children and provide critical supports for parents/caregivers raising children in the Martindale-Brightwood community. MBEZ operates with a full range of partners in various capacities to support a shared vision. The partners collaborate to leverage a full array of assets within the community, including the introduction of new initiatives or to scale-up existing programs and services targeting children, youth, and families. MBEZ documents measurable progress and advancements of each program participant and provides diverse resources and supports for families of the area. Over the next five years, MBEZ focuses on eight distinct goals in health, quality education, and careers. The project recently learned it had earned a new five-year FSCS award from the USDOE to support this work.

FSNE at IUPUI continues as a key component of the leadership team. In October 2019, the FSNE Director of P-20 Educational Alliances and the Assistant Director for Assessment and Evaluation attended a Collective Impact National Forum as participants of the MBEZ team. Moreover, IUPUI and FSNE support a myriad of strategies, including focusing on college and career readiness education for students and families and support campus visits by middle and high school students of Martindale-Brightwood. Programming data demonstrates how leveraging institutional resources and ongoing communication with campus staff constituents increased college student presence in the neighborhood. The support also includes working with the community on formative and summative evaluation to guide programming decisions.

Networks and Coalitions of Community Schools Partnerships

Coalition for Community Schools

The Coalition for Community Schools called for the formation of statewide networks six years ago, and Indiana followed suit through the facilitation of IUPUI and its Office of Community Engagement. As a result, the Indiana Community Schools Network represents educators, service providers, youth and families, universities, and other school community partners from across the state who collaborate in support of learning and youth development. Driven by the notion that every child deserves every chance to succeed, a theme adapted from the Coalition for Community Schools, goals include increasing school/community/family partnerships to improve academic engagement. The Network promotes communication, networking, evidence-based practices, advocacy, and meaningful professional development opportunities (Medina, Murtadha, & Grim, 2020).

University-assisted advocacy takes place in the statewide network as well as an Indianapolis-based partnership group in collaboration with FSNE. The Indianapolis Coalition for Community School Partnerships (ICCSP), a group of individuals representing organizations that promote community schools throughout the city, has identified 17 schools within the IPS district that remain steadfast community schools, including the five in the second USDOE-funded Near-Westside FSCS project and the ones in Martindale-Brightwood. ICCSP partner Communities In Schools Indiana has established a solid foothold in the City's Metropolitan School District of Decatur Township on the city's Far-South Westside as well as a community school district in the Metropolitan School District of Lawrence Township on the city's Far-Eastside. The formation of the ICCSP demonstrates a renewed interest in the collaborative approach to school/community engagement and learning. The group spearheaded community schools as the model recommendation for public schools in the city as part of the Indianapolis bicentennial celebration road map, "Indy Plan 2020" (Indy Plan 2020, 2016).

Communities In Schools Indiana recently established formal partnerships with schools of two other cities, Bloomington and Lafayette, adding to well-established CIS programs in three other areas of the state. Ball State University also partners with a nearby Muncie school community, and the Evansville Vanderburgh School Corporation prominently has been the state's first community schools district for nearly two decades. All are represented in the statewide Indiana Community Schools Network of stakeholders engaged in community schools work and facilitated by FSNE. As a satellite technical assistance site for university-assisted community schools, FSNE continues to work with area public schools, multiple service providers, the Mayor's Office for Education Innovation schools, other institutions of higher education, Communities In Schools, neighborhood organizations, and the ICCSP to advocate for the implementation of community school strategies (Medina, Murtadha, & Grim, 2020).

In addition, Marian University has initiated City Connects with two Innovation Network charter schools affiliated with IPS and an elementary school in nearby Wayne Township Schools. The Marian Educator's College also developed a technical assistance and training center for City Connects and secured funding from the Indiana Family and Social Services Administration to support their community schools model.

A total of 139 community schools throughout the state of Indiana primarily exist in Bloomington, Clark County, Elkhart County, Evansville, Indianapolis, Kokomo, Lafayette, Lake County, Lawrence, Muncie, South Bend, Winchester, and Wayne County. They collectively serve 82,867 Hoosier students and families. The most significant evidence of community school growth has been with CIS Indiana that has increased from 42 schools throughout Indiana in 2015 to 69 total in 2020, serving 37,140 of the total students and their families. The Network relationship with CIS Indiana is essential for the statewide community schools movement.

The statewide Network provides a space for like-minded organizations such as CIS and other community schools endeavors to collaborate and share the best practices and advocacy. As a result, CIS Indiana keeps the Network up to date with the organization's efforts in the Indiana Statehouse to promote and secure further support for community schools. Indiana Network advocacy efforts focus on a Twitter feed and a monthly newsletter that features best practices and community engagement information with individuals across the state engaged in family and community engagement work. Facilitated by FSNE, the ICCSP has sponsored professional development discussions for the past two years. Topics included Roles and Responsibilities for Community School Coordinators and Parent Liaisons, How to Address Trauma, the Use for Data and Evaluation Information, Best Practices in Parent and Family Engagement, the Importance of Self Care, Better Communication with Parents and Families, Marketing and Selling Your School, Connect 211 for Help, Connecting Business and Industry to School Partnerships, and Unique Challenges that Face Families of Color. While most participants have come from Central Indiana, the discussions are open to anyone interested, and highlights are featured in the monthly Indiana Network newsletter. A

virtual public town hall with the Indianapolis Recorder newspaper September 22, "Don't Go It Alone: Leveraging Community School Partnerships for Equity," featured a district superintendent, CIS coordinator, community center director, and IUPUI School of Education faculty member and attracted a reported 7,000 viewers on Facebook.

In 2016, through extensive deliberations and considerations that ill-conceived policies can contribute to the demise of public schools, the Indiana Community Schools Network recommendation for an additional school accountability metric of the Every Student Succeeds Act Indiana Plan was School Culture, Climate, and Safety, which became an official metric in the state's approved plan. The Network advocated that evidence-based surveys of school community stakeholders should measure the metric, specifically students, parents, educators, and community. Recommendations for consideration included three distinct areas: (1) Engagement including cultural competence, relationships, school participation, (2) Safety to advance emotional and physical security, bullying/cyberbullying and substance abuse prevention, emergency readiness/management, and (3) Environment with a focus on physical, instructional, basic health, mental health, and discipline. The Network vigorously advocated that this metric should be flexible enough to reflect characteristics unique to various school communities across the state (rural and urban, for example) and reflect ESSA language supporting local decision-making and control (Medina, Murtadha, & Grim, 2020).

Disseminating Research and Best Practices

Community Engaged Research and ENGAGE!

A Community Engaged Research Group (CERG) was formed in 2017. Faculty, staff, and students from multiple schools across campus saw the need for disseminating community engaged research that would contribute to urban community wellbeing by critically approaching community engaged research, community-based participatory research, and creative activity with community residents and agency stakeholders. The multidisciplinary group revokes research that forms a colonizing stance towards partners and, instead, discusses its values of democratic voice, equity through ethical reciprocity and social justice, community self-determination, and the need for shared spaces for dialogue and effective mentoring. Researchers working with urban communities must continue to resolve the conflict between the values of the academic setting and of the community; therefore, it is essential to consider the ways of knowing that exist in urban communities when developing research methods (Murray, 2003). The long-term goal of CERG is to develop further statewide IU community engaged research and to increase the capacity of IU campuses' community engaged scholars while catalyzing the next generation of engaged researchers through organizing with underserved communities public conversations about community engaged research in concert with IU's centers for service and community engagement, diverse faith organizations, the Neal Marshall Alumni Association, the Latinx Community-University Research Association, and other neighborhood-serving groups (Medina, Murtadha, & Grim, 2020).

As of 2019, co-created knowledge is disseminated from ENGAGE!, an IUPUI journal that publishes community engaged scholarship through a magazine format, committed to advancing the field of community engaged research and community-based participatory research across the state, nationally, and beyond. The publication features discussion and development of empirical, conceptual, and theoretical articles that make substantial contributions to the field in all areas of community engaged research, evaluation, and assessment. The journal also provides a forum for community scholars and university scholarly exchange of research findings and ideas that advance knowledge to make a societal impact. The IUPUI Office of Community Engagement, in partnership with the Office of the Vice Chancellor for Research, initiated the publishing of ENGAGE! and the Center for Digital Scholarship in the IUPUI Library assists in the publishing process so that articles are immediately available open-access online (Medina, Murtadha, & Grim, 2020).

Conclusion

Connecting the dots and engaging in community partnerships indeed is not new to IUPUI. The campus has a legacy of committing to university-assisted community school engagement and the development of a community schools initiative in Indianapolis along with key community partners (Medina, Grim, Brodnax, & Cosby, 2020). IUPUI encourages "interdisciplinary understanding" through interdisciplinary education as the capacity to integrate knowledge and modes of thinking drawn from multiple disciplines to produce a cognitive advancement in ways that would have been unlikely through single disciplinary means (Boix Mansilla, 2005, p. 16). The goal is to recognize how an interdisciplinary perspective can reveal a more comprehensive, holistic understanding of the complex issues in community schools to break down the barriers that practitioners encounter as they redefine their roles in professional domains to foster an attitude of collaboration that benefits youth and schools (Murtadha-Watts, Belcher, Iverson, & Medina, 1999).

The work supports college student learning through mentoring, tutoring, and leading group activities both inside and outside the classroom at school and drawing upon the greater neighborhood and community assets. School communities also benefit from services as university students involved in the program receive hands-on learning experiences in the community that they may ultimately serve. (Bruner, Szepe, & Blueford, 2018). Equally, schools are assisted by the university to help address academic and non-academic challenges and create learning opportunities for students (Lester, Kronick, & Benson, 2012). IUPUI has played an integral role in supporting urban schools and revitalizing urban communities. The campus footprint reveals an extensive record of engagement and services, with a solid expectation that the initiatives will grow as a part of the IUPUI culture, mission, and history.

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#InThisTogether: A Collective Approach to Student-Engaged Research and How Two Durham Universities Joined Forces to Defend and Transform Durham Public Schools

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As I near the intersection, I see that the right hand turn I need to make to get into the school parking lot is blocked by road construction. I'm already running late, and, as luck would have it, I quickly discover that every road leading to the school is completely inaccessible. I drive down a questionably narrow gravel path that leads into the back of the school, park my car somewhere out of the way, and hope for the best. With less than a week before the first day of classes, I wonder how in the world this construction will be done in time for the arrival of 540 students, their parents, school staff, and all the modes of vehicular transportation that will be carrying them. Pushing those thoughts aside, I choose instead to focus on the community school kickoff plan I hope to share with the principal today.

I am finally inside and our meeting can begin, but not without being interrupted for the first of several times. The first time is the assistant principal. She needs to know where the back-to-school backpacks are located. They are loaded full of desperately needed supplies, and several parents have gathered in the lobby, eager to claim one for their child. The principal tells her that they are ready in the supply closet. A local church has just recently dropped them off. The second time, a teacher comes in asking which hallways are accessible; the floors are in the process of being waxed for the new school year and lack of funding has delayed the waxing until late summer when teachers are also trying to enter their classrooms and prepare for the arrival of their students. The principal apologizes to the teacher for the floors and tells her that the custodians have set up chairs and signs so everyone knows which halls to use. Yet another time, someone comes in to tell the principal that the city workers chopping up the roads outside the building have inadvertently hit a water main, and a car parked in front of the school has flooded. The car belongs to a seasoned fifth grade teacher, and she is less than thrilled with the situation. What's worse is this is not the first time – nor will it be the last – that this school has flooded. Located at the bottom of a hill that borders a low-income housing unit that feeds the school, flooding is a common occurrence. Many have learned the hard way that parking in the driveway on a rainy day risks a soggy car. The principal soothes the teacher and has the secretary announce over the loudspeaker that everyone should move their cars to higher ground immediately.

Although we do finally manage to successfully finish our meeting, I cannot help but ask myself at each pause how this school is expected to manage all of these challenges. Not one of the issues at hand has anything to do directly with the school, and yet here they are on their doorstep. The school and its staff can either face the issues or be crippled by them, and they are going to need the entire community to pitch in to make the school year run smoothly. This cannot be just a one-time thing or a one-way relationship, either. Churches, local businesses, public health departments, parents and the like are needed at schools to ensure students and their families are getting the balanced care they need. At the same time, everyone working inside the school building from an instructional assistant to an administrator to a teacher to a custodian all need to be recognized for the crucial support and expertise they offer to foster student success. If schools are going to meet the diverse needs of students and their families, they need to be community schools.

The City of Durham: Organizing for Equity

Durham is not your typical southeastern city. Located in the heart of North Carolina, it makes up the majority of Durham county. The city of Durham, though small by comparison to cities such as Raleigh and Charlotte, has an urban feel with a touch of southern hospitality. It's a place with history and pride that once housed one of the largest Black middle class communities in the South. Known for tobacco and baseball and universities, Durham – nicknamed the "Bull City" – has a feistier side to it that many do not see. There is a fighting spirit here. One that has seen the creation of people's assemblies, grassroots organizations, and a mostly Black and Brown school board. Driving through the city during any local election, it is clear that Durham *organizes*. Organizing "is about raising expectations: about what people should expect from their jobs; the quality of life they should aspire to; how they ought to be treated when they are old; and what they should be able to offer their children" (McAlevey, 2014, p. 12). When people organize, they come together as a group to make known how they want to be treated by all the institutions and groups that impact their livelihoods. They work together using a strategy to plan out actions and campaigns to raise awareness for their cause and garner support from the public.

When people organize within a group for a common cause, there are a few things that typically happen. One is that the people involved in the organizing develop relationships and networks. This can happen within the group itself, and it can also extend to other groups that might be fighting for a similar cause. People get a chance to learn from one another locally, nationally, and even globally. Another thing that typically happens when people organize with others is that individuals start to build their leadership skills. People get a chance to strategize and plan actions. They learn how to talk to people about a common problem and rally support. Organizing around a cause connects people to one another and it helps them build skills to empower themselves. Organizing can be a powerful tool for making change, and it was exactly why community schools happened in Durham.

Community Schools Come to Durham

It was because of organizing – and the relationships, networks, and leadership it cultivates – that two teachers, two administrators, the president of the Durham Association of Educators (DAE), and a graduate student all traveled to Milwaukee, Wisconsin, in May of 2017. Invited to join a training on community schools, the group spent five days at the Milwaukee Teachers' Education Association (MTEA), learning about community schools, connecting with existing community school leaders on a national level, and developing a plan to pilot a community school in Durham. There were education experts from all over the country and various organizations talking about the history of community schools and some of the successes current community school models were experiencing. The group learned that community schools worked best using six pillars and four mechanisms to bring the model to fruition (National Education Association, 2018). The pillars were culturally sustaining curriculum, high quality teaching, wrap around supports, restorative discipline practices, parent and community partnerships, and inclusive leadership. The mechanisms were an asset and needs assessment (ANA) of the school and local community, a strategic plan for implementing the model, partnerships with experts to help put that plan into action, and a community school organizer at the building level to help facilitate the process and maintain partnerships to fulfill the school community's needs (Center for Popular Democracy, 2016). Despite the multiple iterations and forms community schools have taken over the past century, it was this particular National Education Association (NEA) model that the team chose to replicate in Durham; and for the purposes of this paper, when the authors refer to community schools, they are referring to a model of community schools that follows NEA's six pillars and four mechanisms discussed above. Armed with a drafted plan to talk with school staff and local school leadership about their ideas for community schools in Durham, the team left to start their community school journey.

The Urgency of Organizing

In the fall of 2017, a number of schools across North Carolina were identified as low performing and were threatened with a takeover by the state contracted innovative school district (ISD). The ISD was created via legislation in 2016 to take control of low performing schools and put them under a charter school-like administrator called an Innovative School Operator (NC Innovative School District, 2020). Knowing that other states such as Tennessee had tried similar efforts but saw very little improvement with student outcomes, the local Durham community spoke out against the change. Under the leadership of the local NEA affiliate, the Durham Association of Educators (DAE) and the community rallied together to fight for the right to remain autonomous over the targeted schools. School leaders were beginning to think about radical and holistic ways to transform public schools.

Upon returning from Milwaukee, the team compiled a group of active community members with organizing experience to begin thinking about how to start a community school. One of the essential components that they had learned from their time in Milwaukee was just how important the community school organizer was. These individuals would be responsible for making a plan for an asset and needs assessment, organizing the school staff around the community school idea, solving problems as needed, and working with local governance and district leadership about creating a plan for making

community schools a reality. The team knew they would need funding for these positions and someone who could fight for these funds full time. The group submitted a grant proposal to the NEA that summer and were awarded funding to hire an experienced organizer who joined the team in December of 2017 and who would later act as the community school organizer team leader. Armed with an innovative organizer and a strategic plan, the group set out to talk with county commissioners, school board members, and the newly appointed district superintendent and his team. After many meetings, one-on-one conversations, and impassioned public commentaries, the community school organizers were able to raise enough funding for four community school organizer positions. Two positions were to be funded through Durham Public Schools (DPS) and two would be funded by the Durham county commissioners through the county budget.

Further, having learned from other community schools' experiences, the group knew the important role the school principal played in the success of a community school effort. These principals needed to be willing to share their leadership responsibilities with a leadership team that would include school staff, as well as community members, and be committed to participating in an implementation process unlike any other in the district. After much deliberation the four schools were selected. One would be the school that the community saved from ISD control, one would be a school whose team traveled to Milwaukee, and the other two were chosen because of the openness of their administrators and the community oriented work that was already happening in those schools. With the school sites settled, the team began talking with the staff. In order for these pilots to work, the team set a target to get at least 75% of the staff at each of these schools to buy into what it meant to become a community school. The staff needed to understand that becoming a community school was different from the myriad of previously mandated reform efforts that had produced fairly lackluster results (Bull City Community Schools Partnership, 2019). Again, it was organizing that worked. The team spent several months talking with teachers, administrators, and other school workers about what it meant to be a community school. In May of 2018, they held a half-day assembly with the staff from each of these schools answering pressing questions and addressing real world concerns about trying to implement yet another way of schooling. Their efforts worked, and over 90% of the staff at every school decided they were willing to embark on a community school journey.

The Bull City Community Schools Listening Project

In the summer of 2018, four community school organizers were hired to begin the asset and needs assessment process they called the Listening Project. With a target in sight and a team established, the group started calling themselves the Bull City Community Schools Partnership (BCCSP). Their goal was to talk to school staff, parents, and students about what they thought was working at their school, what needed to change, and how they envisioned this happening. Each community school organizer created a team composed of school staff and parents to help create and vet the tools they would use to survey and interview all of the school community members. Instead of creating leadership teams to decide what the school should focus on, the community school organizers and their teams made a concerted effort to hear what the school community needed and wanted as the focus. Much of the 2018-2019 school year was spent listening to all the people connected to their school, analyzing the results of these conversations, and determining which assets and needs were most prominent and immediate. Figure 1 shows the percentages of staff, student, and parent participation in the Listening Project at each of the

Figure 1: Listening Project Participation by Percentage

	Club Boulevard Elementary	E.K.Powe Elementary	Lakewood Elementary	Southwest Elementary
Teachers	100	95	96	98
Students	95	91	90	50
Parents	35	66	55	63

Note. Adapted from "Year 2: From Listening Project to Goal Teams, " by Bull City Community Schools Partnership, 2019, retrieved from https://bccsp.org/?p=639&fbclid=IwAR2Y9D2q86tVWEQ25kY89gfrfSQboHifPssp6GdSUHrVoJsRrhHelWqk9Hk

schools. Using vital information gleaned from the Listening Project, the schools were able to create three to five goal teams whose focus and work centered around the Listening Project's findings (BCCSP, 2019).

Over time, each of the schools has continuously worked to reconfigure their leadership teams to include school community members that have historically been marginalized or left out of decision-making processes. They have formed their goal teams and worked to coordinate events, wrap-around services, communication plans, and the like that fit the locally identified needs of their community school. Using this grassroots approach, the community schools in Durham have shown that organizing works. Coupled with innovative improvement sciences, they have been able to begin a community school model squarely based on the needs of the community (BCCSP, 2019).
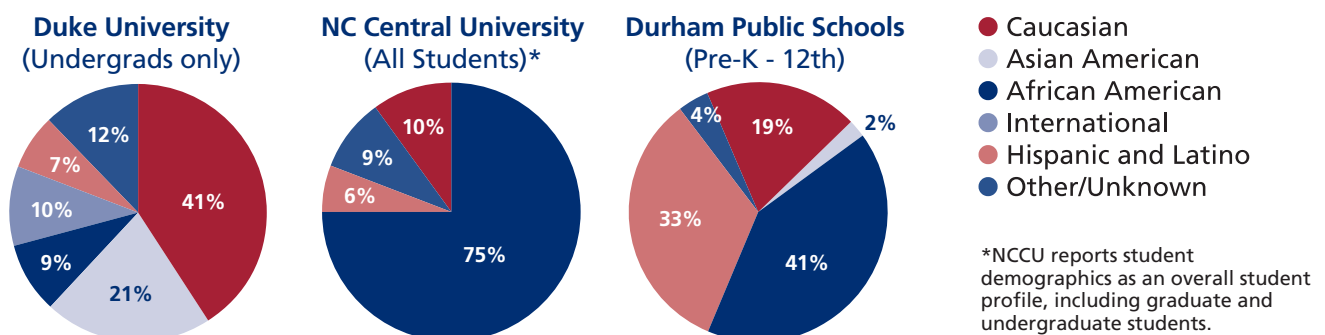
Institutional Support Team

To help ensure that the needs of the community are met, the NEA community schools model has strategically relied on a cohort of individuals to build institutional and political support for the project outside of the practitioners that lead the work inside schools. As community schools began to gain momentum in Durham, the BCCSP knew they needed a cohort of potential partners and allies to help spread the message of community schools across organizations and throughout those organizations. To help support the pilot schools and maintain the momentum, an institutional support team was formed to bring together different stakeholders from across Durham, including county commissioners, school board members, Durham Parks and Recreation, DPS, DAE, the county manager, the Durham Public Schools Foundation, Duke University, and North Carolina Central University (NCCU). This body was named the Institutional Support Team, held monthly meetings, and was largely devoted to sharing updates from each of the respective pilot community schools. Each of the partners was tasked with finding resource connections and other supporters within their own institutions using what they knew from the ongoing Listening Project and implementation process. This team has continued to meet to support their local community schools, develop strategies, and build capacity. By understanding the challenges and rewards associated with leading a community schools project, these stakeholders became better positioned to be responsive partners.

The Bass Connections Research Project

Stakeholder Demographics

Durham, North Carolina, is home to 53 traditional public schools for grades Pre-K to 12, and two 4-year institutions of higher education. Two crucial partners in the Institutional Support Team come from higher education: Duke University and North Carolina Central University. These universities are located less than five miles apart from each other and boast very distinct assets. Duke is a medium-sized, private, predominantly White institution, and NCCU is a medium-sized, public HBCU (historically Black college or university). The racial and class makeup of the campuses are distinguishably different from one another, and from the makeup of DPS. Figure 2 shows the student demographics at each campus compared

Figure 2: Student Demographics for the 2019-2020 School Year

Duke University (Undergrads only); NC Central University (All Students)*; Durham Public Schools (Pre-K - 12th)

Legend: Caucasian; Asian American; African American; International; Hispanic and Latino; Other/Unknown

*NCCU reports student demographics as an overall student profile, including graduate and undergraduate students.

Note. Adapted from "Duke facts" by Duke University, 2020, retrieved from https://facts.duke.edu; "Quick facts" by NCCU, 2020, retrieved from https://legacy.nccu.edu/discover/quickfacts.cfm; and "Facts and figures about Durham public schools" by Durham Public Schools, 2020, retrieved from https://www.dpsnc.net/site/handlers/filedownload.ashx?moduleinstanceid=5333&dataid=32011&FileName=Enrollment%2019-20%20for%20website.pdf

with the demographics of DPS's student population. Each institution has served as a significant cultural marker for the city of Durham for over a century and has made explicit commitments towards service in their respective mission statements. Moreover, Duke and NCCU have historic and ever-evolving partnerships with Durham Public Schools.

As soon as the community schools campaign was initiated in Durham, colleagues from Duke and NCCU began to think about how to best support the community school practitioners. Because both institutions are geographically centered in the middle of Durham, there are ample opportunities to engage with nearby schools through varied programs, courses, and initiatives. The community schools project offered a dramatic reorientation for how to think about formalized collaborations between the two universities through public school partnerships.

In the summer of 2018, small conversations began to brew amongst higher education professionals who had direct connections to DAE and DPS. As former North Carolina educators and current DPS parents, the collective began to imagine how to institutionalize a more robust conversation about community schools at Duke and NCCU. Moreover, the group began to think broadly about additional colleagues and offices to strategically invite into the conversation with the goal of breaking down university silos, and better leveraging university resources to directly respond to the Listening Project findings at each of the pilot schools. It was during this moment that the growing team became familiar with the university-assisted community schools (UACS) work being led by the Netter Center for Community Partnerships at the University of Pennsylvania. Members from the collective took investigatory research trips to different campuses within the UACS network to learn about the varied models that exist. In the fall of 2018, a collective of staff and faculty from Duke and NCCU applied for funding from Bass Connections to carry out a year-long research project as a member of the Education and Human Development (EHD) theme. According to their mission statement:

> Bass Connections bridges the classroom and the world beyond the university, giving students from all of Duke's schools a chance to tackle complex societal problems alongside our superb faculty. We support research teams that draw on perspectives and methods from multiple disciplines, as well as robust engagement with communities, stakeholders and decision-makers. (Duke University, 2019, p. 4)

Members of the research team, or the "team leads" as the group came to be known, represented a wide array of offices on each campus: Duke Program in Education, NCCU School of Education, University of North Carolina at Chapel Hill (UNC-CH) School of Education, Duke Academic Advising Center, Duke School of Medicine, NCCU Honors Program, Duke Sanford School of Public Policy, Duke Office of Durham and Community Affairs, Duke Office of Civic Engagement, NCCU Department of Nursing, Duke Service-Learning, and The Samuel DuBois Cook Center on Social Equity. The research team was strategic in its formation so that it could offer an interdisciplinary lens when responding to the assets and needs identified by the community schools' Listening Project. By organizing a broad coalition of colleagues from across both campuses that were committed to thoughtful university partnerships, the team was able to build a stronger capacity to influence a strategy rooted in listening to public school leaders, while also garnering institutional buy-in.

With the support of Bass Connections, the Bass Connections University-Assisted Community Schools (BCUACS) team was funded to support 15 undergraduate students and two graduate students for a year-long research project. Team leads leveraged relationships on both campuses to find access points for student recruitment, often giving brief class presentations to share the project's focus and describe the benefits to students who might be interested in applying. In addition to being part of a robust community-engaged research team, having paid site visit experiences around the country, and transportation to/from each campus for collective learning sessions, each undergraduate student would receive independent study course credit for each semester of research. Moreover, students in NCCU honors programs would be eligible for required honors credit in their respective programs. The two graduate students would be paid to support the administrative tasks of the team throughout the year. Over 25 applications were submitted from across both campuses, and 15 students were screened and interviewed to represent the inaugural Bass Connections UACS Research Team.

Inter-institutional Relationship, Interdisciplinary Perspectives, and Equity

In order to have the most significant impact across DPS, it was paramount that key stakeholders from Duke and NCCU be in a working relationship with one another. While Duke and NCCU are the only four-year institutions in Durham, it is often easy to forget that they inhabit the same city and county lines. There are very few standing inter-institutional relationships between the two universities, and none that presently address DPS-facing partnerships. The team leads capitalized on this unique opportunity to examine how different power structures impact DPS partnerships, and also to explore some of the material resources and institutional strengths of each campus. For example, while Duke has a more notable national footprint as a Research I university, NCCU has a more explicit commitment towards civic engagement and social justice. Similarly, whereas NCCU requires all undergraduate students to fulfill 120 hours of community service prior to graduation, Duke requires all students in the Trinity College of Arts & Sciences to take at least two courses with a research component. Thus the team was better able to recognize assets, combine efforts, and contribute more intentionally to the surrounding community.

The 15 undergraduate student researchers represented 14 different disciplinary departments and brought invaluable perspectives about how students currently engage with DPS. Figure 3 shows the wide variety of disciplines that were represented amongst the student researchers. They attended two different institutions, were at different stages of their college matriculation, had varied experiences in the education field, and came from a variety of racial and cultural backgrounds.

Figure 3: BCUACS Students' Interdisciplinary Involvement

Majors	Minors
African & African American Studies	Education
Political Science	French
Computer Science	Sociology
Global Health	Public Health
Psychology	Cultural Anthropology
Gender, Sexuality, and Feminism	Biology
Public Policy	Chemistry

Note. Information is based on Duke and NCCU students' self-reports of majors and minors during the BCUACS application and interview process.

To account for the diverse group of students, the team leads decided early on to put in place practices to help create equity. Because Bass Connections is a Duke-sponsored program, there are built-in systems for accountability such as independent study credit for participating Duke students and various opportunities to showcase their research. From the inception of the team, it was vital that team leads were able to translate those same academic benefits to NCCU students. Additionally, team leads committed to creating an environment for students that allowed for authentic relationship-building that transcended their "home" institution. The team of 31 students, staff, and faculty committed to meeting on both campuses and in downtown Durham, and a team lead coordinated paid Lyft rides to transport students to and from every meeting. Additionally, students from both campuses utilized the same learning management system and operated under the same grading policies and course expectations throughout the course of the year.

Fall Semester: Context Setting

Team Goals

Early and consistent BCUACS team goals were to understand how to provide direct support to community schools in Durham and best leverage university resources – human and financial – to support community schools' goals and values. This is how it appeared in the November 2018 project proposal to Bass Connections:

> A primary team goal is to develop undergraduates well-versed in the Community Schools model and prepared to imagine ways Durham universities can effectively support and advocate for Community Schools in respectful collaboration with community goals. To that end, significant time will be spent researching Community Schools models as well as asset mapping methodologies to better equip team members – and local universities – to engage Community Schools on Community Schools' terms. (University-Assisted Community Schools Proposal to Bass Connections Education and Human Development Theme, 2018)

This is how it showed up on the Fall 2019 syllabus:

> Community Schools are "center[s] of the community that bring together academics, health and social services, youth and community development and community engagement under one roof, leading to improved learning, stronger families, and healthier communities" (NEA, 2018). This Bass Connections University-Assisted Community Schools (BCUACS) team will study the benefits and limitations of UACS models, focusing on ways universities can mobilize resources to support public schools generally, and DPS schools in particular. In order to understand more equitable partnerships, we seek to better prepare university faculty, staff, and students for the practical and theoretical challenges of working with public school stakeholders, including staff, students, and parents. (Duke University and North Carolina Central University, 2019)

And this is how it showed up in team learning goals:

> **This course seeks to create a scholarly community in pursuit of these goals:**
> • Understand the **Community Schools** model and what it looks like around the U.S.
> • Understand **University-Assisted Community Schools** (UACS) models
> • Understand and practice community-driven and community-responsive actions for school reform
> • Support the work of the Bull City Community Schools Partnership (BCCSP)
> • Conduct Duke University and North Carolina Central University assets and needs assessments regarding support of public schools in Durham
> • Connect existing university initiatives and resources with local community schools in mutually beneficial ways
> • Participate in robust equity training opportunities focused on race, class, and the histories that complicate the relationships between universities and their surrounding public schools (Duke University and North Carolina Central University, 2019)

Course Design

Beginning in spring 2019, team leads spent over six months collaboratively developing the vision and syllabus for the BCUACS team. To account for the wide array of perspectives and experiences in the cohort, team leads understood the need to articulate educational contexts and establish equitable practices before launching students into the research. Shared commitments to understanding contemporary issues in education; the lives of schools, teachers, and students; and the power of collaborative and collective work meant team leads identified foundational course concepts to organize the fall semester, then divided topics

to allow each team lead to teach content about which they were most passionate. With such a diverse team, each member – faculty, staff, and students – came to the cohort with different points of entry to public schools; few had significant familiarity regarding community schools. In this sense, team leads and undergraduate team members were #InThisTogether (borrowing from DAE leaders to signify the collective approach to transforming and defending public schools) during the first semester in the quest to understand values and practices of community schools.

Course content during the first semester focused on the foundational: public schools writ large; the history of community schools and their diverse models; social science research; the ethics of engagement in community work; the impact of social determinants of health on education and community; understanding race and class in public schools; and exploring institutional responsibilities to local communities. With an abundance of educators, the team leads practiced backward design (Wiggins & McTighe, 1998) which developed individual class objectives that in turn drove readings, class activities, and assignments. Figure 4 shows an example of one of the class sessions. There was never enough time to exhaust any content, and team leads at times over- and/or underwhelmed students in efforts to do justice to the day's objectives. The cohort was forgiving and engaged, focused on the values articulated in program documents: collaboration, advocacy, community, assets, and equity.

Figure 4: BCUACS Class Meeting: September 20, 2019

Course Meeting	Date	Topic(s)	Objective(s)	Readings (Texts) for Class (see **Sakai > Resources >** [Course Meeting Date] for Readings)	Homework to **Complete BEFORE Class** (see **Sakai > Assignments >** [Course Meeting Date] for full assignment)	Journal Prompt & other Assignment(s) to Complete **AFTER Class** (see **Sakai > Blogs >** [Course Meeting Date] for full assignment)
4	9/20	**College Students in Service: Individual Responsibilities & Identity Reflection** Kisha Daniels, Adam Hollowell, Lindsey Miller @DUKE Women's Center	Challenge Assumptions, ask better questions

Understand how social identity affects the way we move through the world

Identify asset-based practices to use in building partnerships

Identify the root cause of challenges we see in education; understand how larger social factors are at play | **READ** Mitchell, *Service learning as a pedagogy of whiteness*

Gaztambide, *Decolonization and the pedagogy of solidarity*

VIEW TEDTalk: W*ant to Help? Shut Up and Listen*

LISTEN Invisible (podcast): *How to Become Batman* (both parts and bonus) | **Social Identity Mapping** List 7-10 different aspects of your identity. Create a visual (can be artistic, can be a grid) in which the aspects you think about LEAST are the LARGEST and the aspects you think about MOST are the SMALLEST | **JOURNAL about SITE VISIT interviews:** Begin thinking about site visits.

How does your identity and service orientation affect the ways you're thinking about your upcoming visit? What questions do you have? What are you most eager to learn? What questions can you ask during your site visit interviews to learn more about the site? |

Note. Adapted from Duke University and North Carolina Central University. (2019). EHD 395.05/EDU 4950: University Assisted Community Schools [Course syllabus]. Durham, NC: BCUACS team.

Site Visits

Team leads had the expertise to create foundational class sessions, but more comprehensive understanding of community schools and university-assisted community schools required seeing them in action and learning from their stakeholders on the ground. This effort began by inviting local community school organizers to class to learn more about how community schools came to be in Durham and to hear organizers' reflections on progress toward BCCSP goals to-date.

To understand the scope of community school models, team leads tapped community schools and UACS programs across the U.S. for site visits. Team members divided into five groups of four to six members from both universities and visited Las Cruces, NM; Milwaukee, WI; and New York City to learn from and about community schools in those communities. Teams visited the Netter Center at the University of Pennsylvania and the Center for Community Schools at the University of Central Florida to learn more about UACS models. At each destination, colleagues generously shared time and resources to orient BCUACS members to their values, practices, and programs. Figure 5 provides a sample itinerary from a group's site visit in Milwaukee, Wisconsin.

Figure 5: Site Visit Itinerary

Monday, October 14, Milwaukee		Tuesday, October 15, Milwaukee	
8:00 AM	**Hopkins Lloyd Community School**	9:00 AM	Community School Problem Solving
11:00 AM	**Milwaukee Teachers' Education Association – MTEA**		• What does it look like at a school level?
12:00 PM	Stakeholder Panel (prepared discussion and time for visitor questions) • CSC • Community Partner • School Board Member		• At a district level? • Question Period
		11:30 AM	Lunch and Discussion
1:30 PM	Deeper Dive on MCSP Model	1:30 PM	Departure
2:45 PM	RP Session		
4:00 PM	Reflection and wrap up		

Note. Adapted from Walker-Henry, I. (Ed). (2019). Milwaukee site visit meeting agenda from October 14-15, 2019. Milwaukee, WI.

Returning to class following these site visits demonstrated the benefits of the experience as students and team leads shared highlights and key learnings from each visit. Seeing community schools in action proved invaluable to the team's understanding of community schools models and facilitated construction of a cross-case analysis of the five sites. An additional advantage of the site visits was the deepening of relationships among team members. If prolonged team development was not as robust as hoped for at the beginning of the semester given the team's ambitious learning goals, site visits gave team members extended time for sharing, laughing, and learning together.

Plan-Do-Study-Act

It is important to note that in addition to the nine face-to-face course meetings and five site visits that took place over the course of the fall 2019 semester, team leads held bi-weekly meetings to attend to the arc of the fall semester and begin planning for spring 2020. Based on connections to BCCSP, team leads understood early in the fall semester that initial goals of conducting literature reviews and research driven by insights of the BCCSP Listening Project during the spring semester was not what BCCSP colleagues wanted or needed. It was at this time that team leads began to pivot

and plan for a spring semester focused on conducting an ANA to understand the kinds of work Duke and NCCU students and faculty do to engage in and with DPS. The spring 2020 semester syllabus took shape in fall 2019 with a focus on teaching and practicing research methods necessary to conduct an ANA.

At the end of the fall semester, a BCCSP community school organizer returned to lead the BCUACS team in a fishbone activity – a strategy designed to identify root causes of educational challenges and an NEA tool for Plan-Do-Study-Act (PDSA) cycles, a model of continuous improvement science (Grunow, 2015). Originally planned as an opportunity to learn more about the findings of the BCCSP Listening Project, this session was significant in helping the team articulate the challenges the team believed compromised each university's public school-facing programs, theorizing root causes of why university programming did not always serve community partners.

Spring Semester: The BCUACS Assets and Needs Assessment (ANA)

Transition from Listening Project to ANA

While both Duke and NCCU boast major accomplishments in the field of DPS partnerships and service, the two institutions have limited formal collaborations and no current systematic procedures for sharing their DPS-facing efforts with one another. Consequently, the true capacity of their support for DPS has been unknown. The ANA process (via the Listening Project) set forth by the NEA community schools provided the team with an exceptional model to explore the impact of their institutional partnerships. Whereas the objective of the community school practitioners' ANA was to listen to 75% of their school constituency – parents, teachers, and students – the research team adapted the model to listen to the different stakeholders involved in university-DPS partnerships, including university students, university staff/faculty, and DPS teachers. By analyzing the information collected, the team hoped to better understand, strengthen, and improve their DPS-facing initiatives.

To prepare for the ANA, interactions for the semester included increased student engagement in work that supported the team's data collection efforts. Team leads settled on five pre-scheduled sessions which would focus on topics such as training for engaging in interviews, roles and responsibilities for conducting focus groups, data collection strategies and protocols, data analysis procedures, and planning to present findings. When face-to-face class meetings were not scheduled, students were engaged in partnered and individual data collection, which provided opportunities for them to collect, analyze, and reflect on their own data prior to reconvening for large group in-class discussions.

Training in Research Methods

In scheduled class sessions, student researchers participated in fundamental training activities for data collection. The process was similar for each set of stakeholders to be interviewed: A team lead provided an overview of the research concept or tool (i.e., protocol development, individual interviews, and focus group interviews), ensuring that student researchers had a working understanding of its use for the team's specific project. After that, small groups worked together to generate potential questions and added them to a larger class list. Similar questions were combined and those that appeared unnecessary or redundant were eliminated. Once a set of questions was collectively agreed upon and the wording was fine-tuned, and like questions were placed together to establish flow. Students then worked in pairs to practice the interview process with each other and with the team leads in attendance. During practice, they were encouraged to not only think about the questions asked and responses received, but also consider their thoughts on the interview process more holistically. Practice proved to be a critical piece of the research process, as the team included students with a variety of levels of experience in research activities. Students were able to learn quickly from the rehearsal techniques which made the transition to official data collection a smooth one.

Data Collection

All student researchers were responsible for data collection from peers, teachers, and university employees. Because the data would be collected by so many individuals, the team leads designed several electronic forms for collecting and storing information, keeping students accountable, and eliminating duplicate contacts and efforts. This also allowed for multiple student researchers to add information to the database instantly and for the larger team to see the data grow in real time. Additionally, shared electronic forms paved the way for focused work on the data during scheduled class times – including organizing data, categorizing common themes, and developing finding statements.

Peer Interviews. In the first level of data collection, each student researcher was instructed to interview five peers who were engaged in any type of work or service in DPS. The objective of peer interviews was to gain insight into the types of experiences students were involved in as a first step to understanding the assets and needs across both institutions. Questions for these interviews allowed students to gather information on their peers' site and school demographics; type and length of school-engaged work; how the involvement was initiated; frequency of involvement; preparedness for working with students of different ages, differing cultures, or with different academic content; levels of engagement with the work or service; motivation for engagement (such as course credit or community service hours); reflections on impact; and any challenges faced. The 15 student researchers conducted a total of 62 individual peer interviews and input their data in real-time using the shared electronic forms.

Teacher Focus Groups. The second level of data collection involved listening to DPS teachers to gain insight about their personal experiences with Duke and/or NCCU students engaged in service in DPS schools. Team leads chose focus groups as the data collection method to establish an environment that encouraged teachers to share freely. Additionally, the format allowed student researchers to remain unbiased and refrain from projecting any judgments about the teachers' experiences. To foster this, several norms were established for use in the focus group sessions, including protecting participant confidentiality, prioritizing teachers' voices, and valuing all opinions and viewpoints.

After learning how to conduct focus groups, the team composed a list of questions for the DPS teachers which focused on how their partnerships with Duke and/or NCCU originated, the role of the university students in the partnership, the teachers' level of involvement in the university students' training, perceptions of student preparedness to enter the classroom, processes for integrating students into the classroom, perceptions of the cultural identities and interactions between university students and DPS students, impressions of the overall quality of the partnership including strengths and weaknesses, suggestions for students to be more helpful, and thoughts about an ideal relationship between the two institutions and DPS. Finally, the larger team of student researchers divided into two smaller identical teams, each with designated focus group roles including multiple greeters, facilitators, scribes, and coders. The two teams facilitated concurrent one-hour teacher focus groups, each with five DPS teachers or administrators in attendance.

University Employee Interviews. The final level of data collection for the spring semester involved interviews of faculty and staff from Duke and NCCU who engage students (via class, clubs, or paid work) in activities with DPS. To begin, team leads developed a database of potential university employees across both institutions who might be able to provide diverse perspectives on how the university handles DPS-facing activities. Team leads also sent emails to departments and individual faculty to gauge interest in participating as interviewees.

In class, small groups or pairs of students completed an abbreviated trial run of the interviews with team leads. After practicing, students reflected on the process, the questions, and how they were/were not able to elicit responses from the interviewees. Student pairs then organized and scheduled interviews with university faculty, staff, and administrators outside of class, aiming to complete at least three interviews within a month.

Final questions for this group of stakeholders revolved around the interviewees' thoughts on their program overview (i.e., type of employee interaction/involvement, description of the DPS site demographics, partnership content/focus, timing, and frequency), motivation and impact (i.e., origin and length of involvement, type of student participation, and impact on DPS students and the university), preparation (i.e., training in tutoring strategies; supporting university students, particularly with respect to issues of race and culture; and determining university students' strengths and needs as they influence the partnership dynamic), challenges and areas for improvement (i.e., barriers to implementation and gaps between what exists and what could be), and evaluation and feedback (i.e., how impact is evaluated, how university students receive feedback, and other forms of communication within the partnership).

Twenty university employee interviews were conducted across both institutions, lasting approximately one hour each. Due to faculty and staff scheduling issues, a small number of interviews were conducted via phone or email.

Data Interpretation and Analysis

Data Checkpoints. To make sure students remained engaged with the data even though the team was not meeting in person as often, team leads decided early in the semester to forego traditional reflection journals. Instead, students responded to prompts on weekly data checkpoints that concentrated specifically on the information emerging from the students' interviews and focus groups. The checkpoints provided opportunities for students to begin a preliminary analysis of the data they were collecting and allowed the team to make better use of limited class time. Data checkpoints addressed the following:

- What are the trends you're noticing?
- What has surprised you about the data?
- What do you want to know now?
- What challenges are you experiencing?
- What are you learning about being a researcher?

The team leads felt that it was important to not only consider the research findings, but also the research process and the students' own understanding of their development as researchers. Students responded to the same data checkpoint questions for peer interviews, teacher focus groups, and university employee interviews.

Official Coding and Analysis. After data collection was complete, the team began an initial inductive coding process that would be used for all stakeholder interview data. A team lead began by conducting a preliminary exploration of the peer interview data and developing codes based on frequently occurring themes. The codes were then narrowed and defined, with the understanding that additional codes and definitions would need to be added or current ones revised based on further exploration of the data collected. Over time, a total of 36 codes were developed, including themes such as site demographics, content areas, frequency of service, tutoring/teaching, course work/credit, adequate preparation, teaching strategies, class management, diversity and equity, helping/giving back, personal fulfillment, and improvement areas.

Once the codes and definitions were explained in class, a sample coding of the first lines of data was provided to ensure that everyone understood the coding process. The team was divided again into two groups of student researchers who began coding designated sections of the comprehensive interview data set, making recommendations for adjustments as needed. Completion of coding in the shared electronic document allowed the team to pause, review the coding efforts so far, and ensure that everyone was following the same procedure. Once the team was satisfied with the procedural fidelity, the student researchers completed coding of their sections and engaged in small and whole group discussion of common themes.

Student researchers also completed a data analysis and reflection assignment in the form of a "3-2-1 Journal." Using the coding from the peer and university employee interview data, pairs of students were instructed to review the data related to specific research questions and their corresponding category. Figure 6 shows the categories for the interview and focus group sessions. Students then reflected on their observations using the 3-2-1 journaling format:

- Describe **three** concepts that emerged as most frequently occurring.
- Describe **two** findings that surprised you or made you say "A-ha!"
- List and explain **one** question you still have remaining.

In the final session of the spring semester, the team convened to capture and synthesize the main findings from the data. In small groups each facilitated by a team lead, student researchers reviewed the 3-2-1 journal responses for data from the broad areas of preparation, motivation, impact, and challenges. After highlighting themes for their area, the group determined which themes emerged most frequently. Finally, groups developed an overarching summary for each theme, supported by data points which corroborated the theme.

Figure 6: Question Topics by Participant Group

Peer Interviews	University Faculty/Staff Interviews	Teacher Focus Groups
Types of training received	Programming	Partnership Initiative
Needed additional training	Motivation and impact	Role of university student
Motivation for involvement	Student preparation	Quality of partnership/service
Impact on self/ students/school	Challenges and area of improvement	How to make student more effective
Challenges	Evaluation and feedback	Ideal relationship between universities and DPS

Note. Adapted from interview and focus group protocols used in class.

Summary of Findings

BCUACS team goals were to understand community school models, provide support to community schools in Durham, and leverage university resources – human and financial – to support Durham's community schools' goals and values. In year one, the ANA was the foundational inquiry to understand how to advance these goals. Pervasive themes such as preparation, motivation, and impact emerged, and it is worth noting that the findings from the ANA were fairly consistent across stakeholders. For example, the team hypothesized that student volunteers were lacking critical diversity and equity training. This hypothesis was substantiated by team findings and echoed by stakeholders across both campuses. Common themes and challenges noted by the interviewees are summarized below.

Preparation. Most students from both universities reported feeling underprepared for going into the schools. Typically, preparation involved an informal, one-time orientation or training session lasting anywhere from a few hours to a full day. Consequently, students acknowledged that they were ill-equipped to deal with certain situations in the school setting because their training was not extensive enough. Specifically, students who served as tutors commented that better training would provide them with skills for classroom management as well as strategies that aligned with how teachers provide instruction in academic content areas. Students also wished for more training in culturally responsive teaching practices that acknowledged and valued differences in class, race, and equity.

Motivation. The main goals that motivated university students to volunteer with DPS were relationship-building, community engagement, and pre-professional exploration. First, students most frequently cited emotional fulfillment as the primary motivation for engaging in DPS-facing programs and emphasized a desire to form meaningful relationships with DPS youth. They often used the verbiage "love of kids" and "positive impact" to describe their ambitions. Some university students were motivated by their hope to be a mentor, particularly those who felt they could be a role model for students from similar backgrounds. Although many students recognized the danger of acting from a "savior complex," they did not cite personal motivations that specifically reflected this attitude. Second, many students reported being motivated by a sense of responsibility to engage with Durham, both by sharing resources (e.g., tutoring and classroom support) and by learning more about the community overall. This finding was corroborated by university faculty and staff, as well as DPS teachers, who noted that many university students lack an understanding of city and community dynamics, which highlights the need for learning more about Durham as a means for authentic engagement with DPS. Finally, students were motivated to volunteer as a means for learning about a potential career in education. Many had specific interests in disciplines such as teacher education and education policy and saw involvement with DPS as an effective way to gain experience and learn more about related careers. University faculty and staff noted that students who were involved in opportunities that reflected their professional interests displayed higher levels of engagement than those who saw it as a requirement unconnected to their long-term goals. Even still, students who were not interested in careers in education recognized the value of skills gained through their experiences in the schools.

Impact. Interview respondents reported positive impacts as a result of Duke and NCCU students volunteering in DPS schools. First, undergraduate volunteers believed that the DPS students received additional instruction and 1:1 tutoring time that directly influenced those students' confidence and academic success. Second, DPS teachers commented that they were able to better manage their roles in the classroom when provided with additional university-student support. And finally, as stated above, the university students experienced feelings of personal fulfillment by virtue of their work in DPS. Moreover, the volunteer work facilitated a mutually beneficial relationship wherein DPS students were exposed to college as a future possibility, university students identified teaching as a potential career path, and DPS teachers developed a better understanding of the resources available at Duke and NCCU.

Challenges. Although positive information was learned from the stakeholder ANA, some challenges emerged which will require further exploration and action. Overwhelmingly, challenges revolved around inadequate undergraduate student preparation, including:

- lack of student volunteer training in teaching methods and classroom management strategies specific to content and developmental levels;
- unclear expectations from university faculty and staff for how DPS students should be engaged and how DPS teachers can support volunteer efforts;
- lack of student volunteer training with Durham's context, particularly in the areas of history, school-specific demographics, and implicit bias and power dynamics that may manifest in schools.

Other challenges were related to levels of engagement, including university student volunteers showing little evidence of commitment or enthusiasm, as well as DPS students who were apathetic or resistant when meeting with student volunteers.

Students' Growth as Researchers

Multiple data checkpoints allowed the team leads to get a glimpse of the university students' understanding of their development as researchers throughout the data collection process. Some students reflected on the logistics of data collection, noting that a great deal of patience and time are necessary, particularly regarding scheduling of interviews

with multiple participants who had difficult schedules or who failed to respond in a timely manner, if at all. To be successful, these students had to learn to be persistent without being a nuisance, and to pay attention to clues signaling that it was time to move on to the next name on the list. Other students discussed their evolving understanding of listening carefully to participants and properly coding their responses. As one student noted,

> There is a great difference when comparing how our peers communicated during the interview and how the faculty communicate. This creates a challenge … because the conversation often trails off topic, but what is being said is still very important and helpful; I just don't know exactly where to put it.

Reflections such as this one revealed students' understanding that data must be captured as accurately as possible and indicated that more class time may be needed to better explain and practice inductive coding for future qualitative data collection efforts. Still other students were able to think more deeply about how data is collected and what happens to it after that. They recognized that research can be messy, and often yields inconsistent or inconclusive results, as well as new or expanded questions. These reflections prompted one student's desire to "dig more into the granularity of the data" to better understand and analyze the information she was receiving.

Conclusion and Next Steps

The work of the BCUACS team has generated a wealth of valuable information in year one alone that lends itself to the development of more intentional and imaginative relationships between Duke, NCCU, and DPS. First, interview data revealed clear evidence of intrinsic motivation for university students engaging with DPS through a variety of programs and experiences. The two universities may find this information useful as they consider authentic ways to help students connect with the broader Durham community through interactions with DPS. Second, all stakeholders agreed that improvements to student preparation for engagement with DPS were needed, particularly with regard to cultural competency training, context-setting, and grade-appropriate content and teaching strategies. This finding indicates that further work must be done by DPS to clarify schools' and students' needs, and that NCCU and Duke must provide appropriate student training and resources to meet those needs – an undertaking that will require focused communication and collaboration across all three institutions. However, even though the university students felt that their academic and overall impact on DPS was limited, they still felt personally fulfilled by the positive relationships they built with the PreK-12 students and hoped that these connections would have far-reaching benefits.

A summary of the BCUACS Project findings were developed into a poster for display at the Fortin Foundation Bass Connections Showcase, an event to celebrate the work of the 2019-2020 Bass Connections teams. However, in alignment with Duke University's response to COVID-19, the showcase was canceled. Instead, the showcase organizers transformed a portion of the event into a virtual poster presentation where teams' work and achievements could still be shared and celebrated. Other scheduled opportunities to present the team's findings were either postponed or canceled due to travel restrictions and the North Carolina Governor's declaration of a state of emergency, including the Bass Connections EHDx event on the campus of Duke University, the Let's Talk Racism Conference on the campus of NCCU, and the NEA Community Schools Gathering in North Carolina's Research Triangle Park.

Although circumstances have limited the team's ability to showcase their findings to a wider audience, the information learned from the project's 2019-2020 data collection will serve as a guide as the team continues pursuit of its goal of establishing an equitable and sustaining partnership between Duke, NCCU, and Durham Public Schools. Much like the BCCSP organizers' commitment to link the communities' needs to the community schools in Durham in more authentic and meaningful ways, this project sought to link the needs of DPS to current NCCU and Duke initiatives. One of the marked differences between the NEA model that this team is replicating and other community school models is the use of continuous improvement science. This framework asks "Why?" multiple times to uncover the

root causes of institutional barriers. Overall, this is a long-term inquiry process that will require years of relationship-building, collaborative visioning, and strategic problem-solving. The 2020-2021 project team will refine asset maps of the resources that both institutions offer to Durham's community schools to understand where duplication exists and identify where innovation can take place. Using the data collected from the asset and needs mapping project, the team will compile a database of relevant resources found at Duke and North Carolina Central University to match the identified needs of the community schools to the identified resources present at each university.

All members of the BCUACS Project team learned a great deal in the initial year. In the spirit of #InThisTogether, team leads and members deepened their understanding of community schools and what it means to collaboratively create, teach, and learn in an inter-institutional community-engaged setting. While the project's focus was on universities' relationships to local schools, a significant fringe benefit was the development of an inter-institutional course that directly contributed to deeper professional, academic, and personal relationships among university staff and students from the two institutions. The efforts of this team were an active demonstration of bridge-building between NCCU and Duke and garnered attention on each campus for creating pathways that did not exist previously. The project began with a robust cohort of team leads, each member eager to contribute to an exciting new initiative. High levels of commitment required of this work meant that some members were able to step up into greater involvement while others had to step back in consideration of standing commitments. Casting a wide net was important, and so was the ability to count on a core group of team leads able to move the work forward.

The BCUACS team focus on student-engaged research was powerful and team leads were inspired by students' development as researchers. At the same time, a compressed spring schedule shortened the amount of time available to more fully develop training in research methods, including data analysis. It is worth noting that student researchers focused their 3-2-1 journals and subsequent data analysis primarily on information gathered in peer interviews versus the university staff interviews or DPS teacher focus groups. This may indicate undergraduates' reluctance to analyze or interpret educator and university staff interview data, and may provide a ripe opportunity for team leads to participate more actively in the analysis of these data sets. The initial student research efforts have and will continue to inform these institutions of higher education on how to be better partners to the local public schools and how to follow the lead of community school practitioners.

Final Thoughts

During the team's final session, the student researchers were asked to reflect on how their understanding of public education and community schools changed throughout the year. The students' reflections were heartfelt and poignant, and much of what was shared illustrated their growth through the student research experience, the interdisciplinary approach, and the power of their inter-institutional relationships. The following quote is representative of the impact of the students' growth overall, and provides compelling support for continued work in this arena:

> *I've always supported public schools, but I think I have a better understanding of how false the statement "public schools are failing" really is. Public schools aren't failing, public support and commitment to them is. Community schools symbolize what public schools can become with that support. The possibilities of what schools can be through community partnerships and support are endless.*

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Place-Based Engagement on Chicago's Northeast Side: Towards Sustainable Relationships in University-School Partnership Work

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Abstract

Loyola University Chicago (LUC) is a Jesuit university with a mission to prepare students to "set the world on fire" by promoting justice in the world. Led by its School of Education, LUC has worked to engage this mission in its emerging work with public school partners guided by core principles of mutual benefit among partners, place-based engagement within our communities, and a focus on sustainable relationships. While serving others represents the genotype of our 150-year-old Jesuit university and community and civic engagement represents its phenotype, the last ten years has seen change in the university's phenotype through dramatic growth in both the strategic approach of its place-based engagement commitments and its direct work among multiple community schools. In 2011, the School of Education engineered a radical overhaul of its teacher preparation program moving from a traditional approach to teacher education that was campus- and text-based to a field-based apprenticeship model (Heineke & Ryan, 2018). To achieve this ambitious project, the School of Education generated and solidified relationships with 20-25 core school partners where field-based learning could take place. Transformation of the teacher preparation program coincided with a comprehensive school-university partnership at a neighborhood-based public high school that currently features more than 20 academic initiatives. In 2016, LUC introduced Schools 2020 to build on this success with five additional public schools. In 2018, LUC began to serve as the Lead Partner Agency (LPA) at six Chicago Public Schools (CPS) Community School Initiatives (CSI) sites. Currently more than 1000 students are served through out-of-school (OST) programs while 100 part-time instructors (LUC faculty and students, school teachers, and community organization staff) work with students through more than 100 unique program activities. More than $4 million in CPS-CSI funding has been secured through 2024 to support this work. In this article, we seek to present the historical context in which our university-school partnership emerged and has developed, our approaches to and examples of the work, discuss challenges that have surfaced in the work and, finally, describe horizon opportunities for LUC. We argue here for a place-based, mutually beneficial approach to university-school partnerships that places relationships at the center of the work in order to achieve sustainability over time. We believe that relationships based in trust and mutuality throughout and across our institutions lead to powerful outcomes for faculty, teachers, students, and ultimately communities. We argue here that a focus on relationships can lead to organizational and community transformation in ways that transactional operational systems may not.

Historical Context

Beginning in the 1980s and continuing through the 2000s and into the second decade of the 21st century, cities and school districts have been drafting and implementing various school reform measures and strategies. These reform measures have included a focus on curriculum, teacher development, school leadership, school structure, and community and family engagement as strategies to improve school performance (Farmer-Hinton, 2002; Russo, 2004; Datnow, 2005). A sometimes-bewildering range of reforms, at times working at cross purposes, have come and gone based on student and school performance. Traditional or unlikely coalitions – comprised of community leaders, school leaders, business community, philanthropists, and politicians – have exerted pressure from on top or from below to initiate or torpedo various initiatives (Shipps, 2002).

School reform efforts launched in Chicago in the late 1980s followed decades of frustrating school performance and unequal student outcomes. One of the first reform measures on the scene was the advent of the Local School Council (LSC), a unique school leadership approach advocated by parent and local community groups frustrated with inefficient, corrupt, and out of touch district and school leadership. Local control embodied in the LSC devolved key decision-making (budget and principal hiring authority) from district leadership to a council of local leaders (teachers, principal, community members, parents, students) (Farmer-Hinton, 2002; Mirel, 1993). As performance continued to lag and as the nation moved toward No Child Left Behind, however, reform measures became more

punitive as low-performing schools were placed on probation and threatened with sanctions including the release of principals and even entire teaching faculty at low-performing schools (Hess, 1999).

In the 1990s, the district continued some of its punitive measures while experimenting with community partnership strategies and reducing school size. The Annenberg Foundation invested millions of dollars in school-community partnerships that emphasized collaboration, time to develop innovation in learning, and professional development (Bryk, Nagaoka, & Newmann, 2000). District leadership also reasoned that lagging performance may have been due to the physical structure of large, "anonymous" urban school buildings where students from higher stress economic environments lacked the ability and opportunity to have more personalized relationships with teachers, faculty and staff. Following the lead of successful small schools in places like New York City under the leadership of Deborah Meier, large schools were subdivided into 3-5 independent small schools or re-designed into small learning communities (Barrow, Schanzenbach & Claessens, 2015; Wesley, Fine, Gladden, Holland, King, Mosak, & Powell, 2000). Aligning with the trend toward smaller learning environments, Chicago Public Schools CEO Arne Duncan also launched Renaissance 2010, an effort to open more than 100 small schools across the district – many of them charter or contract schools – essentially turning CPS into a school district of choice (Duncan, 2006; Lipman & Haines, 2007; Brown, Gutstein, & Lipman, 2009).

Another major effort launched by Duncan's team shortly after the launch of Renaissance 2010 was the High School Transformation Project (Karp, 2009). Universities across the metropolitan area were asked to develop curriculum in English, Science, and Math and provide ongoing professional development for teachers in high schools with the rationale that current curriculum was not motivating students toward higher achievement. The district hoped through these initiatives to both strengthen student performance on standardized assessments and narrow the achievement gap between students of color and White and Asian students. Each was a response to the pressures of No Child Left Behind and the ongoing threat of teacher and principal firings and school closings.

In this high-pressure educational context, Chicago's mayor invited the leadership of Loyola University Chicago to consider a "take-over" of Senn High School, a school located in a community bordering Loyola's Lakeshore campus. For the past decade, Senn High School had been under duress to improve its grades, test scores, enrollment, and attendance. Once a large urban school with student enrollment of more than 3000, the first decade of the 21st century saw a continued decline in key performance measures with student enrollment dropping to under 1000 and graduation and college-going rates falling below 50%. In response to low enrollment, a new naval academy was located inside the school in the early 2000s to more "effectively utilize" school space while increasing academic options in the city. Placing small contract or charter schools inside existing schools with declining enrollments was controversial among neighborhood public school supporters. The approach to co-locate a school at Senn to "improve" school options for Chicago families was undertaken against the wishes of existing school leadership, faculty and many community residents. (The co-placement arrangement ended in 2019, as Senn's enrollment rebounded to 1,450 students with college-going rates rising to 70%.)

It was into this blizzard of school reform strategies that Mayor Rahm Emmanuel met with Loyola University Chicago's school leadership to encourage the development of a formal partnership, or in the words of the mayor, a school take-over. The mayor had also been meeting with corporations (Google, Microsoft) and other universities (DePaul, Northeastern Illinois) to promote his vision of school reform embedded in school/external partnership development logic. Whereas the mayor essentially offered Loyola's School of Education the keys to the school, leadership pushed back arguing for a partnership approach that would be rooted in mutually beneficial relationships.

At the same time, the Loyola's teacher training program was undergoing its own dramatic reconfiguration from a traditional campus/text-based model of teacher education to a field-based, apprenticeship model. The four-year

program featured logically sequenced course offerings co-developed by senior faculty with course instruction taking place on-site at school buildings within the District, and year-long internship requirements during the fourth year. The re-imagined program required multiple school partners to host students for apprenticeship learning opportunities. Within the first two weeks of their teacher preparation program, students would be placed in schools, community organizations, and cultural institutions. The new teacher preparation program required partnerships with schools and teachers who could provide deep and rich experiences working with diverse (race, culture, class, language, ability) student populations. The mutual benefit seemed natural: Schools received university students with energy, spirit, and emerging skills to support classroom work while Loyola received authentic, diverse, clinical placement opportunities for its students, which allowed for and enabled direct connections between theory and practice. As students learned about social emotional learning (SEL) theory, for example, they were asked to identify and analyze SEL practices in the classroom and challenged to build their teacher toolkit in both theoretical approach and practical application - as freshmen. Faculty also had opportunities to continually engage with current school and district practices while developing relationships with administrators and teachers at their school site. Consistent contextual learning opportunities for Loyola students enabled them to see and participate in teaching and learning in diverse contexts for four years of their teacher preparation program.

Senn High School proved to be a viable and valuable partner with which to co-construct a teacher education program. Senn also was Loyola's flagship partnership school that first extended beyond Teaching, Learning and Leading in Schools and Communities (TLLSC) (the School of Education's teacher preparation program) clinical placements. LUC and Senn developed a multi-faceted partnership featuring 20-25 educational initiatives each year that engage multiple partners from across the university as well as a wide variety of academic programs and post-secondary initiatives at Senn. Though initially offered as a school reform takeover by the city's mayor, the School of Education conceived the partnership as an opportunity to support and strengthen each institution through projects and initiatives that emerged naturally through relationship building. To facilitate the work, LUC identified a clinical faculty member who would serve as liaison to the school. The school provided office space enabling the faculty to be embedded in the daily life of the school, meet regularly with the school principal, and build relationships with other administrators, staff, security, external partners, teachers, and students. But relationships were not limited to the LUC faculty liaison; new relationships were facilitated for LUC faculty, staff, and students who also propose projects and play key roles in the wide variety of initiatives that have emerged.

In order to sustain relationships that are mutually beneficial, it is critical that the relationship that forms the foundation of the partnership be tended to consistently lest the relationship devolve to transactional exchanges. The impulse to meet the immediate needs of an institutional partner is always present and must, of course, at times be fulfilled. However, without ongoing attention to the firmament of relationship, the partnership becomes simply transactional. Over the course of our partnerships, relationships between and across the institutions have emerged and developed allowing the partnership to thrive in ways that a narrower set of relationships, though easier to control, might not have enabled. The individual relationships are critical to the success of the work, but the larger institutional commitment between LUC and schools in the community provides the framing for the common work of strengthening student outcomes to develop and grow. The strength of partnership is in both the institutional commitment to the work and the relationships that have tendrilled out across the university and school. Indeed, the university consistently touts the Loyola/Senn partnership as a key element of its missional work in the community and the school speaks with pride about the length and depth of its relationship with Loyola.

Recognizing the early success of the Senn/Loyola partnership, LUC used the relationship-based partnership model as a foundation to commit to other local schools in the community. Schools 2020, an internally funded community engagement plan of the university to build transformative relationships with schools near Loyola's Lake Shore

Campus, emerged in 2016 with a focus on supporting local schools toward strengthened student outcomes. Two key elements of the five-year plan helped to frame the expanded work: (1) Placed-based engagement in our contiguous communities and (2) support for local, neighborhood-based K-12 public schools in those communities.

While public schools to the immediate south of the university in the city's Edgewater community were beginning to rebound from decades of poor performance, schools in Rogers Park, adjacent to the university, were still struggling with academic performance with more than half of the community's families sending their children out of the community for "better" options within the city's school system of choice. Funding and a new staff member were assigned to generate a similar set of relationships with four elementary schools (Kilmer, Gale, Jordan, and Field) and one high school (Sullivan). Each of these schools, extraordinarily diverse in race, ethnicity, language, immigration status, Socio-Economic Status, and ability, had long struggled with enrollment, retention, graduation rates, on-track status, and academic achievement scores. The intent of the university was to work with the schools to identify key areas of growth where support from the university could be leveraged to improve school performance, again, without dictating or pre-identifying interventions or strategies. These schools also became sites where School of Education teacher candidates could apprentice, volunteer, and complete internships. Students and faculty from across the university have engaged these schools in numerous ways that have addressed school needs while presenting opportunities to learn, serve, and conduct research.

By 2018-19, Loyola University's School of Education felt that it was both appropriately positioned and sufficiently resource-endowed to propose to serve as a Lead Partner Agency for one or more schools through the district's Community Schools Initiative (CSI). CPS agreed. Thus, Loyola University became the Lead Partner Agency for five community school efforts (Sullivan, Kilmer, Gale, Field, and McCutcheon) and has since added an additional school (Clinton). Each community school partnership in Chicago carries with it a five-year grant agreement.

Presently, Loyola University Chicago is the only university in the city serving as a Lead Partner Agency (LPA) for neighborhood-based public schools. Typically, city-wide youth-serving agencies such as Youth Guidance, Metropolitan Family Services, and YMCA or more community-based organizations such as Brighton Park Neighborhood Association and Logan Square Neighborhood Association serve as LPA's to support the more than 150 community school sites in Chicago. However, a university represents a trove of resources beyond what most organizations can offer and can be leveraged to support community school efforts with 16,000 graduate and undergraduate students, 1,100 faculty, 2,000+ staff members, three metropolitan campuses, expertise in a wide range of areas including pedagogy, research and evaluation, STEM, health disciplines and resources, communications, the arts and athletics, and many others. As a Jesuit university with a commitment to justice, faculty, staff, and students have eagerly embraced the opportunities represented through our university-school partnerships to teach, learn, lead, serve, research, and seek justice.

Launched in various cities in the 1990s including New York City and Chicago, community school initiatives seek to re-position urban schools in the context of their immediate communities through four core features: (1) Expanded/enriched out-of-school learning opportunities; (2) collaborative leadership and practices; (3) active family and community engagement; and (4) integrated student supports.[1] Community schools recognize that students accessing programs and supports often come from stressful environments or conditions that may include homelessness or unstable housing, high mobility rates, poverty circumstances, diverse learning needs, language learning needs, immigration/refugee status, mental or physical health concerns, or a complex combination of two or more of these conditions (Coalition for Community Schools, 2003). Hence, community schools seek to provide enriched learning opportunities and a range of supports in collaboration with community organizations and institutions that may not

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[1] https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_INFOGRAPHIC.pdf

ordinarily be provided through the school. "For more than 100 years, community schools have provided a simple, fundamentally American value: School, community and family are inextricably joined and must work closely together for the benefit of every child" (Coalition for Community Schools, 2003, p. 2).

Conducting evaluations on community schools outcomes has proven to be complex and challenging work as many variables are at play in determining correlation or causation between out-of-school enrichment programs and traditional in-school metrics. While community schools work has struggled to demonstrate positive correlation between out-of-school interventions and improved student academic performance, data suggests evidence of improved discipline, on-time grade progression, and academic achievement. Johnston, Engberg, Opper, Sontag-Padilla, and Xenakis (2020), Maier, Daniel, Oakes, and Lam (2017) and Dryfoos (2000) argue that data from community schools work indicates important positive outcomes and compares favorably with evaluation data from other school reform initiatives. Johnston et al. (2020) found that community school initiatives in New York City have had positive impacts on student school attendance, on-time grade progression, math achievement, and reduction of disciplinary incidents, while Maier et al. (2017) and Dryfoos (2000) argue that data from community schools work compares favorably with evaluation data from other school reform initiatives. Maier et al. (2017) found in a meta-analysis of community schools research that community school development as a school improvement strategy is effective in meeting the needs of low-achieving students in high poverty schools. Furthermore, thoughtfully designed expanded learning opportunities in community school efforts are associated with positive academic and nonacademic outcomes, and integrated student supports are associated with positive student outcomes among other positive findings. Warren (2005) further argues that school-community collaboration can improve the social context of education, foster parent and community participation in student education, transform the culture of schools, and build strong political support for public education toward equity.

Loyola University Chicago led by its School of Education enters into this work to: (1) Build positive working relationships in our schools and throughout our communities; (2) work in partnership with local neighborhood-based schools to strengthen student, school, and community outcomes; (3) generate opportunities for university faculty, staff, and students to be meaningfully engaged in our community through our schools; (4) generate a local K-16 educational pipeline that increases the number of students who both consider and choose to enroll at Loyola; and (5) as an anchor institution, strengthen community outcomes in the communities of Rogers Park and Edgewater.

Before leaving this section, it is important to expand on our decision as a university to engage with public, neighborhood-based schools. It is a decision rooted in a commitment to social justice. In the early 2000s, Chicago Public Schools ramped up its identity as a school district of choice through Duncan's Renaissance 2010 initiative. As a school district of choice, students and families gradually had access to learning opportunities in schools across the city. The options played out inequitably, however, with many families striving to secure positions for their children in selective enrollment schools. Stovall (2012) named this the *politics of desperation* as all district families were put into competition with each other to seek coveted seats in highly regarded schools, thereby leaving vast numbers of students with limited options. Besides selective enrollment schools, families were also able to access magnet, military, charter, and contract schools. However, many families seeking to enroll their children in one of these option schools would have to "settle" for the neighborhood school or, if they had means, seek out a private school. Lipman and Haines (2007) argued that this process toward privatization led to increased segregation and even exclusion of African American students and families. Jankov and Caref (2017) provide evidence, in fact, that African American student population fell by 33% during reform. Neighborhood-based public schools, particularly high schools, became the schools of last resort for many and were lowly regarded by families, communities, and elementary feeder schools. Loyola University Chicago decided, therefore, to invest significant resources into these schools that have been abandoned through school choice policies and politics.

Approaches to University School Partnerships

Relationship-driven engagement

We believe that the root and foundation of effective university-school partnerships is a deep commitment to relationships. Relationships are as important as the programs themselves. While Loyola has a long history of working with Chicago communities, as described above, its School of Education engaged university-school partnership work in 2011 to generate site-based learning opportunities for its teacher education program. At the same time, the opportunity to assume responsibility for a local high school was presented by the mayor. Rather than take over responsibility for the school or build the partnership around a specific program(s) or set of predetermined outcomes, relationships between the institutions (Senn High School and Loyola University Chicago) were foregrounded in order to lay the foundation for co-created and co-generated initiatives that emerged authentically and dynamically through discussion between the partners. The logic of this approach set the stage for relationships across the institutions to emerge and initiative and program ideas to surface.

While the Senn/Loyola and Schools 2020 partnership liaisons continue to be critical in bridging the institutions and work (most closely with school principals), multiple departments, centers, programs, and faculty have participated in school relationship-building efforts. Similarly, CSI sites represent opportunities for relationships to be built and curated across the institutions to act on school needs that can be addressed utilizing university resources. Without trust-based relationships that flourish between university and school partners, emerging programs could not be sustained over time.

Relationships between Senn and Loyola exist at a number of levels among administration, faculty, staff, and student. Yet these relationships need to be sustained. Strier (2014) proposes organizational paradox theory, suggesting that tensions will inevitably surface as partnerships develop over time. Strier proposes seven fields of paradox that may be encountered in a partnership: (1) Top down institutional presence v. grassroots engagement; (2) organizational effectiveness v. relationship development; (3) strengthening trust v. exposing unequal power relationships; (4) respecting hierarchies v. fostering egalitarianism; (5) transformational goals v. tangible achievements; (6) encouraging esprit de corps v. respecting multiplicity of identities; and (7) discipline for long term development v. commitment to innovation. We explore here some of the tensions faced in our partnership work.

A first tension, top down institutional presence v. grassroots engagement, can limit local, collaborative action. Both institutions exist within a set of hierarchies, different but bearing some similar characteristics. In this partnership, Loyola needs to be responsive to both mission and margin within the institution's framework yet has had the capacity to be more mobile and nimbler. Schools, on the other hand, need to be responsive to a tighter, more constricted set of expectations and demands put in place by administrative bureaucracies, standards, and expectations at multiple levels. The ability of each partner to hold in tension the opportunity to collaborate in a dynamic partnership without ignoring the institutional and oftentimes hierarchical rails and limitations that bureaucracies inevitably impose is key to a successful partnership.

A second tension exists between a commitment to innovation and the discipline required for long-term development. There will always be a dynamic nature to a relationship that encourages innovation, emergence, experimentation, and even uncertainty. Yet it is clear that programs and initiatives need time to develop and sink roots in order that they can stand on their own. A partnership must make decisions between supporting projects to maturity and beyond and advancing new and innovative ideas. This can sometimes become a numbers game where new ideas may resonate more deeply with key stakeholders than existing long-term projects. Our partnerships seek to derive value from the dynamic, evolving, risk-accepting nature inherent in growth-oriented relationships. The opportunity in a

relationship-driven partnership is precisely that there can be uncommon space to innovate, experiment, test, and advance ideas. Failure may occur but so too will deep success. As substantive conversations are encouraged to identify and test new areas for engagement, new players and leaders emerge that may take the partnership in new, innovative directions that were not anticipated. These directions must, however, be aligned with school-identified goals and institutional limitations. Clarity around core values and strategic directions enables the partnership to navigate these sometimes murky waters with greater success.

Strier articulates another tension between the need for organizational effectiveness and the desire to maintain and strengthen the relationship. It is always tempting to work transactionally; the institution has an immediate need that can ostensibly be fulfilled by its partner institution with little fanfare or cultivation. For example, a school partner may need volunteer chaperones or space to conduct its own professional development. The university may need students for a summer program. If the partnership begins to devolve into a set of transactions, however, that do not attend to relationships and align with partnership values and strategic directions, the partnership itself may begin to lose traction. We have found that the painstaking and deliberate work of building and sustaining both personal and professional relationships is key. These relationships permit occasional transactional opportunities but must not become simply a set of negotiated transactions that only meet the immediate self-interest of one institution. The pressures are great, the spaces complex and dynamic, and the time short to do the hard and necessary work of relationship building, but this work must be done.

A final polarity that we address here considers transformational goals versus tangible achievements. The broad and colorful language of transforming schools and communities has the power to inspire passion and commitment. Yet tangible outcomes are the pedestrianism of everyday life within an institution, particularly when the pressures to perform are not just great but can be overwhelming. Both institutions seek in their language, rhetoric, and action to transform but realize as well that short-term achievements must demonstrate in everyday language the progress of the partnership and the individual needs of partner institutions. The Senn/Loyola partnership has contributed to remarkable change in the high school and university: Senn's college-going culture (particularly with respect to Loyola, where more than one-third of Senn's senior class now applies to Loyola) has seen dramatic growth while Loyola's teacher preparation program has benefited tremendously through its partnership with Senn. Each of these can be seen as successful transformations built on years of tangible, on-the-ground successes. The challenge has been, and will remain, organizing the partnership work around tangible outcomes that align with broader, transformational goals.

Mutually beneficial relationships

Loyola University Chicago enters these relationships from a commitment to a more socially just world. Our obligations to live into this commitment drives our mission, but our engagement is understood from a perspective of enlightened self-interest. In other words, how can our engagement as a university both strengthen neighborhood-based public schools, their students and families and grow opportunities for our university? We see our mutual benefit emerging in multiple ways.

First and foremost, Loyola understands that its engagement in community-based schools generates a wide range of opportunities for its faculty, staff, and students including teaching and learning, volunteering, mentoring and serving, paid and unpaid internships, facilitating after-school programs, conducting research, and having the opportunity to engage with and better understand our public schools and the public school system. Our eight school partners continue to be important School of Education partners for apprenticeship learning and student teaching assignments. Each one of these opportunities also helps the university fulfill its mission to the world by engaging hundreds of faculty, staff, and students in our local community.

Secondly, Loyola is a Predominantly White Institution (PWI) that seeks to grow its diversity. By working in extraordinarily diverse communities, we expand the likelihood that young people in our communities will consider applying to and then attending Loyola University Chicago. Eight years ago, virtually no Senn students considered applying to Loyola, a private, Jesuit university. The 2018-19 academic year saw more than 125 student applicants with 20 students choosing to enroll at the university. Five of these students received the coveted David Prasse Scholarship, which pays for all college expenses beyond Expected Family Contribution and federally subsidized loans. The same year, three Senn graduates were commencement speakers out of a total of 11 commencement ceremonies. Senn graduates are not just attending Loyola in ever greater numbers and benefiting from a Jesuit education, they are participating actively and fully in the life of the university from study abroad programs to founding or leading student organizations to volunteering in programs that support their high school alma mater and in our communities.

Third, as an increasing number of local students matriculate to Loyola, we are working to build a K-16 pipeline within and among our communities. Students begin to see Loyola as a possible destination and explore how the university can help them achieve their dreams and goals. Teachers and faculty begin to see emerging possibilities for collaboration. Loyola has long supported Senn's journalism program, for instance, and now partners to manage an emerging IB Career Programme in journalism. As educators collaborate together on this and similar projects, students see a clear pathway to and through Loyola as a legitimate opportunity. As this work builds, we are able to successfully engage the mission/ margin tension that all universities face in contemplating how they can realize a return on their community investment.

Placed-based engagement and racial equity

From the 1990s into the 21st century, we have seen a rapidly emerging conversation around the role of the modern university in our communities and cities. Many universities have moved beyond the credentialing role they have traditionally played and have begun to explore and act upon emerging commitments to mission beyond the campus and into their communities in ways that address complex problems. Strategic responses embodied in concepts of anchor institution, collective impact, and place-based engagement have captured the imagination of hundreds of universities across the country. Loyola University Chicago became a founding member of the Place Based Justice Network (PBJN) in 2015 (based at Seattle University), one of approximately 20 universities committed to exploring and acting upon commitments to their local communities with the specific intent to understand their work through a racial equity framework. "Place-based community engagement invites the institution of higher education to more deeply connect to its sense of place" while "the persistence of racism within our universities and in our communities challenges [them] to think critically and act thoughtfully in pursuit of a vision of racial equity" (Yamamura & Koth, 2019).

Boyer (1996) argued that the role of the modern university is to engage faculty and staff in the problems of the community and work toward solutions. Harkavy (2006) builds on Boyer's work by proposing that the university should seek to work in collaboration with the community towards solving those problems. Yamamura and Koth (2019) further refine these propositions in arguing that the university should work in its immediate community with local leaders, organizations, and institutions toward community transformation and propose that the work must be seen through the lens of racial justice and equity. Taken together, these impulses for university-school partnerships - addressing and working to solve critical problems, working in collaboration with the local community, and engaging the work through an equity lens - inform Loyola's partnership work in our communities. By accepting and living into its role as a community member, with both much to give and much to receive, opportunities for transformation at individual and institutional levels begin to surface.

Place-based engagement presents a set of rich opportunities for Loyola. The university exists within some of the most diverse communities in Chicago, the country and perhaps the world. It is not uncommon for more than 50 languages to be spoken at our public schools. It is an ideal setting for our teacher candidates to explore and learn

about what it means to teach in diverse settings. Logistically, place-based engagement enables Loyola community members to access teaching, learning, and service opportunities quite easily. Importantly, place-based engagement enables the university to seek and live out the meaning and purpose of its mission in ways that have immediate implication for the university itself.

But place-based engagement also challenges our university to examine its own assumptions and values as it engages over time with local partners and communities. Through place-based engagement we must stay consistently engaged with organizations and with people. Though the allure of partnering throughout the city and metropolitan area is real, our partnership works to stay committed to schools and organizations in our immediate communities. The intensity of the engagement can and does reveal understandings and misunderstandings, assumptions and deeper realities, commonalities and tensions. As we commit to place-based engagement, we also must commit to facing and engaging the daily realities that shape our partner schools.

Promising Practices

Strategic goals

LUC's university-school partnership work is organized around four core objectives: (1) Post-secondary access and success; (2) strengthened teaching and learning; (3) civic engagement; and (4) engagement by LUC faculty, staff, and students in ways that also strengthen and enrich the university. These objectives emerged based on strategic planning events with school partners. Clarity around these objectives has enabled our partnership work to stay focused on those things most important for the university and its school partners. In this section, we provide examples of how our strategic goals are translated into programming in collaboration with school partners.

Post-Secondary Access and Success

Each year during LUC's spring break, the university welcomes 1,450 Senn High School students and their teachers to campus to explore college. March to College engages multiple university staff, students, and faculty, school staff and faculty, as well as community businesses, organizations, and political representatives. Offerings during the week include career conversations, social-emotional learning opportunities (Circesteem and Kuumba Lynx), college class lectures/presentations, campus tours led by Senn graduates now studying at Loyola, soft-skills and wellness workshops, college preparation workshops (scholarships, match-fit sessions, essay writing) and perhaps most popularly lunch in student cafeterias. In addition to March to College, Loyola offers campus tours and experiences for student groups from each of our partner schools in addition to a variety of summer and school year programs (arts, civic leadership, science internships). One very popular event during the past two years has been the women's basketball game to which almost 20 local schools are invited to attend the game free of charge. It is the best attended game of the year for the team.

We believe that these events have contributed to an important increase in students from our local public schools considering Loyola University Chicago as a possible and even realistic choice for college. Loyola has primed the pump by offering five full tuition scholarships for Senn High School graduates; the David Prasse Scholarship enables five low-income, usually first-generation students to attend college without burdening their families with financial concerns.

Strengthening Teaching and Learning

Loyola entered its partnership with Senn High School at the same time that Senn was moving from an IB cohort model to a wall-to-wall IB program. Chicago Public Schools sought to expand course rigor by making the IB

Framework accessible to more students across the district; expanding IB in an existing school was one strategy to increase high impact learning opportunities for all students (Roderick, Nagaoka, Coca, & Moeller, 2009). Rather than provide professional development for Senn teachers, teachers and faculty from the School of Education created a shared professional learning community to build knowledge, understanding and skills required to effectively teach IB pedagogy effectively as classroom teachers and teacher preparation faculty. University faculty used learning to develop and offer an IB certificate program the attainment of which made graduating teacher candidates significantly more marketable in Chicago as the district expanded its offering of IB programs. Additionally, Loyola provided direct supports to the Senn IB program by making available university faculty and space resources to support sophomore year personal projects and junior year extended essay projects. The extended essay project supports now culminate in a research symposium where students present their research projects to faculty who in turn provide insightful feedback to support students as they move from final draft to completed research study.

Inspired by the success of the Senn/Loyola partnership in supporting the development of public school teachers, Loyola's Schools 2020 created a Professional Learning Community (PLC) for teachers in partnering elementary schools located within Rogers Park (Eugene Field, New Field, Gale, Jordan and Kilmer). Led by Loyola's Center for Science and Math Education (CSME), the PLC focuses on Next Generation Science Standards (NGSS) and inquiry-based learning. Since launching in 2017, dozens of neighborhood teachers have participated in the program which consists of quarterly professional development sessions, regular coaching visits from CSME faculty, and school-based science team meetings. The project also includes workshops for principals to learn about NGSS so they can better support teachers when implementing inquiry-based science in classrooms.

Schools 2020 also recently deployed faculty from Loyola's School of Education to help Sullivan High School's English as a Second Language Department redesign its curriculum for English Language Learners (ELL). The project resulted in clear outlines for units and activities for ESL classrooms, generated scope and sequence that aligns with Common Core State Standards (CCSS), the SAT, and the CPS constitution test requirements while focusing on linguistic development across all ESL classrooms. Loyola faculty have created new ESL curriculum templates for Sullivan teachers and have provided additional curriculum design strategies targeting ELL's. Schools 2020 is also working with Sullivan's ESL Department, Loyola's Office of Student Diversity and Multicultural Affairs, and several student organizations to create opportunities that will help provide post-secondary planning supports for Sullivan ELL students. The supports include connections to LUC's Lake Shore and Arrupe campuses, workshops and events focusing on college and career exploration, common-experience mentorships, service projects and Parent University coordination.

As Senn High School was revamping its curricular offerings in the early days of the partnership to complement the existing IB program and emerging SennArts program, it articulated a desire to build a journalism program in collaboration with LUC's School of Communications. The journalism program was to be one of the few in the district and would become one of the most robust. Students currently take a five-course sequence that positions them to enter university at sophomore or even junior level of skill and knowledge base for a typical journalism program. The partnership identified and secured local foundation funding to equip the new journalism program with state-of-the-art broadcast equipment in addition to hiring a clinical faculty member to co-design curriculum with the new journalism teacher. Loyola committed the resources to enable the school's English teacher to gain a master's degree in Journalism. Loyola faculty and students frequently volunteered and even co-taught courses with the journalism teacher and made its downtown professional campus available for student field trips. The most recent innovation has been the advent of the RogersEdge Reporter, an online, hyper-local news source providing timely neighborhood stories for the community. The Reporter is staffed by Loyola and Senn journalism students and coordinated by a former Chicago Sun Times reporter. Its emergence as a legitimate news source coincided with the demise of DNA Info in Chicago and around the country.

It is important here to note that not all ideas or initiatives ultimately bear fruit. One example illustrates how promising ideas do not always find fertile soil. Loyola University is justifiably proud of its Institute for Environmental Sustainability (IES), founded to generate teaching and learning opportunities that address the complex environmental challenges now facing our world as well as to guide the university's physical presence, growth and development. The IES stood ready to support the development of an environmental studies program at Senn High School. Due to marginal interest from the high school teacher and flagging interest in the course from students, early efforts to build upon early successes with IB and journalism were abandoned. It is a cautionary tale of how the right ideas, resources, and people must align at the right moment in time in order for an initiative to take root.

Civic Engagement

Civic participation is a core value at Loyola University. That value is manifest in multiple ways throughout the university including its experiential learning requirement[2] and its Community Action and Service office. This commitment to engagement in the community was shared by its community partner schools. It made sense then that Loyola would work with its partner schools to explore opportunities for civic engagement together. One of the first opportunities was to apply with Senn High School for the State of Illinois' Democracy Schools program that confers "democracy school" designation upon schools demonstrating both a track record in democracy education and a commitment to expand democratic learning opportunities for students. The application process led to the creation of a Democracy Schools team that continues to meet regularly to strengthen pedagogical approaches such as service-learning and civic action and support a robust student voice initiative.

In the past two years, Senn has seen prominent student body civic actions take place including a school walk-out in the aftermath of the Marjory Stoneman Douglas High School mass shooting and a student sit-in following identity-targeting harassment. While we can't argue for correlation between Democracy Schools civic work and direct student action in the school, we are not surprised that students are finding space to engage in important civic questions through both action and service. In addition to in-school approaches, Loyola offers a week-long civic leadership program for high school students and a four-week policy action program for middle school students on campus. Both approaches engage students in in-depth analysis and action around critical social and political issues and civic action strategies that might be undertaken to address these problems.

Emerging Work: Community Schools Initiative

From Senn to 2020 to CSI: Building on Success

The early success of the Senn/Loyola Partnership and Schools 2020 encouraged Loyola to move into community schools work with existing school partners. One key element of CSI is the provision of OST programming. Expanded learning opportunities beyond the school day, OST and summer programs, can play a strong role in improving academic performance, college and career readiness, social and emotional development, connections to community and student health (Lauer, Akiba, Wilderson, Apthorp, Snow, & Martin-Glenn, 2006; Little & Harris, 2003). Recognizing this, Loyola has spent the last three school years working to expand the capacity of its neighborhood public schools through the Community Schools Initiative.

Neighborhood public schools in Chicago are under pressure to compete for neighborhood students due to the advent of charter and selective enrollment schools in CPS that tend to draw the highest-performing students away from neighborhood schools. When the enrollment of a school drops, so does financial support from the district,

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[2] Loyola University Chicago requires that every undergraduate student complete at least one 3-credit course that offers service-learning, internship, or field experience. Students are expected to engage in 20-25 hours in order to complete the classroom-based requirement. https://www.luc.edu/engagedlearning/aboutengagedlearning/engagedlearningrequirement/

often leaving the schools with insufficient resources to provide students with high-quality, well-rounded educational experiences. Through its CSI work, Loyola addresses this need for high quality programming in neighborhood public schools near our campus. The LUC-CSI connects with six neighborhood public schools toward meeting student academic, civic and social and emotional goals. Our collaborative effort is committed to a culture of continuous improvement designed to support and contribute to that culture through specific goals, objectives and outcomes and evidenced based strategies and ongoing formative evaluation.

CSI goals, objectives and outcomes are based on meeting the needs of the school communities. Our school partners are six culturally and linguistically diverse neighborhood public schools that demonstrate a need for OST academic support to enhance student academic achievement as evidenced by standardized test scores. Although each school has been making gains, there is still room for improvement, and we believe a collaborative and full-service approach to this effort is needed to make those strides.

Challenges

We present here a number of challenges that we confront in our university-school partnership work. First, though our university has a clear and vibrant vision and mission that clearly articulates the desire to engage our faculty and students in social justice issues globally, we are at times less clear about how that vision translates into direct, strategic, and even financial support for this work now and in the future. Our movement from an idea in 2011 to transform the teacher education program to the explosive growth in the just the last three years that has resulted in formal, university-, grant- and school district-supported partnerships with eight schools in our communities, positions us to have these kinds of strategic conversations with university leadership even as new leadership is settling in the university, Provost's Office for Academic Affairs, and in the School of Education. The university continues to spawn and support a set of conversations around community engagement in the city and in our local communities that represent the work of colleges, schools, departments, and centers. What are the best and most appropriate ways to align university resources strategically to advance multiple interests both within and beyond the university? These conversations represent in part the historic tension between mission and margin. Most university stakeholders articulate a deep commitment to the mission of the university that articulates a passion for social justice in the world but concerns about financial margins can reign in that passion at inopportune times.

Our work with schools is situated within a cultivated and always growing sense of competition among schools in our public school system. Schools have been driven to market themselves to Chicago's families in order to attract students to increase enrollment, which eventually translates into institutional survival. However, the competition among schools can at times diminish the appetite for school leaders to collaborate with one another. More and more, Loyola finds itself positioned to be a convener of schools around common purposes whether these purposes are focused on academic, civic, social-emotional, post-secondary, or health outcomes. The extent to which the university can continue to play this role and play it more robustly may be limited by but is ultimately contingent upon schools desiring collaboration across the community. Foregrounding place-based engagement within the university and into the community positions us to be able to convene multiple partners in ways that reinforce emergent ideas around collective action and anchor institutional status as well as strategic action.

High poverty urban schools have historically struggled with engaging students and parents in collaborative decision-making. Epstein (1991) has presented a six-point typology of school-family engagement. Most of the ways schools have traditionally collaborated with families is by asking parents to support the articulated goals and mission of the school. Here parents are less legitimate stakeholders in the development of the school and more volunteers to support a mission articulated by school professionals. Far less often have families been invited to be part of the decision-

making process or communities asked to collaborate to identify needs and engage assets and resources that might be leveraged to support students. Our work to support and strengthen student voice and strengthen relationships with parents and community organizations has at times been met with resistance. New relationships and partnerships may signal to some school leaders a loss of control. The more stakeholders beyond the school become invested in school success, the greater the degree of difficulty in managing diverse relationships and interests for school leaders. Indeed, school leaders may at times be more compelled to "keep the lid on". Extant conditions that emphasize both competition and survival, can make school leaders more risk-averse in seeking out and strengthening community and family relationships. Our CSI work in particular invites our staff, faculty, and students as well as community members into deeper relationships with students and parents, which might at times be seen as threatening to school leaders. However, we must be committed to recognizing and working through this tension, as we remain committed to the framework of authentic community and family engagement as important levers to strengthen the academic, social-emotional, and civic growth of our students.

In an age of school accountability that is often measured in traditional metrics of school attendance, GPA, discipline, and standardized test scores, there may not always be space to generate programs or opportunities that might be seen as taking away academic learning opportunities. Programs that offer exposure, build skills, or strengthen leadership and social-emotional outcomes may be shelved in order to guarantee classroom time that is more narrowly focused on academic performance. LUC structures its CSI programs to build skills, increase connection to school, and strengthen social-emotional skills. We continue to think through ways that this programmatic orientation can exist alongside a more traditional orientation where academic outcomes may be preferred to the detriment of other important student development opportunities.

As an LPA for six community schools, LUC hires and employs each Community Schools Resource Coordinator (RC). We believe that in managing the RC positions, we are able to strengthen accountability toward more robust programmatic designs and student outcomes. We also believe that this management strategy enables us to more readily access and leverage university resources to live more fully into the vision of community schools. Often community schools work devolves to a set of after-school programs that do not draw from or contribute to ongoing academic, social-emotional, and civic growth and development among students. We believe that our management strategy increases leverage in working with the school to reconsider its relationship to and contextualization within the community that can lead to a more expansive understanding of school in the context of a community. However, this is not always a simple space for RCs to navigate as they find themselves at times between two competing philosophies.

Finally, LUC's School of Education is firmly rooted in the theory and practice of asset-based development. Coursework in its teacher education program introduces students to the theory and practice of asset-based development, which prepares students to recognize and engage the "funds of knowledge" that students and their families bring to classrooms. Sensitivity to the assets that students bring to schools and the ways in which they can be built upon, counteracts the countless negative messages that marginalized groups of people hear in this country in overt, intended and unintended ways that may reflect implicit biases. The asset-based perspective that we work to bring to schools may bump up against attitudes and perspectives among school stakeholders that reflect a deficit perspective. This presents challenges for staff and students, particularly those who are of color, who work to navigate and negotiate relationships and programs from an asset-based perspective. This is ongoing work for ourselves, for our students, and for our partners in communities but work that is well worth undertaking.

Horizon Work

We conclude this article by pointing to work that sits on the horizon of our current efforts. As mentioned above, Loyola University Chicago, now celebrating its sesquicentennial, has long been committed to a set of core values that are rooted

in a commitment to social justice in our communities and around the world. As the university concludes and evaluates its most recent five-year plan and begins to discern its next five-year plan, a series of conversations across the university have taken place that are centered around our role in the community, city, and world beyond our call to educate students. These conversations seek to include myriad voices committed to the vision of a university that exists to engage in and help solve the complex and deep problems that currently face our society including health, racial inequality, violence, education, and the environment. Conversations around place-based engagement sit alongside generative discussions about anchor institution and collective impact discussions. Each of these emergent ideas must be considered with the ways in which the university can or ought to best collaborate and act strategically across university campuses that represent divergent but at times convergent theories of action in our communities. It is a dynamic discerning process that continues to take place across our campus as we look toward our 151st year in Chicago.

We continue to receive requests from Chicago Public Schools to serve as LPA for additional schools through the Community Schools Initiative. As we prepare to enter our third full year of community schools work, we continue to build infrastructure, systems, relationships, resources, and strategies that can more fully support schools as they navigate community school space. Community schools often begin with a set of quality OST program opportunities for students, families, and communities. Our work has been no different. Loyola-led CSI programs include STEM, arts, athletics, mentoring, social-emotional, entrepreneurship, literacy, health, and nutrition-oriented programs for students and their parents. These programs draw on community resources and orientations, build skills, and develop deeper connections to school and community. In order to fulfill the promise of community schools, our work must now make deeper connections with teachers, families, and community in order to re-imagine and re-purpose schools as grounded in their local communities.

Recognizing that the School of Education is now uniquely positioned to attract students, teachers, administrators, scholars, community leaders, activists, second-career professionals to pursue graduate studies in Teaching and Learning within a framework of community engagement, the School of Education recently redesigned its M.Ed. and Ed.D. programs to reflect how teaching and learning can and perhaps should be embedded in our communities. We see evidence, for example, that few educators leave higher education programs with deep knowledge and experience in how to build cross institutional/organizational relationships, connect, and collaborate with families and communities in addition to understanding what it means to re-conceptualize schooling as contextualized learning. These academic programs are set to come online in 2021 with the intention of providing deep learning opportunities for individuals with diverse experiences seeking to work in ways that root schools deeply in the context of local communities. We also continue to see emerging opportunities to engage in research in and with our community and university partners[3] that are participatory and framed around community-identified issues.

Similarly, we are currently in the design phase of creating an interdisciplinary undergraduate social activism degree program that would capitalize on and connect the deep passion many of our students bring to their learning with knowledge, skills, and experiences to work in and ultimately lead non-profit community organizations. Academic programs preparing students for careers in community organizations tend to emphasize non-profit management or social work skills. An interdisciplinary degree at the undergraduate level can, we believe, offer students the opportunity to experience and prepare for careers in non-profit community work. Often students with degrees in the liberal arts leave college with uncertainty regarding their next steps in life. We believe work with and preparation for work with community organizations during the undergraduate experience can join passion for justice with organizational skills that cannot just prepare students for work in communities but enable them to more readily discern their first steps toward a meaningful vocation.

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[3] https://www.luc.edu/schoolpartners

As Catholic parishes across the city are facing the difficult decision to close or reconsider how worship and educational spaces are utilized more effectively, there are substantive opportunities for the university to interact with its various communities in utilizing these types of spaces. We anticipate that university-school partnership work can be made more accessible, connected, and collaborative as these opportunities begin to take shape in the next two to three years.

Finally, and perhaps most importantly, the ongoing work of relationship-building must continue if our work is to advance in mutually beneficial and sustainable ways that respect the needs and desires of our institutions while holding the good of the community at the center of the work. We are willingly thrust into the day-to-day work of our community school partners and the communities within which they operate. Relationships are not always present and can be strained as communities and schools in high poverty circumstances work to persist in stressful environments. We continue to believe that our universities, in particular those that make a deep commitment to their own geographic communities, are well-positioned to facilitate, convene, and lead (Hodges & Dubb, 2012) schools, community organizations, and communities toward a vision that is rooted in social justice where a common good characterized by diverse and inclusive access and opportunity is consistently present.

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Creating a Coherent System of Teaching, Learning, and Caring: An Ambitious Effort of a Research 1 University

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Introduction

In 2020, the inequities in public education in the United States could not be more visibly and viscerally painful. The COVID-19 pandemic and ensuing school closures laid bare the long-standing difficulties of closing the achievement gap between low-income students and their wealthier peers. The colossal, months-long virtual-pedagogy experiment has not gone well. As of mid-May 2020, teachers reported they have not been able to connect with 1 in 5 students (Edweek Research Center, 2020).

Over the last several months educators have been scrambling to teach through distance learning and ensure students are fed and safe. As a result, a "newfound" public awareness of the ubiquitous inequities in children's lives outside of school has surfaced (Mineo, 2020). Healthy food, decent housing, medical care, physical safety, and emotional support all play a role in whether or not students learn in school. Before the onset of COVID-19, close to half of all children in our nation's schools were exposed to potentially traumatic events such as domestic or neighborhood violence, household mental illness, abuse, or neglect (Sacks, Murphey, & Moore, 2014).

Researchers, for some time, have pointed to the indelible relationship between out-of-school factors and the outcomes on standardized student achievement tests (Colman et al., 1996; Greenwald et al., 1966; Duncan & Murnane, 2011; Berliner, 2009). However, the last 20 years of PK-12 school reform, forged from both the Bush and Obama eras, put into place a wide range of top-down, accountability-driven policies to fix schools and educators in efforts to close achievement gaps (Hess & McShane, 2018; Stauss, 2019). Yet, these policies have not been effective in doing so — as across the nation student test score results continue to lag and the differences among various student groups remain wide (National Assessment of Education Progress, 2019).

Pressures on schools to change dramatically have been mounting. Policy leaders are recognizing that "a *schools only* approach to achieving equity is a proven failure and that school reform, narrowly conceived, is destined to continue falling short"(Mineo, 2020). In addition, too few schools are organized for young people to master the soft skills and engage in the kind of problem-based, learner-centered experiences necessary for the Fourth Industrial Revolution which is poised to transform work at an unprecedented pace through technologies such as artificial intelligence, advanced robotics, and cognitive automation. New technologies, competency-based, "deeper learning" are now seen as central to the future of schooling and improving student outcomes for college, career, and civic life (Bitter & Loney, 2015). More recently economists have uncovered the importance of "higher opportunity neighborhoods" as units of change to increase economic mobility in America's highest need communities (Schwartz, 2019).

At the same time the COVID-19 school closures have elevated the importance of brick-and-mortar schools as essential social hubs for students and their families. The pandemic — and shuttering of schools — has also surfaced gross health disparities among students and families from low-income communities as well as deep inequities in access to the internet and future of work. It has made more emphatically lucid that improving education by fixating on better people and programs as well as curriculum or testing will not make much of a difference. It has also made obvious that no single organization, however innovative or powerful, could accomplish the Herculean educational tasks that lie ahead. Thus, partnerships between schools, universities, communities, and others (e.g., after school providers) may be key.

School-university partnerships have been around for over 100 years (Peel A., Peel B., & Baker, 2002). And cross-sector collaboration, to solve complex social problems, is not a new phenomenon (Riehl et al., 2019). Some efforts date back to the Progressive Era of the early 1900s where government created systems of support for low-income families. In education several effective non-profit models, some with universities as catalysts for the work, have emerged (See textbox on next page).

StriveTogether, a nonprofit network, has been on working on "cradle to career" initiatives for collective impact in 32 states and the District of Columbia.

Say Yes to Education has developed a school-based integrated service delivery mode to prepare K-12 students for postsecondary and pay their college tuition if they graduate from high school. Say Yes is now in seven communities.

Communities in Schools, through a school-based coordinator, has been bringing wraparound community resources to K-12 students in order to prevent them dropping out and graduate. Communities in Schools has been at work for over three decades and is now in over 2,300 schools in 25 states and the District of Columbia.

City Connects uses integrated data to provide comprehensive services to ensure that each student receives tailored supports and enrichment opportunities necessary to learn effectively and thrive in school. Born from an extensive two-year planning process by Boston College and Boston Public Schools in the early 1990s, City Connects now supports over 100 districts and schools and has assembled impressive evaluation data.

The UCLA Community School has been creating an increasingly more comprehensive approach to teaching and learning to prepare middle and high school students to succeed in college, pursue meaningful careers, and participate in our democracy. After 10 years of improving outcomes, UCLA has engaged 26 units across the university to support students, and created a robust set of research-practice partnerships as well as opportunities for a wide range of college students to support the young people in some of Los Angeles's most distressed communities.

Each of these models see closing the achievement gaps in PK-12 schools as a complex social problem that requires multidimensional solutions. As described by the Education Redesign Lab,[1] each of these efforts has built an approach to school that seeks to integrate education and child development systems in order to accelerate positive outcomes for low-income children.
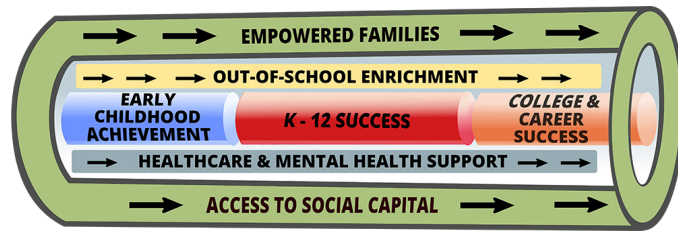

Illustration adapted from the Forum for Youth Investment.

Riehl and colleagues, in a recent review of current cross-sector collaboration in education, pointed to the importance of "backbone organizations" in the creation of whole child, and cradle to career systems of schooling. They highlight the critical importance of effective governance and operational models, exploitation of newly available data to provide a data-informed orientation, and the construction of national networks to facilitate shared learning (Riehl et al., 2019). Universities are often highly respected institutions in a given community and can offer a rich array of interdisciplinary talent and treasure in serving as a backbone organization. Cross-sector partnerships, like StriveTogether, have been successful because they have had the "discipline to sticking to a theory of change"; but at the same time "very few universities have stayed the course" (Zimpher, 2019).

This paper chronicles how the University of South Carolina takes on the task of marshalling all of its assets to serve the needs of high need school communities, as defined by the community. The Accelerator for Learning and Leadership for South Carolina (ALL4SC), launched in the fall of 2019 with internal funding, is one of eight new research and outreach programs to spur creativity inside of the University and help people lead better lives across the state. ALL4SC is about school-university partnerships as well as cross sector collaboration needed to prototype a coherent PK-higher education system of teaching, learning, and caring for South Carolina.

In this article we describe both the why, where, and how of school-university-community collaboration, created right before the pandemic, but positioned to be accelerated by it. In doing so we point to the evidence on successful partnerships, the basis of ALL4SC, the context that defines our community partner, our emerging priorities and the assets to address them, the research that informs our work, and the challenges and opportunities that lie ahead.

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[1] The Education Redesign Lab, housed at Harvard University, partner with mayors, superintendents, and community leaders to build stronger systems of support and opportunity for children. See: https://edredesign.org/vision

The North Star of University-Assisted Community Schooling

For over 25 years the Netter Center for Community Partnerships at the University of Pennsylvania has served as a North Star for how a Research 1 (R1) Institute of Higher Education can marshal the energy and talent of faculty and students as catalysts for the kinds of complex, multi-faceted innovations needed to improve community outcomes (Harkavy et al., 2016). Ira Harkavy, founding director of the Netter Center, makes a compelling case for R1 universities to serve as backbone organizations for the transformation of schooling, from PK-12 to higher education.

> The societal, indeed global, reach of universities also makes them particularly important partners in school-system reform, as well as community-wide improvement in areas such as health, education, and economic development…. Significant systemic change not only must, therefore, be locally rooted and generated; it must also be part of a national/global movement for change. For that to occur, an agent is needed that can simultaneously function on the local, national, and global levels. Universities are that agent. They are simultaneously the preeminent local and national/global institutions. (Harkavy et al., 2016)

Currently, the Netter Center organizes the efforts of approximately 70 faculty members, mostly from the Arts and Sciences, to teach undergraduates in ways that also supports post-secondary success of West Philadelphia public school students. Most of the efforts of university students and faculty are fueled through Academically Based Community Service (ABCS) courses each year that engage students across the university in real-world problem solving and partnerships with local schools and organizations work to advance numerous outcomes (e.g., literacy, STEM education, physics, health and nutrition, reading, post-secondary success, sports and fitness, arts and culture, and community economic development). Toward that end, the Netter Center sponsors about 70-75 ABCS courses annually in a wide array of disciplines such as Innovation in Health, Mural Arts in Philadelphia, and Financial Literacy.

Over the last several decades of both doing the work and conducting research, Harkavy and colleagues developed six key elements of the University-Assisted Community Schools (UACS): (1) a central office on campus that coordinates university resources to ensure integrated efforts of many, not just a few, faculty members; (2) engagement across the campus that involves multiple schools and departments; (3) a school principal who welcomes and encourages the partnership and conveys this philosophy to teachers and staff; (4) coordinators at school sites who are the links between the school, community, and university, (5) integration of the coordinators' work into school operations; and (6) parent and community involvement through advisory boards or other mechanisms to advise and support the delivery of services (Harkavy et al., 2016).

In exploring the long-term success of the Netter Center, Harkavy pointed to three important factors. First, the Netter Center was well established in part because of a prestigious faculty member, historian Lee Benson, who led the launch of the work and encouraged other Arts and Science faculty to be part of an effort to make their research and teaching have more meaning to them. Harkavy pointed out: "Lee was highly respected but also a maverick in his discipline. He recruited faculty who he saw as agents of change. It took years to develop the buy-in from faculty" (Harkavy, 2018). Second, the University of Pennsylvania offers core support, but most importantly, a prestigious place within the institution. The Netter Center, housed in the Office of the President with an additional reporting line to the School of Ars and Sciences and a close working relationship with the Provost's Office, now has a $5.5 million budget, with an endowment of over $11 million. Harkavy is also an associate vice president (Harkavy et al., 2016). Granted, the Netter Center draws on modest dollars for faculty to reframe their academic courses to teach their university students to include service learning opportunities, structures, and processes in support of educating young people in K-12 public schools. However, buy-in from faculty has not been about buy-outs of faculty time. Harkavy asserted, "It has to be part of their core work and not an add-on" (Harkavy, 2018). Third, the Netter Center supports an array of small scale quantitative and qualitative studies to both support continuous improvement as well

as to inform stakeholders and funders. Harkavy said, "We do not conduct narrow quantitative studies, and it took some time to open the door for us to engage in a wide variety of investigations." With support from its endowment, the Netter Center has a full-time evaluator who works with a distinguished committee of faculty advisors from across disciplines, and now have created opportunities for PhD students to conduct engaged scholarship (Harkavy, 2018).

Studies of the Netter Center's work have found important and positive outcomes for both Penn students and their public school counterparts of West Philadelphia. For example, Penn undergraduates taking ABCS courses are more likely to show increases in research skills and ability to present their ideas; 100% reported an increase in communication skills. More positive public school outcomes have been recorded as well —with various studies showing improvements (compared to comparison groups in most cases) in academics, engagement in school, and physical health (Harkavy et al., 2016).

In part because of the leadership of the Netter Center, about 70 universities that are in engaged in community schooling efforts in one form or another are part of a University Assisted Community Schools network whose purpose has been to: (a) clearly define the university's role as a lead partner or intermediary; (b) identify platforms to share resources and best practices; and (c) promote funding and sustainability of the respective efforts (Coalition for Community Schools, 2020).

The Netter Center, which has stayed the course for over two and half decades, serves as a North Star for our work at the University of South Carolina.

ALL4SC: An ambitious effort of a R1 University

ALL4SC, a university-wide approach to whole child and whole community education at the University of South Carolina (UofSC), has been built on a theory of change that is grounded in several strands of research. First, successful scale up of education reforms must meet the expressed needs of the people who would implement them (Cohen & Mehta, 2017). In addition, large-scale school reform must address the culture of the school and the deep-seated and historically arbitrary "regularities" of schooling (Sarason, 1971). Second, cross-sector collaboration in rural communities are quite different from urban ones, and require adapting, rather than adopting, models (Zuckerman, 2019). Rural communities can be learning resources for universities, which in turn can be "driving forces for revitalization efforts in rural communities" (Johnson et al., 2009). Finally, innovation in organizations is more likely to be successful when more participants have more opportunity to generate new ideas — and then test, evaluate, refine, and manage them in a system designed to so (Minor et al., 2017). New technologies continue to fuel an accelerating pace of innovation. However, without strong support for teachers and rethinking the design of schooling, even the most increasingly sophisticated technologies will have limited impact on teaching and learning (Cuban, 2018).

The work of ALL4SC is grounded in four pillars: (1) community-based schooling that fully integrates the academic, social, and health services to accelerate learning for every student; (2) innovative, competency-based approaches to recruiting, preparing, and retaining effective PK-12 educators, and recognizing them for spreading their expertise; (3) Cross-disciplinary leadership development that spurs policies supportive of a coherent system of PK-higher education and; and (4) professional journalism and storytelling to inform and inspire policymakers, parents, and the public to support the transformation of teaching and learning in the state.

ALL4SC goes beyond more traditional forms of community schooling. Educator development systems need to prepare and support diverse professionals differently for whole child education. Policies need to be in place to encourage and spread innovative practices. Additionally, ALL4SC is built in part on the assumption that evidence alone will not be sufficient to move public opinion and overcome long-standing resistance to educational change and transformation. Public and educator engagement is critical.

The work rests on a "think big, start small, and learn fast" strategy, a principle considered critical in the continuous improvement literature, and often at odds with usual school reform approach of implement fast, learn slow, and burn good will (Schrader, 2017). Our theory of change rests on: (1) centering the work on needs of young people and integrated data student support data system to drive it; (2) de-siloing the time, talent, and treasure of our university; (3) encouraging the effective coordination of pipeline services in a robust community of practice; and (4) assisting in rethinking and reallocating how people and programs are currently used. In doing so we expect to prototype, and make more public, the cross-sector collaboration needed to design and sustain a whole child and whole community system of education.

In Year One (2019-2020), ALL4SC has been concentrating on mapping the assets of the university and those of district, community, and state partners as well as defining more clearly the problems to be solved. We are also assembling tools and processes for collaborative action and inquiry, establishing and launching a comprehensive communication strategy, and engaging in external fundraising from both foundations and private philanthropy.

In Years Two through Four, our plans are to deepen partnerships, refine approaches, engage in scholarly inquiry, propose new forms of accountability for 21st century schooling, communicate results to varied audiences, and expand the work with other high-need school communities across the state. By Year Five, ALL4SC will have tested and refined the model for interdisciplinary, university-wide collaboration that extends to UofSC's seven-campus system and a Zero to Workplace strategy for the state.

Our model of transformation hinges on early childhood and afterschool providers, social workers, teachers, doctors, mental health experts, mentors, and other professionals learning from one another to build the community's capacity to integrate services and knit together a continuum of practices that makes sense and builds on a student's cultural, linguistic, and personal strengths.

The work is beginning with the people of Fairfield County Schools. The rural school district serves students who mostly come from low-income families in a community beset by high unemployment and deep health disparities. On the other hand, the district is bolstered by a culture of care and concern that is pervasive in and outside of its schools. In the next several sections we draw on structured and unstructured interviews with educators, students, and community leaders as well as documents to describe the context, assets, and strengths of Fairfield.[2]

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[2] Beginning in late Fall 2019, through March 2020, five community meetings were held, consisting of 40 different citizens representing business, education, early childhood, public health, social service, faith-based organizations. In these meetings, led by ALL4SC staff and consultants, both strengths and needs were identified using tools adapted from National Center for Community Schools (Retrieved from https://www.nccs.org/sites/default/files/resource/NCCS_BuildingCommunitySchools.pdf). In early March, 2020, 25 high school students were interviewed regarding school and college readiness (with the process of working with them short by onset of the pandemic of 2020). During June and July key stakeholders in this work and across the community convened as part of a design team in four virtual sessions. Participants included teachers, principals, district leadership, UofSC faculty, community leaders, healthcare professionals, important outside organizations, and others who brought their expertise to the table to collaborate with one another. The design team was structured around the four pillars of community-based schooling where workgroups discussed strengths, challenges, and developed innovative solutions. Documents reviewed included the school district's strategic plan, and recent state accountability report card as well as recent reports on local public health assembled by Fairfield Forward, a local coordinating council that is now considering becoming a Children's Cabinet.

The Fairfield Context

Fairfield County is located approximately 35 minutes north of the main campus of the University of South Carolina in downtown Columbia. This expansive rural community of 710 square miles is not far from a metropolitan city of over 800,000 people. But for many of Fairfield's 24,000 residents, and particularly its public schools' students, Columbia, and its city life, is hundreds of miles away. And while a Wal-Mart recently closed in Fairfield, a new internationally owned mattress factory just opened and is expected to create several hundred new jobs.

The community is strong and proud. Working closely with Fairfield educators, parents, students, and business, church, and governmental leaders, we learned quickly of a strong ethos of family and faith. The county has many assets, including over 100 churches and congregations, some dating back more than 200 years. The community also has many needs. Of the district's 2,600 students, 85% are on free or reduced lunch, and most of them would be considered food insecure — meaning they (and their families) do not have access to a sufficient quantity and quality of nutritious foods necessary for heathy cognitive and physical development.

As we began our deliberations in developing our ALL4SC approach with Superintendent J.R. Green, we quickly learned that food insecurity does not exist in isolation as many families of the students are affected by multiple, overlapping issues like lack of affordable housing, social isolation, chronic or acute health problems, limited access to medical care, and low wages. In 2018, Fairfield County lost its longstanding and only hospital. And when it comes to health indicators, Fairfield County ranked 39th out of 46 South Carolina counties. In comparison to state averages, residents experience much higher incidences of adult obesity, coronary heart disease, stroke, and hypertension and have far less access to exercise opportunities. Almost one in five community members do not have health insurance (County Health Rankings & Roadmaps, 2020).

On the state's 2018-19 school report card, only about one in three students met English and math proficiency standards (compared to the state average of about 45%); however, the district has made major gains on the state's end-of-course Algebra assessment (with about 50% meeting standard). The district's graduation rate is over 91% and in 2019, more than 470 students enrolled in Career and Technical Education courses, with 85 earning a state or national credential. More than six in 10 students enrolled in a two- or four-year college, representing a 10% jump from the previous year.

Because of a nearby nuclear reactor, Fairfield has more dollars to spend on its students than most low-income school districts. Using an FY 2019-20 estimate, the district expends about $25,000 per pupil, approximately $10,000 over the state average. A great deal of Fairfield's expenditures is used to offer both three- and four-year old kindergarten (an anomaly in South Carolina); provide supplement services for a wide array of special education needs; offer transportation for many of its young people who live in isolated parts of the county; and fund a wide range of extracurricular activities (that many report has helped raise graduation rates).

This high need school district has created a large number of opportunities to improve student outcomes. The school district has many assets – including music, the arts, athletics, and Junior ROTC, as well as culinary arts, digital technology, engineering at the Fairfield Career & Technology Center, and the Fairfield Magnet School for Math and Science (and in 2019, 19 of the school's students qualified to be Duke TIP Scholars). All schools have counselors and social workers to help students with critical needs. Parent Liaisons are in every elementary school. As one central office administrator told us, "Parent Liaisons are deeply rooted in the community and proved great insight into the problems Fairfield is facing." Additionally, the district has a strong partnership with Midlands Technical College, offering a wide array of dual credit courses and several industry certifications for high school student, a STEM 2+2 program where a HS diploma and associates degree can be earned simultaneously.

When we first sat down with Superintendent Green he told us that his biggest challenges were teacher shortages as well as the current accountability system in S.C. and the stigma that comes with teaching and learning in a high need school district. He has a "fear" of the nuclear reactor going offline and losing the additional dollars needed to offer the many services the students need that he can now offer: more food, technology, field trips, and arts. He reported the district's 260 teachers are "committed and caring," but they also may not have all the tools, time, and training "to fully engage students." Innovative teachers, like Chanda Jefferson, who teaches biology at Fairfield Central High School and the SC 2020 Teacher of the Year,[3] can be found in every school. However, our interviews revealed that educators do not have a common way of defining what innovative practices look like and how they can spread. And administrators lamented that the district "brings in teachers, trains and pours resources into them," and then they "get pulled away" to other districts who are "more attractive" and have "more housing options."

Green is clear about the need for system change. In various conversations he kept saying, "We have to get people to change their thinking" and we need to "build the political will needed for community-based schooling." In several interviews he lamented the "bell curve, normative culture" of schooling in South Carolina and that we "need to create a new reality" and a "spirit of resilience" for the students of Fairfield and the state. He has served as superintendent for eight years, and his press for collective responsibility is felt — especially with the growing influence of Fairfield Forward, which has served a coordinating council to bring together leaders of local health, social, community, education, and economic agencies. The pandemic has accelerated collaboration among the 25 organizations represented on the council. Green's leadership has been critical in developing a shared vision for what schools can be in the future. In the late spring of 2020, he was named by his peers across South Carolina as the State Superintendent of the Year.

Three Emerging Priorities and Assets to Match

Beginning in October 2019, ALL4SC launched an asset mapping and joint learning process. Over the next six months we engaged over 45 community leaders, conducted structured conversations with over 200 PK-12 educators in each of Fairfield's nine schools, initiated a student voice process, and documented the ideas and expertise of 60 UofSC faculty whose research and outreach activities aligned with emerging priorities of our Fairfield colleagues. As a result of the school closures during the pandemic, we surveyed educators from four of the district's schools that were going to pilot the innovations. Three challenges, and subsequently three priorities, emerged with assets to match:

- Health disparities and a whole child and whole community approach to schooling;
- Limited career options for young people and comprehensive mentoring for them; and
- Traditional teaching and learning and spurring innovations in STEM for the future of work.

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[3] Chanda was recently named as one of 15 K-12 STEM teachers from across the U.S. as an Albert Einstein Educator Fellow.

Each is described next with a brief a description of the evidence base that is informing the work of ALL4SC.

Health Disparities and Community Schooling. Teachers spoke of the enormous support from administrators, principals, and their superintendent, who are committed to helping them in any way possible in the service of students and families. Educators pointed out that some schools have created tele-health services and/or occasional in-school clinics, but noted they require cumbersome paperwork or have limited operating hours, making these options beyond the reach of many families.

A significant number of educators indicated they want to know even more about the needs of students they serve. One administrator said, "We see the evidence of trauma they bring to school, but we do not always know the basis of it." Many teachers have a deep understanding of the students they teach, but they do not always have reliable, systematic data on their students' academic as well as physical, social, and emotional learning needs.

Teachers spoke of the importance "to teach more soft skills at a younger age" and that "too many students are not socially ready to enter the workplace or college." One teacher told us, "We have clubs and activities which can help kids get hooked on their passions, but we need more." Another one said, "We need different ones (clubs/activities) tied to the new jobs available." Some schools offer some form or another of social-emotional learning support, typically through the school counselor who reaches students in monthly programs.

Community members and educators pointed out the dire need for more and better afterschool and summer programs that are accessible to students from early childhood to pre-college level. One teacher commented, "Our students and community need help to expand the horizons of our small town." Educators intensely want to find innovative ways to increase parental involvement and connect parents with resources that teach and support them in helping their children while also creating ways to simultaneously prepare students for future careers. As other teachers stated, "Accessible resources need to be available not just for students but for the community as a whole" and "parents are not getting involved no matter how hard we try to get them involved." However, teachers were clear that the limited parent involvement was more about educators not knowing how best to engage families. Both teachers and administrators talked about the need for collective responsibility of the entire community for the academic and career success, and how they could accelerate the prospects for getting them more deeply involved in their children's education.

A number of Fairfield educators, we learned were already well aware of community schooling models, and several had studied the concept in graduate school. Fairfield Forward was already moving toward developing a formal structure with a focus on health disparities in the community, and new multi-year grant was just awarded to hire a coordinator to support a collective impact model. The United Way of the Midlands and First Steps offered to share people and tools and the local Communities in Schools had been planning to expand to Fairfield and was eager to collaborate.

As we began to develop and design a community schooling model we learned that faculty from education and medicine were already exploring how to use existing school-level data infrastructure in South Carolina (PowerSchool) for integrated student supports. The College of Social Work had expertise in working after school programs and to help them translate into school curriculum in order to influence positive youth development. The College of Hospitality, Retail and Sports Management (HRSM) has extensive expertise and experience in using culinary arts as a tool for community engagement as well as farm to school programs that addresses food insecurity as well as prepare young people for careers in a variety of fields. The School of Music has programs to spur family engagement as well as entrepreneurship.

The Department of Psychology had established one of the nation's leading school-level behavioral health research and development efforts, and several professors want to assist in launching a comprehensive approach to integrating social emotional learning and mental health into a community schooling model. The School of Library Science will be helpful in building a new model of schools as learning hubs for both adults and young people. And, the newly funded Carolina Center for Family Engagement of the College of Education was just beginning to support Fairfield and also offered to collaborate and pool resources.

Exploring Career Options and Comprehensive Mentoring. Teachers voiced a deep appreciation for the district's strong mentoring program for some of its middle and high school students, yet many more need support, including those as young as kindergarten and first grade. The district has a number of well-designed mentoring programs, including the Griffin Bow Tie Club and Elite Ladies. Almost every teacher pointed out that each student needs a mentor of some kind, and Fairfield students echoed this sentiment.

We interviewed several of the STEM students in Fairfield and they talked about the need for support in preparing for college and career. One student said, "We have creative kids here, but nobody takes the time to explore that or others to show them the road to express their talents." Another said, "We need to show them the careers that are fun, exciting, and helpful to them." These students are proud of what they have accomplished. One junior said, "Our Class of 2021 is a class of entrepreneurs – some of the hardest working people we have . . . and we need to market what students are already doing in the community."

These students, most of whom were already well-positioned academically to attend college, sought a great deal more assistance in discovering the paths they should take to find the right career(s) for them. These students seemed to know enough about the dynamic nature of the future of work to know that they need to know a lot more. They see the UofSC, and particularly, undergraduate students, as potentially providing opportunities to help "open doors to what (they) can do." Several students asserted that they do not have enough access to professionals in fields related to their interests. In particular, they mentioned science-oriented and health care fields, including neurosurgeons and veterinarians. They were clear about having opportunities to shadow professionals as well as engage in related project-based learning activities. One student pointed out, "We would like to meet with current students at the University to discuss their journey." Along these lines, expanding options for high quality mentoring will be vital.

Fairfield School District was eager to expand its mentoring efforts to more students – and eventually have a way *for everyone* to have support from an adult or near-peer. The assets of the UofSC are substantial. The Department of Psychology had one of the nation's leading mentoring labs, and already established several programs in nearby school districts. One of its faculty had developed a course to prepare undergraduates. So did a professor in criminal justice. A survey of faculty revealed over 50 efforts on campus to support mentoring or service learning. Perhaps most importantly, the new president of the UofSC, Bob Caslen, made youth development and mentoring a high priority in the strategic plan, and how current undergraduates can help underrepresented middle and high school students develop the skills, mindsets, and networks necessary to go on to postsecondary education. Over two dozen undergraduates volunteered to be part of a pilot in Fairfield in the Fall of 2020, with a plan to expand to four or five other districts later in the year as part of larger scale-up plans to ensure school success and/or greater access to higher education for all students in South Carolina. (Even the impact of the pandemic did not deter the district and the university from piloting the mentoring project.)

Traditional Teaching and Learning and Innovations in STEM. Fairfield does not have a specific deeper learning plan or a school innovation strategy — albeit one school just became more involved with the state's personalized learning initiative. In our interviews a number of teachers pointed out the need to get beyond test-based curriculum, and

move toward more project-based learning that could both inspire students to learn and also get them ready for the better paying jobs of the future. One teacher imagined "cafe style classrooms" and more "virtual field trips to expose students to much more" as well as more time for professional development so they can lead their own learning with focus on the future of schooling. Another one said, "We need access to more technology so we can innovate."

The district's STEM 2+2 program with Midlands Tech is successful with over 20 students graduating each year; and another 40 earned dual enrollment credit in a growing partnership. Our deliberations with the STEM students surfaced the need for more research internships and apprenticeships, an issue raised by teachers as well. Our conversation with students, all heading to higher education, elevated an equally important issue: the need for more opportunities for their less academically prepared peers to see different pathways to the future of work. One student said, "Right now not many students outside of STEM participate in educational events we have;" and another chimed in, "Many do not always think they are smart enough, but they are." High school graduation rates have rapidly increased of late, but few students are college or career ready for the jobs that exist in the third decade of the 21st century and beyond.

Fairfield educators, like Veronica Thomas, who directs the districts STEM 2+2 program, was clear about how to accelerate innovation. She believes it is time for the program to move towards STEAM Certification — a process through which the school shifts instructional practices to an integrated curriculum that is driven by exploratory, project-based learning and student-centered development of ideas and solutions to real-world problems that exist in their school community.

A number of College of Education faculty, with expertise in online learning as well as project-based learning readily joined a growing group of faculty to support an innovative model of school that could bring together the tools of technology with more whole child and whole community approaches to education. Thomas has a deep relationship with a number of faculty of Midlands Tech, which has a number of projects with the UofSC. Currently, conversations are focusing on how a three-way partnership between the district, university, and the technical college can be cemented in more substantive and cohesive ways. In line with this, the College of Engineering is leading efforts in advanced manufacturing and artificial intelligence that engage to prepare young people for the future of work, and within several months two major research and development proposals were written to accelerate opportunities for students from high need school communities in South Carolina, including Fairfield.

The Research That Informs Our Work

Several strands of research is informing our work, including studies focused on community schooling, mentoring, and innovation in schooling for deeper learning. First, over the last decade or so about 5,000 community (or full-service) schools have been established in the service of whole child education, and a way to begin putting together people and programs from different organizations and sectors to close the achievement gaps that have been elusive to so many school reforms of the past. Researchers have found that the most advanced community schools rest on four pillars of support in delivering whole child education: (1) integrated student support; (2) expanded and enriched learning time and opportunities; (3) active family and community engagement; and (4) collaborative leadership and practices (Coalition of Community Schools, 2020). Studies, conducted over 40 years, have "demonstrated the importance of systemic supports, structures, and processes" in producing positive outcomes for students (Oakes et al,. 2017).

A recent review of 143 studies related to community schooling and the "four pillars" offers promising evidence for the use of well-designed community schools as an "evidence-based" intervention under the Every Student Succeeds Act (ESSA) in schools targeted for comprehensive support. The researchers found:

Thoughtfully designed expanded learning time and opportunities provided by community schools—such as longer school days and academically rich and engaging after-school, weekend, and summer programs—are associated with positive academic and nonacademic outcomes, including improvements in student attendance, behavior, and academic achievement. (Maier et al., 2017)

City Connects, a whole child/community school model led by Boston College, have found that only co-locating social and health services in schools, as an add-on to the academic program, may not be enough to help low-income students achieve and become college and career ready (Wasser Gish, 2019). In 2016-17, City Connects worked in 33 schools, serving 11,311 children in Pre-K through 8th grade in Boston. School coordinators developed an individualized plan of support and opportunity for each student in consultation with teachers, staff, and families. They fulfilled these plans by connecting students to 92,799 services from over 275 unique community-based organizations. Grounded in the science of child development and integrated into 100 schools, multiple peer-reviewed studies show that students who received these tailored integrated supports during elementary school led to improved academic motivation, grades, and attendance, and the narrowing of achievement gaps as they were half as likely to drop out during high school (Center for Optimized Student Support, 2016; John et al., 2018).

However, in a study of full service community schools grant programs, researchers found that most of them: (1) focused on creating afterschool services, but did little to integrate them with the core academic work of teachers; (2) paid limited attention to the resources already present in the communities; (3) engaged on average 12 partnerships, but not always had sufficient staff to manage the relationships; (4) provided limited detail on how they planned to sustain the reforms after the grant period ended; (5) faced many of the same obstacles created by the very out of school inequities they were attempting to address — housing, jobs, transportation; and (6) supported urban communities, and rarely addressed the needs of the students in rural schools (National Education Policy Center, 2020).

Second, over the last several decades formal youth mentoring programs have expanded with increased public and private funding. However, the majority of mentoring programs "emphasize vague, unstructured relationship-building activities rather than the delivery of evidence-based activities that are linked to desired outcomes" (McQuillin, 2020). Well-designed programs, with evidence-based training and support protocols in place, have been shown to produce significant positive changes in school behavior, academic progress, and students' reports of social and emotional well-being (McQuillin & McDaniel, 2020). For example, the Center for Evidence-Based Mentoring has found that young adults who were "at-risk for falling off track" in school but had a mentor are 55% more likely to enroll in college, 78% more likely to volunteer, and 130% more likely to hold a position — however one in three young people will grow up without a mentor (The National Mentoring Partnership, 2020). National mentoring standards have been set, and research studies have pointed to effective practices in recruiting, screening, matching, monitoring the mentor-mentee relationships (Garringer, 2015).

Third, researchers have found that school innovation "does not come from technology alone, but from the pedagogy that it supports" (Kärkkäinen & Vincent-Lancrin, 2013). Adequate technological infrastructure and the availability of a critical mass of teacher-friendly digital resources are necessary, though not necessarily sufficient conditions for large-scale adoption. Other research points to the fact that the scale-up of promise practices are realized when they meet the felt needs of those who implement them (Cohen & Mehta, 2017).

Innovation in K-12 schooling has focused on deeper learning — using project-based learning to support students in developing both deep academic knowledge and "twenty-first century skills" such as collaboration and creative problem-solving. Deeper learning schools often provide assessments such as portfolios and exhibitions to develop collaboration and communication skills; and study groups and advisories to help develop academic mindsets as well as support social-emotional learning. They also promote readiness for college and career, and civic participation, and

supported by the redesign of schools whereby school schedules and staffing looks very different in order to more effectively engage parents and optimize learning (Learning Policy Institute, 2020). Researchers have found that, on average, students in deeper learning network schools achieved higher scores on internationally benchmarked achievement tests as well as state exams in ELA and math — and students report higher levels of collaboration skills, academic engagement, motivation to learn and self-efficacy than their peers in comparison schools (American Institutes for Research, 2016).

Researchers have documented how challenging a deeper learning pedagogical approach has been to implement and sustain. Mehta and Fine, in their recent study of deeper learning in 30 high schools across America, found that educators struggled to reinvent teaching and learning. Often the dominant pattern of instruction can still be "rote transmission — worksheets, multiple-choice questions, and teachers lecturing" and "project-based learning can lack rigor" (Mehta & Fine, 2019). One reason: Schools are not assessed on deeper learning measures, but primarily on basic skills and facts as measured by more traditional standardized tests. As a result teachers often turn back to traditional teaching practices.

The Challenges and Opportunities That Lie Ahead

We believe that the goal, in the aftermath of the pandemic, should be to pursue a new kind of community schooling, in which internet access becomes universal for everyone; student-centered learning is the norm; and universities and school districts as well as community agencies combine their resources, people, and programs to boost students' college and career readiness and life chances.

In the United States, cross-sector, place-based, school-community partnerships have experienced a resurgence (Henig et al., 2016). And while the community schooling movement is growing the implementation of cross-sector collaboration, we are well aware that more recent whole child approaches to teaching and learning has not been even. Moreover, many of the successful models have been built in urban contexts — "creating challenges for scaling up in rural areas with fewer organizations, limited resources, and lower population density" (Zuckerman, 2019, p.1). Successful cross-sector collaboration in rural communities requires conveners "to build and maintain relationships while engaging in formal and informal communication recombined new ideas, developed consensus, and surfaced tactic knowledge" (Zuckerman, 2019, p.14).

We must learn from these lessons and address the barriers that have undermined well-intended efforts of the past. These challenges are front and center as ALL4SC moves its work forward along the three priorities, and our team realizes each one these issues could undermine our efforts. However, we have discovered some opportunities.

First, with the shockwaves of the pandemic to our nation's economic, health, and education systems, we have found growing interest in ALL4SC from school district and policy leaders in South Carolina. Several school district administrators have pointed to the fact they can no longer do business as usual. And policy leaders have informed us that they are looking for cost-efficient innovations in the midst of financial exigencies that the pandemic has created. In the past cross-sector collaborations have struggled due to siloed work hard-wired by organizational norms and habits as well as finance and governance. These norms are being disrupted, and cross-sector collaboration is a *must-have* now – and no longer just a *good-to-have*.

Second, the closures of schools and universities have created demand for more effective use of new technologies as well as the deployment of people and programs in very different ways. Many educators in both PK-12 and higher education settings have struggled with using online platforms. However, we learned from Fairfield educators that the forced use of these new tools also opened up new possibilities for innovations in teaching and learning.

Third, innovations in PK-12 education have been stifled by high stakes accountability systems that often work against creative pedagogies and solutions. The pandemic has put a hold on the state's accountability mechanisms, at least temporarily, and can offer opportunities for school district and university faculty along with community partners to develop and adopt more creative teaching and more locally meaningful indicators.

ALL4SC has been funded with core support for a small staff and a number of grant proposals have been developed to fund a series of linked efforts across the priorities. Importantly we have found a very large group of very willing and able university faculty who are looking for collective impact as well as PK-12 educators who are dedicated and committed to innovation.

Our work has just begun. We have taken the time and spent the resources to work with hundreds of educators and community leaders, and much of Year 1 has been about building relationships, listening carefully, and creating a process for long-term engagement and inquiry. Drawing on the evidence assembled herein we see several key next steps, some already in our workplan and others more recently discovered:

1. Supporting a future-oriented design process that also helps local educators solve immediate problems they are facing in the new normal of teaching and learning in the midst of the pandemic.

2. Implementing innovations in each of the three priorities areas while the design team engages in the planning for the launch of community schooling, comprehensive mentoring, and innovations in STEM for the Future of Work in the Fall of 2021;

3. Establishing clear benchmarks for success, and communicating what it looks like more clearly in the midst of a pandemic;

4. Formalizing and recognizing the work of UofSC students and faculty and situating ALL4SC more fully in the university's organizational structure;

5. Accelerating partnerships and documenting the collective impact of joint work of the initial partners inside and out of South Carolina; and

6. Developing and maintaining a comprehensive communications strategy necessary to both inform and inspire key stakeholders in the complex work that lies ahead.
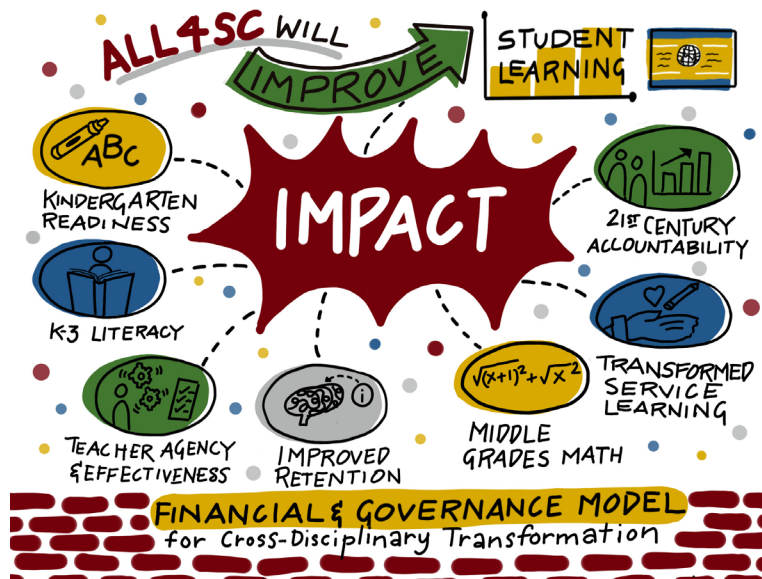
In studies of cross-sector collaboration, we know that anchor organizations struggle with finding the right balance between high expectations and realistic ones as well as adjusting initial decisions about collaboration, governance, measurement, funding, and service (Riehl et al., 2019).

However, we are optimistic. Several influential state legislators as well as both PK12 and higher education policy leaders are very interested in ALL4SC and our Zero to Workforce strategy. They are small in number, but they have asked us to help frame a new vision for school reform from early childhood through higher education.

Education leaders are being forced to rethink daily operations and traditional approaches to schooling. School districts and universities are having to incorporate instructional technology in ways they never have done so before. And cross-sector partnerships are emerging out of necessity.

In closing the old adage, "never let a crisis go to waste," seems apt at the moment. In unprecedented times like these, when things are perilous for so many, we need our policy makers, school reformers, and educators to seek solutions outside the usual places. Our plan for the University of South Carolina, as an anchor institution, is to do just that — and build and sustain a more coherent system of teaching, learning, and caring. Evidence-based practices exist from a wide variety of school-community-university partnerships. We expect to learn from them all and work with our partners in South Carolina to prototype, study, and refine models that work best for the local context. It is not just our pedagogical obligation, but also our moral one. In one of his most widely quoted commentaries, John Dewey pointed out a very long time ago, that "if we teach today's students as we taught yesterday's, we rob them of tomorrow" (Dewey, 1916).

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University-Assisted Community Schools
in Rural America

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Robert F. Kronick is Professor Emeritus at the University of Tennessee, Knoxville. He started an academic department from scratch; an interdisciplinary social science program with field experience. Bob also started three distinct programs in criminal justice, and developed a full-service school model that later evolved into a University-Assisted Community School, which is why and how he is here today. Bob has a terrific family of children, a new grandson and a son-in-law. It doesn't get any better.

Dedication
This paper is dedicated to Joann Weeks. Joann gets and moves along Community in a very special way. Thanks, Joann, for this journey, our monthly phone calls, and especially for being you. As I am oft to say, "You are the stuff," (the highest of Southern compliments).

Abstract

This article begins by discussion of my experiences as an outsider in two rural counties. One in North Carolina and one in Tennessee. These experiences occur fifty years apart. The areas show similarities as well difference. Boone, North Carolina is 3333 feet above sea level. In 1966 it was physically isolated. The terrain was gorgeous but challenging. Triplett, the community I remember most vividly, was 1000 feet below Boone. The 1960s saw a number of agencies delivering programs to mountain people at this time. The Appalachian Volunteers, The Congress of Religion in Appalachia, a four-county program (Wautaga, Avery, Mitchell, and Yancey) provided services through the local government services through the local government. Jim Sessions, a long-time friend and director of both C.O.R.A. and the Highland Center, told me that the Appalachian Regional Commission (ARC) said best thing to do for Appalachia was to remove all the people. John C. Campbell, of the CSM, told us outside helpers that we should not tell southern folks what to do.

Sunbright, Tennessee, a community of 500 people, with a one building school is also physically isolated in beautiful country. Economically, there are not many opportunities for the children and families of the Sunbright community. Communities in Schools has recently been assigned to rural communities by our governor, including Sunbright. Sadly, due to COVID-19, I have had little interaction with these people from Communities in Schools as well as other human service agencies. I have had solid interactions with school personnel and county politicians.

Educating to move outside or stay in the community is still front and center 50-years apart in rural communities. This chapter should help those who want to establish community schools in rural areas. Our goal is to create a University-Assisted Community School in Sunbright, TN. Hopefully, this chapter casts light on this endeavor.

Introduction

This article in some awkward way is trying to discern if a University-Assisted Community School (UACS) model that has been successful in an urban community with traditional forms of diversity along racial, ethnic, and social class lines can work in rural areas that are characterized by diversity but along very different dimensions. Urban community schools will be described by the number of languages spoken and if they have a high percentage of students on free and reduced lunch. Rural community schools, such as the one discussed in this article, is described as having generational poverty, limited opportunities for children and families, and physical isolation.

The question is can urban community schools simply be replicated in rural areas. The answer is no. Remember UACS work with communities to determine what is needed within that system. A community school is a place and system of relationships. Given the distances that rural communities are from universities, generally speaking, make rural work uniquely difficult. Getting to know the people of rural and urban communities requires collaboration, active listening, and constantly remembering that the work is about the children and families.

What this article attempts to do, at its most profound level, is to conceptualize learning based on the author's experiences in two rural areas albeit 50-years a part. Along with this, readings that are not generally known to a wide range of scholars are discussed in this article. Rich cultural experiences, including music, storytelling, and craft making enhance the learned experience of being out there.

Rural has been lost in social discourse for many years. Yet currently rural is gaining some traction politically. The myriad of issues in rural America include poverty, especially multigenerational poverty. Media accessibility, opportunities for the future, valuing of accessibility of education for K-12 and post-secondary education are critically important issues for this area. Geographical accessibility is also a challenge. In the 1960s roads were a major goal. Those roads were designed to bring folks into the area to spend their money. If I were to use my state, Tennessee,

as an example, their attention to rural is one of misunderstanding. At a meeting of rural communities our state plan lumped the community I have been working with, a community of 500 folks, with Alcoa, a community with a major industry and proximity to Maryville and Knoxville, Tennessee. It is clear that a reasonable definition of rural is necessary.

Here I am going to discuss rural poverty and behaviors as well as institutions that are viable in rural America. My observations are based on experiences in the mountains of Western North Carolina in 1966, and in rural Tennessee on the edge of the Cumberland Plateau in 2019 and ongoing. These two regions are discussed in some detail for the express purpose of illustrating the importance of engaged scholars being out there doing fieldwork away from the friendly confines of the university. While being out there is important, so is good theory. In 1963, Harry Caudill's *Night Comes to the Cumberlands, and Jack Weller's Yesterday's People* (1965), were standard fair for the aspiring Appalachian volunteer. *Let Us Now Praise Famous Men* (1941) is a complicated piece of work, but one that is incredibly valuable to those who want to appreciate and understand rural Southerners. James Agee and Walker Evans strongly averred that it was not a book. Of all of Agee's writings, 'Famous Men' is his most important and the most complex. Insights from this tome are presented herein.

Agee and Evans had this to say about schooling and education in Hale County, Alabama in 1936:

> It is not for us to invent a system of education which would have any relevance to what we are talking about; we wish merely to point out a few facts. One is that the intellect and the emotions are quite irrelevant to lives such as our three families are leading; so that education is likewise irrelevant to their lives. Another is such education that they are exposed to is capable of doing them more harm than good. Another is that they are peculiarly ill equipped for self-education. Still another is obvious: the damages of circumstance are peculiar by no means to the cotton tenant or indeed to any simple class such as the working class: the thriving business done by bughouses high priced enough to get by as sanitariums is one of that which is superfluous to anyone to look about him and into himself. Still another is likewise obvious: if by education is meant not mere schooling in facts but a profound clearing and cleaning of the mental air, a real qualifying of a human for existence, then education is all but non-existent, and what passes for it is merely a more or less organized dispensary of poison, which may or may not take. (Agee & Evans 1941, pp 154-155)

Ninety Years of Work in Rural America

From *Let Us Now Praise Famous Men* to *Hillbilly Elegy,* and *Appalachian Reckoning*

The war on poverty produced some tantalizing and provocative literature, and folks who loved and understood the Appalachians, the people and the place. Community organizers also spoke out for the mountaineer in the 1960s. James Agee and Walker Evans' deeply complex work did not resonate with Appalachian volunteers but became reflected upon by some during the presidency of John F. Kennedy. It was during the presidency of John F. Kennedy that *Let Us Now Praise Famous Men* became somewhat popularized.

Harry Caudill, Jack Weller and Robert Coles wrote books that resonated for rural Southerners. Coles' work was research-based and filled with insightful observations. Coles, as other authors, was an engaged scholar who was out there. Coles and I worked in Mitchell County, North Carolina in the mid-1960's. In 2016, J. D. Vance's *Hillbilly Elegy* caused quite a stir, as some thought his elegy, which is for dead people, was a neoliberal attack on Appalachian folks. Some critics argued that Vance's work was not Southern and that he blamed his own folks. His Mamaw receives abundant credit for his up and out successes, including a bachelor's degree from Ohio State, military service, and a law degree from Yale. Mamaw also helped her daughter, J. D.'s mother, get over her addiction to drugs.

Appalachian Reckoning is a retort to 'Elegy.' This book of readings may not have been written if Vance had not penned his very popular book. Think about elegies being written for dead people and a reckoning is far more than revenge. Doc Holiday eloquently uttered this when explaining Wyatt Earp's behavior after his brother was killed by Ike Clanton and four of his henchmen. Robert Coles (1993) stated how surprised he was about how intelligent the Southern rural children were. He was able to overcome his preconceived notions of how smart these kids were. Coles also noted that girls went to school based on who had a dress.

A voice to be heard in the mountains in the 1960s and 1970s was John C. Campbell, founder of The Council of Southern Mountains, who made the statement that rural Southerners did not want to be told what to do by outsiders. Campbell's prescient quote in what Wilkerson refers to as the fact "that Appalachian scholars have longed concentrated on a legacy of missionary work in Appalachia dating to the early 20th century, in which outside reformers and missionaries characterized mountain dwellers a yesterday's people" (Wilkerson, 2019, p. 11).

The following are books that will inform scholars who are interested in the study of the rural Appalachian south:

> James Agee and Walker Evans: *Let Us Now Praise Famous Men* -- Probably the finest description of homes, lives, jobs, etc. of rural America.

> Harry Caudill: *Night Comes to the Cumberlands* -- A thorough analysis of how Appalachian southerners distrusted both the right and wrong people.

> Jack Weller: *Yesterday's People* -- Claimed that Appalachians were victims of their own individualism.

> Robert Coles: *The Call of Service* -- Heavily influenced by the work of Dorothy Day, the founder of the Catholic Workers Movement. She influenced Coles by telling him to learn what you can where you can.

> JD Vance: *Hillbilly Elegy* -- Neoliberal account of his upbringing in Appalachia.

> A. Harkins and M. McCarrell: *Appalachian Reckoning* -- An edited volume that rikes in opposition to JD Vance.

> Jessica Wilkerson: *If You Want to Live Here, You have to Fight* -- About the contribution of women in Appalachia and how the civil rights movement could have been utilized in Appalachia.

This strident review of education by Agee and Evans from 1936 in Hale County, Alabama, bears an eerie resemblance to many schools in America currently. The lock-step curriculum developed by Charles Hargis, who avers that one guarantee of the lock-step curriculum is that some students will fail (Kronick & Hargis, 1990). Hargis developed not only the lock-step curriculum, which guaranteed some student failure, but also curriculum-based assessment, which tailored the curriculum to the child. Tailoring the curriculum to the child is seen as an antidote to this conundrum (Kronick & Hargis, 1990). It is true of public schools that bright pupils are held back by the others. It is also true that slow pupils are smothered beneath the others beyond any hope of the sort of help they need. I often hear that all the money is going to Title I schools. It is clear that ignorance abounds on all sides of issues surrounding schools and especially school funding. Much of this political, economic, and social chaos could have been different if the Supreme Court voted differently in the case of San Antonio Independent School District v. Rodriguez (1973). This case initially ruled that suburban areas did have fiscal responsibilities to urban inner-city neighborhoods. In a bizarre twist of fate, The Supreme Court brought the case forward and overturned the lower court's decision in ruling that the upscale neighborhoods did not have to help the more challenged neighborhoods. This in itself appears to me to be a judicial aberration. I believe this decision is more critical to educational policy than Brown v. Board of Education (1954).

The Last Picture Show

Morgan County, Past and Present

Morgan County, TN historically was rooted in the industries of prisons and coal. Up until the 1950's, prisons and the coal industry worked together. Coal essentially petered out in the 1950's, but the prisons is one of the few major industries in the county today. Sadly, the parents do not sign over custody to their own parents raising these children, so the money does not follow the children.

This community in Tennessee was selected because this author had worked in state's maximum-security prison, Brushy Mountain, from 1972-1975. He, along with university students, worked in a pre-release program. This was especially challenging because Brushy Mountain was a time building institution, meaning the inmates had long sentences, and the main goal at that time was to help these men adapt to the pains of imprisonment. Because of the contacts the author had made in the prison, and surrounding community, Sunbright was chosen as the site for the rural University-Assisted Community School. So far, the author's instincts are right and relationships built on mutual respect have developed. One of the most interesting aspects of this prison school pipeline, if you will, is the author meeting a man from the community who was at the time convict at the prison. He now works at the school. It is the author's hope to hire this man once the program becomes on-going.

Life is about timing. After twenty years of developing and implementing University-Assisted Community Schools, the media, the local NBC Affiliate, is putting together a five-part series on developing and implementing a UACS in a Sunbright community. This community is somewhat isolated and devoid of jobs. There are many startling facts and figures in this school, but that 80 percent of these children do not live with their birth parents is astounding. The five-part series done by a local T.V. channel hopefully will raise consciousness of this community and others like it. As of this writing, one episode has been filmed. Those interviewed were the principal, school counselor, and office secretary. The school superintendent and assistant principal were scheduled to be interviewed but declined. These are smart, capable people, but shy and reticent. This visit entailed a tour of the building. The principal was candid and transparent during this walk through. Due to COVID-19 nothing has transpired since this initial meeting.

While the NBC affiliate is working on their project, a filmmaker/videographer contacted this author on December 30, 2019. Anne Fentress, a filmmaker, and Gloria Johnson, a state representative from our county, and I spent several hours discussing rural and community schools. She spent several hours filming in the community. Fentress sent some beginning work, a resume, and a brief film. We are getting the content and flavor of her work.

In an effort to share knowledge and experiences, a collaborative meeting between the rural school and a University-Assisted Community School (UACS), Pond Gap, in Knoxville, a school with a ten-year history, was scheduled for last week of January 2020. However, due to COVID-19 the meeting was canceled.

The following are what has been accomplished since our first meeting in August 22, 2019.

- First meeting included the President Pro Tem of the University of Tennessee, the Director of Principal Training at the University, and myself, the Director of University- Assisted Community Schools (UACS).
- A few meetings were held to get to know each other. There is a cultural divide, but mutual respect was evident from the beginning.
- The next phase was the development of a budget. I prepared four iterations and ended up with a budget that is double what I am spending in the two UACS's I have been running in Knoxville.

Lessons Learned: Costs in rural areas, at least in the one I am working in, are double for the same services in the city. At this writing, I have raised one half of the funds needed to get this UACS off and running.

- I have met with four politicians, two liberals, and two conservatives. There are promises of funding. This group did support the successful repeal of Charters and Vouchers strongly supported by our Governor.

- Attended a meeting of county human service workers. This group is more of a challenge than the school group. This loose affiliation will take a great deal of work.

- Meeting with the Director of County Services. I have positive feelings about this person. She comes across as a doer.

- Met with community college Director of Internships. She has committed five students to the program.

- Our last meeting for the fall is December 6. The hope here is that we will continue with the momentum we have. This meeting left us many 'what nexts.'

Common Themes Across the work in Colorado and Tennessee

- We are community-engaged scholars working with rural schools.

- Colorado and Tennessee do not have state-level policies or funding to support the community school model(s).

- We both know what the community school model(s) looks like in urban areas and are learning what this could look like in rural areas.

- The rural areas we are working with are facing similar social health issues, substance use, children being raised by grandparents, high levels of poverty, limited workforce employment options.

A core approach to doing the work is:

- Kronick is the central force, hires great people who do the work. The model developed by Shipps (2008), termed Regime Theory, is the model that operates at the University of Tennessee. An Office of Engaged Scholarship is working diligently to move toward an engaged university.

- At the University of Denver, Dr. Allen was Director of Community Services and Resources, and a member of Center for Rural School Health and Education. The University of Denver has put structures in place that are on the move. They have made visits to Berea, Kentucky and upstate New York. Collaboration is a central concept of both University-Assisted Community School programs (Allen, 2019).

Since this writing, Dr. Allen has left the University of Denver, but it was felt by this author that her work was significant enough to include in the article.

Will the Circle be Unbroken

Mother Maybelle Carter got it right when she wrote this powerful song "Will the Circle be Unbroken." After twenty years of being an engaged scholar working out in the field, publishing, and presenting the work, another Tennessee song, "Last Train to Clarksville," has come about to describe my career in University-Assisted Community Schools (UACS) as pulling into the depot. This section is a timeline from 1998-2020.

My first conception of a community school came in 1998 after spending a long day in a correctional school with three boys who committed a murder in a local park. While driving back to Knoxville and to the friendly confines of the University of Tennessee, I stopped in a country restaurant, the Beanpot. I hope the name conjures up what a quaint place this was, it is now a McDonald's. It was here that I began to reflect on the working roles of corrections, mental health, and education

and their respective roles of having children committed into state's custody. It was at this time that it struck me that school buildings were not being fully utilized. My early writing reflected my strong belief in multidisciplinary work, and I came up with a model that stressed prevention, collaboration, and systems theory (Kronick & Basma, 2018).

Prevention alluded to above was designed to prevent dropping out of school without a diploma, staying out of state custody, and working to make neighborhoods safe places for all. This emphasis on neighborhoods was based on the notion that where there are troubled neighborhoods, there are troubled schools, and where there are troubled schools there are troubled neighborhoods. This symbiotic relationship fits nicely with Urie Bronfenbrenner's (1979) work of systems. Bronfenbrenner conceived of systems as nested Russian dolls. Realizing the types and numbers of systems we must navigate each day mitigated victim blaming as an explanation for recalcitrant behaviors of vulnerable children and families. Prevention is an important process for all agencies, especially those who serve children in state custody. Prevention is less expensive, more effective, and does not require reentry into the community. Strange as it may seem, little support financially or otherwise exists for prevention. Collaboration among providers, and providers along with clients is critically important. Collaboration requires trust, open communication, and clear agreements. Collaboration can be thought of as a point along a continuum from coordination to cooperation to collaboration. Collaboration forces work outside of silos and across agencies. I have worked for thirty years to support and facilitate collaboration among corrections, mental health, and education to meet the needs of vulnerable children and families.

Systems Theory, as adumbrated by Bronfenbrenner (1979), is the overarching concept of community schools, especially UACS. Systems Theory elucidates how a system creates a form of social deviance, i.e. truancy, as well as interventions to treat those in need, i.e. tutoring, enrichment, and various extended day programs. The key here is that rules, roles and responsibilities are at the heart of a system (Parsons 1959). The Parsonian Theory is applied by Kronick & Basma (2018). These authors provide a lucid explanation of how to enter systems.

The scholars mentioned above have all been to Knoxville and added greatly to our knowledge base on community schools. We feel this learning has benefitted all.

Engaged Scholarship

The University-Assisted Community School at the University of Tennessee has helped to get the University civically engaged, to become an engaged university as well as an anchor institution (Taylor and Luter, 2013). Two conferences on engaged scholarship have been held since 2018 and the UACS Director has attended national conferences in Birmingham, Alabama and Omaha, Nebraska. The UACS Director won an award for Action Research from the University in 2018. All this is to say that along with service, the UACS at the University of Tennessee has done research that informed ours and others practice.

Research Topics Include:

- At risk youth
- Dropouts
- Full-service schools

Joy Dryfoos (1994) was the first community school influence on our UACS development. Joy was our first community school guest. I met her at the 1998 Conference of the American Educational Research Association in San Diego, California. Over 200 people came to hear Dryfoos speak at our university.

Between 2000 and 2005, I wrote three books on community schools. These books were based on the model developed by Joy Dryfoos. Her idea of the school as a hub of services resonated with me. From prior experience I knew human services were fractured. We built programs that worked in the community as a one-stop shop.

With time our model evolved into a University-Assisted Community School approach. Ira Harkavy, Founding Director of the Netter Center for Community Partnerships at the University of Pennsylvania, spoke at our university and adumbrated that the University was especially suited with its resources to be the intermediary in establishing community schools. Harkavy and the Penn Group stressed the importance of improving the human condition (as called for by Francis Bacon) and the importance of schools and democracy (Benson et al., 2017).

The intermediary concept where an independent entity runs the community school in collaboration with the schools leads to the notion that the school is a place and a system of relationships (Coalition of Community Schools, 2003).

The next series of books were expansions of the UACS conception of schools and collaboration between schools, universities and communities. John Goodlad (1993) stated that the cultures of schools and communities were too different to be able to work effectively. It's believed that schools were into problem solving and universities into knowledge expansion. And never the twain shall meet. Kronick, Luter, & Lester (2012), in a study utilizing qualitative interviews from those two cultures, found that they could work together. These books include:

- In 2018, Kronick & Basma published *Wicked Problems and the Community School Solution*. This book inductive in nature gives readers on the ground examples of what was observed in the field and was turned into theory.

- In January 2020, *A University Assisted Community Schools Approach to Understanding Social Problems and Social Justice* was published. It is an autobiographic work that ties together twenty years of work in developing University-Assisted Community Schools.

Lessons Learned

Over the past twenty years, we have learned the following that can be useful to those starting UACS's as well as scaling up. Whether the program should be school-based or school-linked is a major decision to be made early on. We went with school-based. I made this decision when I observed children waiting for buses to pick them up for after-school programs. From these experiences of children waiting for buses after school we learned the following.

School-based programs give children a bathroom break and a snack and programming starts at 3 p.m. This way no one gets yelled at. This course of action led to hiring fifteen staff personnel along with a program coordinator. This coordinator is the most important part of the UACS programs. Karen Holst and Blaine Sample, our program coordinators operationalize concepts and put them into practice. Not yelling at the children is a policy that is important to our program. This like other policies was learned inductively.

Hours of operation selected are 3-7 p.m. Monday through Friday, one Saturday per month, and eight weeks during the summer. The Monday through Friday hours were selected because they are prime time for crime. Saturdays were picked for the enrichment whether science or culture is offered. Weekend programs offered once a month are designed and taught by Haslam Scholars, undergraduate students who are required to do community service as part of their undergraduate program. This program as designed and enacted by Dr. Sylvia Turner will help those students become civically engaged young adults. The collaboration between the UACS and the Haslam Scholars Program is an internal collaboration within the university and an external one with the schools. Shift one and two teachers treat each other with mutual respect because the UACS is a seamless organization where the children are our children. This didn't happen overnight. School system people, principals, program coordinators, and staff such as Miss Iva have worked together to make the UACS a reality. As one principal said I don't get cussed at since you all have been here. This hard work has led to a seamless organization where the UACS's are not seen as add-ons. Add-ons in these programs are guaranteed failures. The concept of add-ons is important in program design. This is another example of what our UACS has put into practice.

Factors selected for admission into the UACS program are grades, test scores, behavioral referrals, tardies, and absences. Gifted children are also encouraged to consider the UACS program. Often parents of gifted children in urban Title I schools cannot afford special programs for gifted children. These factors were built into programming. In the past three years an intervention team of the principal, teachers, counselors, et al. have been set up to screen and recommend students for the program. There are many students that need this program. Issues involving food, shelter, and clothing, non-curricular issues are most often at the heart of the reasons for needing the program. Lack of funds limits the number of children that can be selected. Fundraising to hire staff is an ongoing challenge and process. There is no doubt that non-curricular reasons are the most important reason for school challenges especially in grades Pre-K - 5.

Community schools are in neighborhoods and communities where the needs are the greatest. Poverty and third grade reading are the most powerful predictor of success in urban or rural communities. Food and child care deserts characterize these vulnerable neighborhoods.

For the past 10-years, since 2010, our funding community schools have transitioned into the political realm. The impetus of this funding battle is between supporting community schools and supporting charter schools and vouchers. For the most part, conservative lawmakers theorize that tax dollars are better utilized for underserved children at charter schools, which, from their perspective, would ensure a more equitable education outcome. This author, with over 20-years of experience and data, would respectfully disagree. Instead, this author suggests the modern era of community schools are an evidence-based approach for equitable education for children, and by extension, their families.

"sit finis libri, non finis quaerendi"

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Centering Race and Anti-Racism:
The University & the Post-COVID-19 World

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Henry Louis Taylor, Jr. Ph.D. is a full professor in the Department of Urban and Regional Planning at the University at Buffalo and founding director of the Center for Urban Studies. He is also the associate director of the U.B. Community Health Equity Research Institute. Taylor is a historian and urban planning that focuses on the intersection of race, class, gender, race capitalism, and the city building process. In this context, his work explores the role universities play in developing cities and underdeveloped communities of color. Taylor is the recipient of numerous awards and has written or edited five books, dozens of articles and technical reports, and was the recipient of the 2018 Marilyn J. Gittell Activist Scholar Award by the Urban Affairs Association, the nation's largest urban studies organization.

Beth Kwiatek, MSW. It was in 1989 as a Peace Corps Volunteer in Niger, Africa that Beth Kwiatek realized the racial inequities that determined and defined the U.S's capitalism and global imperialism. And, that as a white American, she has cultural, political, and economic advantages. That experience continues to inform her work as a social worker and writer. In 1996 she earned an MSW from UB. She has worked as a social justice worker, an adjunct instructor teaching courses on whiteness and feminist theory, and as a freelance writer. Her publications include a personal narrative, a memoir, and op-ed pieces for various newspapers. Kwiatek worked with artist Diane Kahlo of Lexington, Kentucky, to design and edit the catalog to Kahlo's traveling exhibit about missing and murdered women in Juarez, Mexico, titled, "Wall of Memories". Her current projects include her blog, iiswhite.com and completing a Ph.D. in American Studies.

Gavin Luter Ph.D. is the Managing Director of the UniverCity Alliance, a network of leaders at University of Wisconsin-Madison serving as the front door for local governments who want to leverage teaching, research, and service to improve their communities. Gavin's expertise is in developing and growing university/community partnerships and has created models and frameworks about how to achieve sustainable, equitable, and democratic partnerships. He carries a special interest in K-12 education partnerships, by virtue of him receiving his doctoral degree in Education Administration from University at Buffalo where he ran a university/community/community partnership in the Fruit Belt and Commodore Perry Neighborhoods. He also spent time as the Education Projects Coordinator at United Way of Greater Knoxville after working at the University of Tennessee-Knoxville's Howard Baker Center for Public Policy as Student Civic Engagement Coordinator. He was also trained in public and nonprofit management at Virginia Tech.

Introduction

If the university is to play a significant role in shaping the post-COVID-19 world (Harkavy et al., 2020), it must center the fight against systemic structural racism and building the *neighborly community*. We cannot build a truly democratic society without dealing with these two challenges. It is time to recenter race and place anti-racism at the core of university life and culture. The coronavirus destroyed the old world, but it did not create a new world. Instead, it trapped society in an *apocalyptic liminal space*—suspended between *"what was"* and *"what's next." "What was"* no longer exists. Nothing that we can say or do will ever bring it back. And *"what's next"* lies beyond the *veil of liminality,* in that mysterious place where you find the uncreated future. To get to *"what's next,"* we must first cross the treacherous *apocalyptic liminal space* that is plagued by systemic structural racism, sexism, misogyny, savage inequality, and widespread injustice. The university can show its worth by guiding society across this treacherous space. Once on the other side, the university must take the lead in shaping another, very different, but possible world based on racial, social, and economic justice.

The coronavirus disrupted society, profoundly altered everyday life and culture and spawned an economic crisis reminiscent of the Great Depression. Significantly, the pandemic exposed systemic structural racism, socioeconomic injustice, and laid bare the precarious lives of millions of Americans (Pilkington & Rao, 2020). These folks held insecure jobs and lived from paycheck to paycheck in the world's wealthiest democracy. In this race and class-stratified society, COVID-19 hit every segment of society, from Wall Street and Main Street, to the unlit corridors where people of color, low-income workers, and the precariat reside (Kalleberg 2018). The enormity of the crisis centered the questions: "Would the socioeconomic pain be equitably shared, or would some groups be hit much harder than others? Would others, such as disaster capitalists, end up prospering? Whom would the government protect? What role would the university play in this urgent socioeconomic crisis? More than any other institution, the university is strategically located to play a leading role in guiding society through this grave crisis.

Anticipating a moment such as the coronavirus crisis, the brilliant educator, Ernest Boyer (1994, p. 23), quoting the historian Oscar Handlin, posited, "Our troubled planet can no longer afford the luxury of pursuits confined to an ivory tower. *Scholarship has to prove its worth, not on its terms, but by service to the nation and world* (emphasis added)." William Greiner (1994), then president of the University at Buffalo," produced a *litmus test* for higher education, "The great universities of the 21st century will be judged by their ability to help solve our most urgent social problems" (p.12). Qui Yong, President of Tsinghua University in China, may have had the *Greiner test* in mind when he said, "As we face this unprecedented global challenge, it is time to reflect on what makes a university great" (Yong, 2020, online). This essay argues that the COVID-19 crisis created a novel opportunity for higher education to reflect on "what makes a university great" by demonstrating the worth of its scholarship. The crisis gave the university a chance to demonstrate its ability to help solve an unprecedented national challenge (Harkavy et al., 2020).

The Challenge: Race and COVID-19 Crisis

The university cannot help reshape the world without centering and addressing racism. The COVID-19 crisis exposed the deep fault lines of pernicious racism in the United States and demonstrated that *Black lives still* do *NOT* matter in this country (Meltzer, 2020). The coronavirus hit the Black and Brown community with sledgehammer force. The big question is why government and public health officials ignored the probability that COVID-19 would disproportionately hit the Black and Brown communities. This virus surfaced on December 31, 2019, when the government in Wuhan, China, confirmed that health authorities were treating dozens of cases of a new virus. This novel virus spread quickly. By January 20, 2020, the first confirmed cases outside mainland China occurred in Japan, South Korea, and Thailand. From that moment onward, COVID-19 spread like wildfire, creating havoc in Asia and Europe before the first reported death occurred in Seattle, Washington, on February 29 of 2020 (Taylor, 2020).

The coronavirus was coming to the United States. The White House, elected officials, physicians, public health experts, and researchers should have known it would hunt and kill African Americans and people of color in disproportionate numbers. *How could they not?* Thirty-five years ago, in 1985, Margaret Heckler, a Republican, and then Secretary of the U.S. Department of Health and Human Services in the Ronald Regan administration, released the *Report of the Secretary's Task Force on Black and Minority Health* (Heckler, 1985). This landmark study documented the existence of significant race-based health inequities. It concluded that such health disparities are "an affront to both our ideals and to the ongoing genius of American Medicine."

Since the release of the *Heckler Report,* the nation has spent billions on research related to race- based health inequities. In 1990, the National Institutes of Health (NIH) established the Office of Minority Programs in the Office of the Director to spearhead this research effort. In 2000, to advance research in the area, the NIH set up the National Center on Minority Health and Health Disparities (NCMHD). In 2010 the NCMHD was redesignated the National Institute on Minority Health and Health Disparities. These efforts by the government and the NIH turned research on race-based health disparities into a cottage industry. Concurrently, health activists transformed public health by theorizing on the role of social determinants in the production of undesirable health outcomes, and scholars responded by writing thousands of articles on neighborhood health effects and their differential impact on Blacks and people of color (Alvidez et al., 2019; Arcaya et al., 2016).

Thirty-five years of research have thus chronicled race-based health disparities and inequities among Blacks in the United States (Rogers, 2007). The often-cited adage, "When whites catch a cold, Blacks get pneumonia," reflects this reality. The St. Joseph's University sociologist Maria Kefalas contextualized it when she said, "one of the few constants in social science is that all illness impacts poor people more harshly" (Walsh, 2020). The different rates of chronic illness among African Americans, including lung disease, asthma, heart disease, cancer, hypertension, diabetes, and obesity, are comorbidities associated with COVID-19 (Baum, 2020; Quiñones et al., 2019). Therefore, if infected, Blacks will be more likely to die than population groups without these preexisting issues. We posit that the elected official, public health officials and policymakers knew the coronavirus would likely overwhelm Black and Brown communities and they did nothing.

Thirty-five years of research, then, indicated that COVID-19 would likely devastate Black andBrown America (Blow, 2020). Yet, this devastation did not have to happen. It was no *fait accompli.* Policymakers could have translated this rich knowledge into action to prevent or minimize the impact of COVID-19 on African Americans. Instead, they chose to ignore, overlook, and dismiss Black vulnerability. *No one rang the alarm for Black America.* As a result, the coronavirus infected and killed a disproportionate number of Blacks and people of color (Ramos & Zamudi, 2020; Walsh, 2020). In New York City, Chicago, Detroit, Philadelphia, Milwaukee, Washington, D.C., and Atlanta, as well as in southern states, such as Texas, Louisiana, and Mississippi, the story was the same (Laughland, 2020). It was a *Katrina-like* tragedy, which did not have to happen.

Government Response: Profits over People

Angela Glover Blackwell and Michael McAfee of *PolicyLink,* a national research and action institute, characterized systemic structural racism as a hierarchy of human value, which places blacks and people of color at the bottom and white business elites at the top (2020). By any standard, the White House and national leadership responded slowly to the coronavirus crisis. However, once the Trump administration realized COVID-19 was attacking the United States, it rushed to the aid of business elites and constructed a safety net for them. Policymakers studied the probable impact that COVID-19 would have on the private sector, especially the large corporations: the airline corporations, the tourist and hospitality businesses, the finance and home mortgage companies, and the commercial and residential rental industries. They translated this knowledge into an action plan.

The Coronavirus Aid, Relief, and Economic Security (CARES) Act generated a massive bailout for the private sector. CARES set up a $500 billion fund for loans to corporate America. All of the companies receiving funds had business continuity plans designed to keep their firms operating during a disaster, such as COVID-19 (Kunkel, 2020). These companies had cash reserves and credit lines necessary to survive calamities (for critique of how these dollars are allocated, see Bresnahan & Levine, 2020). The bipartisan Congressional Small Business Task Force carved out a 367 billion dollar loan and grant package for small businesses for inclusion in the CARES Act while minimizing support for micro- level firms with less than twenty workers (U.S. Senate Committee on Small Business and Entrepreneurship, 2020). Then, the government gave the airline industry 25 billion in "cash grants," in addition to access to loans. They set aside another four billion for air cargo carriers and three billion for airline contractors for payroll support. The government also assisted the rental apartment industry and homeowners by making mortgage forbearance possible (Probasco, 2020).

The Trump administration and government, at all levels, assisted those elite whites located at the top of the *race-based human value ladder* (Blackwell & McAfee, 2020). Meanwhile, the government ignored Blacks and other groups, who occupied lower rungs on the *ladder* or provided them with minimum assistance and increased police scrutiny (Gabbatt, 2020; Kaplan & Hardy, 2020). For example, states provided millions of renters with eviction protection but did not freeze their rents. This failure to freeze rent means that at some indeterminate point these renters will likely face an epidemic of evictions. The elected officials did vote for one-time stimulus checks of $1,200, but that will not help those without work living under the shelter-in-place mandate. Contextually, there are forty-three million renters in the United States, but there are no public "hardship" assistance programs for residents who cannot pay their rents because of unexpected job loss (Harvard Joint Center for Housing, 2020). Small property owners also face significant issues. Banks and financial institutions are not likely to give them forbearance, extend their credit, or provide them with any financial assistance. These large financial institutions are going to use a triage strategy to determine who gets support, and they probably will not give financial assistance to those small property owners and microbusinesses with less than twenty workers (MetLife & U.S. Chamber of Commerce, 2020).

Meanwhile, flying under the radar is the impact that school closures will probably have on Blacks and other students of color. COVID-19 forced the public schools to close, and these closures revealed the savage inequality in the education system. Remote instruction only works if students have stable internet access, along with the necessary speed and bandwidth. According to 2017 data from the National Telecommunications and Information Administration, 3.1 million households (14.1%) with school-aged children have no wired broadband connection at home, and some families with wireless subscriptions do not have data plans sufficient for extended online learning (Fishbane & Tomer, 2020). In Buffalo, the King Urban Life Center, a community-based organization, tried to shift its parent-child program and afterschool programs to virtual platforms, but these efforts failed because of a combination of unstable internet connections and home environments that were not suitable for online learning (Taylor, 2020).

Most Blacks and students of color do not have such an electronic infrastructure at home, nor are the houses and apartments in which they live suitable for online learning or "homeschooling." These dwelling units are often drafty, poorly maintained, and do not have a dedicated space for study. Usually, parents or guardians are also not capable of providing schoolwork assistance. According to a Pew Research Center survey, low-income parents are concerned about their children falling behind amid COVID-19 school closing. About 64% say they have at least "some concern" about their children falling behind in school, and with 28% saying they are "very concerned" (Horowitz, 2020; Anderson, 2020).

In some communities, school districts tried to offset the *digital divide* by delivering learning packets to students without internet access. Yet, in reality, if many students were struggling to keep up while the schools were open, there is no reason to believe they are not falling behind with schools closed. These educational issues do not even include the problem of food security for the students or the mental health challenges generated by the trauma spawned by COVID-19: coping

with fear, isolation, as well as dealing with the possible death of a family member or friend. When the schools eventually reopen, most Blacks and students of color are going to be even further behind their white cohorts, but most cities and states do not have a strategy for helping them to catch up. The government's nonchalant response to the COVID-19 revealed the dominance of ingrained race-based class politics in the United States. The *human value ladder* was on full display as the government prioritized profits over people and used it to determine the distribution of goods and services.

The University's Response

The university is not a government, but it still occupies center stage in urban society. About fifty-one years ago, the shifting of federal responsibilities to the state and local levels recast the university as a driving force in city-building and metropolitan development. Although government and market institutions, with their governing and corporate and productive powers, continued to dominate local areas, there was still a spot for the university on this governance platform. The university is a rooted anchor institution that contributes significantly to regional economic development, and it is the prime producer of knowledge to improve social well-being (Birch, Perry, & Taylor, 2013). Concurrently, the engaged university must be a moral compass and agent of progressive social change in its host community. The "change agent" mission is why the government established the "free speech" credo to protect university faculty and staff (Luter & Taylor, 2013; Hodges & Dubb, 2012). The university must be "free" to speak truth to power and to lead by example. Given its status as a premier social institution, "how did the university respond when confronted with the greatest challenge of our generation?"

The coronavirus made visible and unleashed a pandemic of racism and social precariousness in the United States. Therefore, in this context, we must judge the university by its effectiveness in mitigating the impact of COVID-19 on African Americans, people of color, and low-income workers. The *"university effect"* in this crisis setting represents the *Greiner test* of university greatness. COVID-19 was infecting and killing Black Americans disproportionately, and government, at all levels, was doing little to shield them from its ravages (Bunn, 2020; Kendi, 2020). As of May 20, nearly 23% of the 100,000 reported COVID-19 deaths were African Americans even though they make up only about 13% percent of the U.S. population (Lovelace, 2020).

Figure 1: COVID-19 Death Rate among African Americans--Unweighted
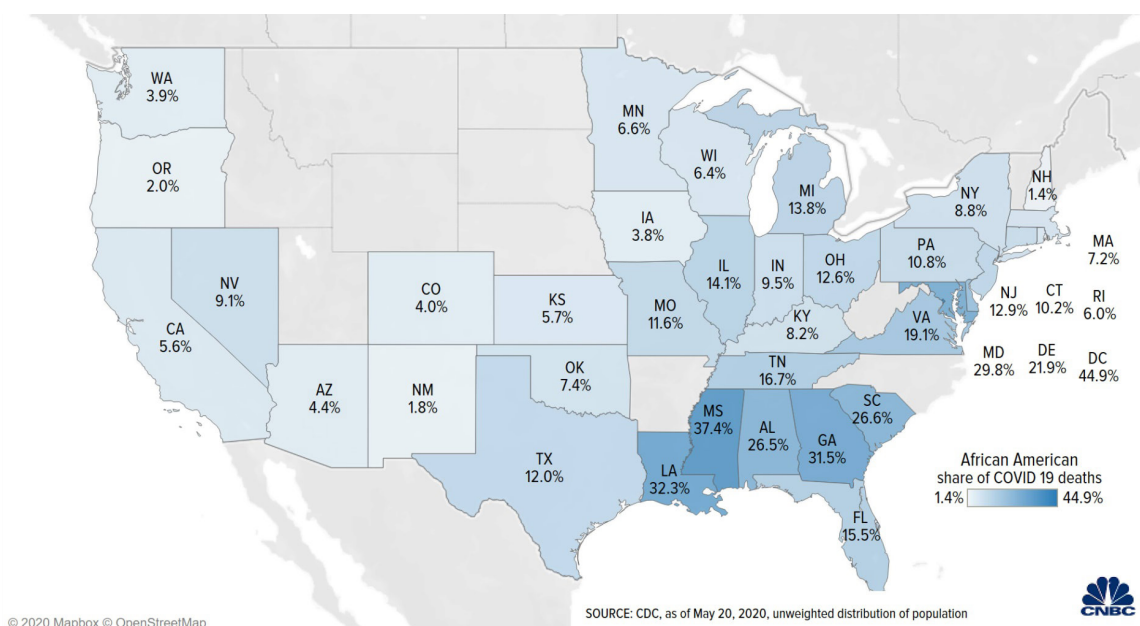
That is a staggering loss of life over a roughly three-month period. The feeble response of the government, at all levels, is disheartening. This disregard for Black life, ironically and paradoxically, is best illustrated by Dr. Anthony Fauci, the likable director of the *National Institute of Allergy and Infectious Diseases*. Fauci, standing next to President Donald Trump at a White House Briefing on April 7, 2020, said with resignation, "It is very sad, but there is nothing we can do right now about Blacks and COVID-19" (Fauci, 2020). As confirmed cases and death rates of COVID-19 increased among people of color, most notably of African Americans, the university had an opportunity to prove Fauci wrong.

How did the university respond to the COVID-19 crisis against this backdrop of pernicious color-blind racism, nonchalance, and disregard for Black and Brown lives? Higher education had a mixed response. First, the university turned inward to save itself. It acted with uncharacteristic decisiveness and moved quickly. Overnight, universities went on lock-down to protect students, faculty, and staff. The campus became a ghost town as instruction immediately shifted from face-to-face to online learning, and non-essential employees started to work remotely. This task not only involved the rapid transformation of hundreds of classes to online instruction (by faculty who had never engaged in such teaching) but, it also forced hundreds of faculty and staff to set up home offices. This requirement included creating interfaces between the home office and the University's computer mainframe, as well as ensuring that faculty and staff had the appropriate speed and bandwidth to run their operations. It also meant that administrators and directors instantly created systems and methods of supervising staff remotely (The Netter Center, 2020; The National Academies of Science, Engineers, & Medicine, 2020). The university's ability to make this massive transition in a few days represents a monumental accomplishment.

The response to the coronavirus created a huge economic crisis as people obeyed shelter-in- place mandates, businesses closed, and workers lost their jobs. Concurrently, many of the university's sources of generating funding disappeared, such as food services, athletics, dormitories, and even the issuing of parking tickets. Anticipating a massive financial crisis, as state and local government funds dissipated, universities quickly enacted hiring and salary freezes, limited capital projects, imposed travel bans, eliminated non-essential expenses, and slashed spending to ensure fiscal viability and continuance during the crisis (The National Academies of Science, Engineers, & Medicine, 2020).

The university, which usually moves with the speed of a glacier, instantly reinvented itself to confront the COVID-19 crisis. However, when higher education looked outward toward the larger society, it became tentative and uncertain. The days immediately following the first known U.S. COVID-19 death in late February were critical in forging strategies to prevent and control the spread of the coronavirus. Initially, policymakers claimed that COVID-19 was an equal opportunity virus, which did not discriminate. New Rochelle, an affluent, mostly white New York City suburb, became the poster child for this "equal opportunity" narrative (Nir & McKinley, 2020). The Philadelphia Health Commissioner Thomas Farley retorted, "This virus does not discriminate. The virus is in every neighborhood. It's in every population," even as it was disproportionately hitting Black Philadelphia (Walsh, 2020).

The University did not challenge this colorblind, equal opportunity narrative. Higher education did not heed lessons learned from years of research into health disparities and the social determinants of health. Higher education did not take a disaster planning stance and act with immediacy (Maybank, 2020). If the University had, researchers would have known that communities of color, especially Blacks, were going to be hard- hit by COVID-19. And, the University would have immediately posed two urgent questions: "Why is the coronavirus going to hit disproportionately Black and Brown people?" "What can we do to stop or slow the spread of infection and death rates among these population groups?"

Knowing the coronavirus would likely wallop African Americans and communities of color, the University should have made data acquisition its *top* research priority. Higher education should have *immediately* called for the collection and reporting of data on race and ethnicity related to COVID-19. Such information was vital for confirming that

Blacks were being disproportionately affected by COVID-19, developing geospatial intervention targets, monitoring outbreaks, identifying hotspots, identifying disparities, and strategically responding to the needs of communities. Researchers needed this information to structure their research agendas and to translate knowledge into action down on the ground, in cities and neighborhoods. State and local governments require this information to inform local decisions regarding resource allocation, determination of what programs should be adapted or started, and what policies would improve the well- being of those communities hardest hit by the coronavirus.

Once it became clear that COVID-19 was disproportionately affecting communities of color, the University was still slow to act. An exception was researchers at Syracuse University, Lerner Center for Public Health Promotion. They pointed out that COVID-19 testing rates were lower in states with large Black and poor populations. This issue was critical because testing is essential "to help reduce spread, strategically deliver treatment resources, and devise appropriate policy responses" (Monnat & Cheng, 2020, p. 1). The very states identified by Syracuse University researchers on April 1, 2020, by May 20 had the highest COVID-19 death rates among African Americans in the country: Texas (12%), Louisiana (32.3%), Alabama (26.5%), Mississippi (37.4%), Georgia (31.5%) Florida (15.5%), South Carolina (26.6%) and Virginia (19.1%) (Monnat & Cheng, 2020). All these states had universities, but, to our knowledge, they remained sequestered in their virtual *ivory towers* while the COVID-19 infection and death rates grew in the Black community.

The lack of sufficient coronavirus testing, including testing for antibodies, is significant because it can provide insight into the *community spread* question. The racial disparity question brought the problems of *community spread* and *neighborhood spread* to the forefront. For example, how does the coronavirus disproportionately *enter* and *spread* within the Black community? In New York City, Buffalo, Philadelphia, and probably other locations, public health officials found the first confirmed cases of COVID-19 in middle-class, predominantly white neighborhoods. Once COVID-19 entered an urban metropolis, however, it operated as a *heat–seeking missile,* searching out the most vulnerable populations, and it found them in underdeveloped Black and Brown communities.

This theory of *community spread* — the process of the coronavirus moving from affluent to underdeveloped neighborhoods — poses a challenging question. How did the COVID-19 *enter* and then *spread across* Black and Brown communities? Answering this provocative question calls for a research agenda that examines the interplay between the physical and social environment and explores daily life at multiple levels and geospatial dimensions; such an analysis centers on *occupation* and the *home sphere.* The community occupational structure is vital because it may help identify those workers who are the prime carriers who bring the coronavirus into communities of color. Many Black and Brown laborers are essential workers, who hold jobs that cannot be performed remotely (Gould & Shierholz, 2020). Many of them cannot afford an automobile, are dependent on public transit, and are employed in jobs scattered across the metropolis. Thus, the journey-to-work, combined with working in densely populated sites, increases their potential exposure to COVID-19.

The reason is these workers must travel through multiple contexts to get to the workplace: walking to the bus stop; waiting in the bus shelter, riding the bus and subway, and then walking to the work site. Once inside the workplace, the type of work they perform might place them in harm's way: laboring in meatpacking factories, transportation, supermarkets, fast food restaurants, nursing homes, and hospitals. For these reasons, having a large percentage of such workers in Black and Brown communities might explain, in part, the disproportionate impact COVID-19 is having on them. Studying these issues are important because this pandemic is not over, and we need to prepare for the next wave. The 1918 pandemic went through the three phases, with each phase deadlier than the preceding one (Centers for Disease Control and Prevention, 2020). Thus, knowing how the coronavirus *enters* and *spreads* in communities of color could save lives.

During the first days of phase one of the COVID-19 crisis, the university did not adequately respond to the challenges facing Black and Brown communities, but it did respond to the COVID-19 pandemic, and some institutions did so in an exemplar fashion. About a dozen or more universities created *COVID-19 Rapid Response* grants to encourage researchers to respond to the immediate challenges posed by the coronavirus. The Wisconsin Partnership Program (WPP) put together an impressive program.[1] The WPP is an initiative by the University of Wisconsin School of Medicine and Public Health to improve the health and well-being of people in Wisconsin. The unique aspect of the grant program is that community organizations could also apply for funds. Significantly, the WPP provided funding up to 1.5 million, evenly divided between community-led and faculty-led projects. The awards ranged from $25,000 to $150,000 for up to twelve months. The grant program called for an excellent blend of projects to develop a community infrastructure to mitigate COVID-19 and projects to address, contain, and understand the virus.[2] The Medical College of Wisconsin's sister program called "Advancing a Healthier Wisconsin" Endowment funded similar programs to the tune of $4.8 million.[3]

As of this writing, there is no data on the effectiveness of these programs. The WPP is a statewide program, but there is no data on who received the grants and the geographic areas represented. Quinton Cotton, a former program manager at WPP, said the program had funded many community-led projects for the COVID-19 initiative, but he did not know if any were in Milwaukee. He did indicate that WPP has invested deeply in Milwaukee over the years, including spending 10 million on an infant mortality initiation (personal interview, May 31, 2020). However, in terms of COVID-19, Reverend Walter J. Lanier, who is also a practicing attorney, said, "In Milwaukee, no institutions have stepped forward in a substantive way around mitigating COVID-19 in Milwaukee's Black community" (Personal Interview, May 30, 2020). The data verifies the pastor's observations. Of the first sixty-eight people to die from COVID-19 in Milwaukee County, forty-five were Black, and by April 9, 44% of the county's confirmed cases were Black, while they constituted only 27% of the population (Spicuzza, Luthern, & Dirr, 2020). On the flip-side, whites makeup 55% of Milwaukee County but only 19% of the confirmed cases of the coronavirus as of May 31, 2020 (Hess, 2020).

Harvard University played a significant role in establishing the Massachusetts Consortium on Pathogen Readiness (MassCPR) in mid-April, 2020, a multi-institutional initiative to combat the coronavirus and prepare for future outbreaks. The consortium is a collaboration that includes scientists and clinicians from Harvard, MIT, Boston University, Tufts University, University of Massachusetts and local biomedical research institutes, biotech companies and academic medical centers. Their efforts are focused on obtaining clinical outcomes in patients and populations within the next twelve months. The focus is on the development of vaccines, therapies and diagnostic tools, clinical management, epidemiology, and understanding how SARS-C0V-2 causes disease.[4]

The MassCPR has awarded $16.5 million in research for the projects in the initial cohort. Unlike the Wisconsin strategy, the MassCPR launched big science and medical research projects without a community component. This initiative looked at COVID-19 globally and did not concern itself with the virus's disproportionate attack on local Black and Brown communities. While Black residents make up just 25% of Boston's population, they accounted for 41% of all COVID-19 cases in the city. Yet, the MassCPR did not appear to be involved in the Boston COVID-19 Health Inequities Task Force, which the City created to provide guidance in addressing inequities in data analysis, testing sites, and health care services. Boston is the location of thirty-five colleges, universities, and community collections, and only one institution of higher education was on the task force.

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[1] https://www.med.wisc.edu/wisconsin-partnership-program/

[2] https://www.med.wisc.edu/news-and-events/2020/may/wpp-announces-covid-19-response-grants/

[3] https://www.mcw.edu/newsroom/news-articles/ahw-covid-response-award-announcement

[4] https://masscpr.hms.harvard.edu/projects

The Data on the awarded rapid response grants was analyzed for those universities for which data was available. About 90% of the grants focused on technological, diagnostic, clinical management, epidemiology, and the like. There was little interest in the broader social impacts of COVID-19, and almost no research grants focused exclusively on the issues impacting the Black community. Colorblind racism seemed to be in full force. Black and Brown people were getting sick and dying in disproportionate numbers, but the research agendas did not reflect their plight (Cole, 2020).

This analysis of the university's response to COVID-19 was a cursory one, and there were many universities across the country that we did not examine. Therefore, the conclusions we draw are tentative ones that hypothesized about the university's response to the COVID-19 challenges faced by Black and Brown communities. We are positing that the *university effect* in minimizing the impact of the coronavirus on Black and Brown communities was minimal. Concurrently, universities were anticipating a major financial crisis. Therefore, it is noteworthy that so many of them launched rapid response grant programs to encourage researchers to study COVID-19 issues. Moreover, some institutions, which did not create rapid response grant programs, did provide researchers with a listing of potential COVID-19 funding sources. Although cursory, this examination is nevertheless telling. It suggests that many universities and their researchers were not interested in mitigating the impact of COVID on Black and Brown communities. Yet, at the same time, we suspect that there were probably many individual faculty members and centers, such as the University of Pennsylvania Netter Center for Community Partnerships, that did engage in activities focused on communities of color (The Netter Center, 2020).

The Buffalo Case: COVID-19 and the *Community-University Partnership*

Research is one issue, and using the expertise of the university to combat COVID-19 is another. The expertise question features the nature of university-community partnerships. Harkavy, Hodges, and Weeks (2019)[5] created a typology of university-community engagement, which is a useful framework for reflecting on the University's response to the COVID-19 challenges facing Black and Brown communities:

- Type 1: Gentrification and displacement of low-income residents,
- Type 2: Disregard and neglect,
- Type 3: Partially engaged (frequently indicated by involvement of the academic or the institutional/corporate component of the University, but not both),
- Type 4: Truly engaged (involving comprehensive, significant, serious, and sustained involvement of all aspects of the University with the community, including integration of academic and institutional resources). (Harkavy, Hodges, & Weeks, 2019)

Given the Penn Group's typological scheme, only universities, centers, and institutions with Type 4 university-community partnership are the most likely to truly engage the Black and Brown communities during the pandemic. The *apocalyptic liminal space*, created by COVID-19, demanded a university partnership with the community that was capable of effectively linking university-based research and expertise to solving an urgent real-world problem. The University at Buffalo was in the process of building such an innovative partnership when the pandemic struck. The coronavirus created the opportunity to demonstrate the worth of its *community–university partnership*. The university normally conceptualizes community partnerships through the lens of "university-community" partnerships. In Buffalo, we flipped this framework, and conceptualize community partnerships through the lens of *community–university partnerships*. In this paradigm, the community is the partnership driver (Taylor, Luter, & Miller, 2018).

Buffalo is a leading center of clinical care, medical research, and biomedical education in New York State and the nation. Yet, according to the Robert Woods Johnson County Health Rankings, Erie County New York is one of the unhealthiest places in New York. In 2020, the county ranked 56 out of 62 counties in New York State, in terms of health

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[5]Harkavy, Hodges, and Weeks are hereafter referred to as the Penn Group.

outcomes, and blacks had a premature death rate doubled that of whites. Several ministers, along with progressive physicians in the African American community, declared undesirable health outcomes as the top problem facing Black Buffalo. They associated health problems with systemic structural racism, interlocked with the social determinants of health. From their perspective, you could not attack the challenges facing Black Buffalo without fighting to *eliminate* health inequities and the socioeconomic conditions undergirding them (Nicolas, et. al., 2015)

The building of a movement to eliminate health inequities in Buffalo, to date, has evolved through three stages of development. In the first stage, a Black Puerto Rican physician, Dr. Raul Vazquez, built an alliance with the Greater Buffalo United Ministers (GRUM) to forge an innovative strategy to address the unmet health needs of the Black and Latinx communities. Vazquez planned to use the Affordable Care Act to advance health care services among people of color. The idea was to build a Medicaid Health Home that authentically integrated and coordinated all primary, acute, and behavioral health care services. Vazquez also wanted to develop a long-term health care service strategy for people of color, as well as strengthen preventive care and community-based supports for health. Toward this end, in 2009, he started the Greater Buffalo United Affordable Healthcare Network (GBUAHN), an official Medicaid Health Home (Taylor, 2014).

Vazquez then reached out to Pastor Kinzer Pointer and GRUM, a collaborative composed of sixty- one churches in Buffalo, Cheektowaga, Lackawanna, and Niagara Falls, New York, to help him enroll Blacks and Latinx eligible for Medicaid in the Health Home. GBUAHN and GRUM based their partnership on a strategy informed by the social determinants of health and rooted in prevention and wellness. In 2013, Pastor Pointer reached out to Professor Henry-Louis Taylor, Jr., founding director of the University at Buffalo (U.B.) Center for Urban Studies, and asked him to do a community health needs assessment for GRUM. Pointer complimented the community health needs assessment with a regional symposium on health care that featured national leaders in the field of minority health disparities.

GRUM and GBUAHN held the symposium in the spring of 2014. The headliner was Dr. John Ruffin, the founding director of the National Institute on Minority Health and Health Disparities. The intent was to build political consciousness around the centrality of health care in the challenges facing Black Buffalo. Specifically, the group wanted to raise consciousness over the role of social determinants in the production of undesirable health outcomes in the Black community. GRUM released Taylor's study on community health needs a few months later, in December 2014, which closed out stage one (Taylor, 2014).

In the second stage, between 2015 and 2018, Pastor Pointer and Pastor George Nicholas, a former student of Taylor and pastor of Lincoln Memorial United Methodist Church, decided to move the struggle on the health care front to the next level. They established the African American Health Equity Task Force, a group composed of community members and U.B. faculty members representing nine different schools in the University. The Task Force spent the next three years hosting an annual conference, strategizing, and building solidarity. The primary goal in stage two was to unite the Task Force around the principles of anti-racism and the elimination of the social determinants of undesirable health outcomes (Taylor, 2015).

The conscious intent was to build solidarity around a set of core values, beliefs, and principles. Within this context, white Task Force members also had to learn how to operate under Black leadership while fighting to implement a program to advance the *interests* of Black Buffalo. The perspective did not intend to *mute* their voices but to amplify them within a framework structured to promote Black interests. The centering of Black Buffalo was intentional. The "inclusion" race relations model minimized black issues by pushing them to the margins. The Task Force recognized that challenges facing Blacks were similar to other groups and stemmed from market capitalism and elite democracy. Concurrently, the Task Force theorized that if we change the positionality of Black Buffalo, the socioeconomic ripples and aftershocks will trigger social change throughout the metropolis, facilitating the liberation struggles of other

groups. This approach represented a creative and innovative application of the foco theory of revolution formulated by the French philosopher Regis Debray (1967). The theory posits that the actions of a small group, which engages in the battle to eradicate inequity and injustice among people (the focus or foco) will *create* the conditions for radical change through their vanguard actions. The actions of this single group, then, will create the material conditions that will inspire others to act.

In 2019, the Task Force entered its third stage of development. The group was now ready to move beyond seminars and implement a more ambitious program. The Task Force concluded that to eliminate health inequities in Buffalo, it had to build new institutions to complement existing ones in the Black community. The Task Force decided to create two novel health institutions—the first was a community- based health center that focused on policy formulation and the implementation of programs and action down on the grounds, in the neighborhoods. In August 2019, the Erie County Medical Center Corporation announced that it would provide $372,000 for the establishment of the Buffalo Health Equity Center (Erie County Medical Center, online). In January 2020, the Task Force announced the appointment of Dr. Willie Underwood as the Center's first director (Millennium Collaborative Care, Online).

Meanwhile, in spring 2019, a Task Force subcommittee, consisting of a combination of U.B. faculty and members of the Black community, met with members of the U.B. Administration, including the provost, Charles Zukoski, to discuss the establishment of a university research center. Zukoski loved the idea and gained the support of the deans and the president. The University moved with uncharacteristic speed on this proposal. On December 12, 2019, President Satish K. Tripathi announced the establishment of the U.B. Community Health Equity Research Institute, and provided it with three years of funding. Dr. Timothy Murphy, M.D., SUNY Distinguished Professor, and senior associate dean for clinical and translational research in the Jacobs Medical School and director of U.B.'s Clinical and Translation Science Institute, was named director of the Institute. Professor Henry-Louis Taylor, Jr., director of the U.B. Center for Urban Studies, was named one of the three associate directors of the Institute (Hill, 2019)

The African American Health Equity Task Force created a mechanism to interlock the three institutions by dispersing Task Force community members throughout all three institutions. The U.B. Institute created a governance structure that interspersed community residents at every decision-making level, and then created a community advisory board for yet another layer of community oversite. The intention was to share power with community residents and construct firewalls to thwart cooptation.

The coronavirus pandemic hit the United States when the Buffalo Center for Health Equity and the U.B. Institute were still in their infancy. The pandemic gave the Task Force, and its two companion institutions, a legitimate urgent social problem, and an opportunity to prove their value to the community. Task Force members knew that COVID-19 was going to hit the Black community with devastating force, and they immediately swung into action. Dr. Raul Vazquez outlined a decentralized testing strategy, while others developed a plan for establishing community resource centers for food distribution and testing. The research institute has members who are infectious disease specialists, and they worked alongside doctors Vazquez and Underwood in formulating the testing strategies. Operating within the social determinants of health framework, the group added the distribution of food and protective gear to the plan (GBUAC, 2020).

The Task Force, then, engaged in a relentless struggle with elected officials at the city, county, and state levels to secure the funds to implement the strategy (Murphy, 2020; New York Senate, 2020). On Wednesday, April 22, 2020, the Task Force, and the team that the Task Force had assembled, received more than 8 million dollars in state funds to battle COVID-19 among the city's most vulnerable residents (Dewey, 2020b). In April, when the Task Force received funding for its strategy, Blacks were dying at a rate of one to three in Erie County. A little more than a month later, on May 29, the percentage of COVID-19 deaths among Blacks in Erie County had dropped to 17%. Blacks comprise 14%

of the county population (White, 2020). The Buffalo model is a community driven model, where all three institutions promote the interest of the African American community, while reaching out and developing synergistic relationships with other groups. In its first major test, the battle against COVID-19, this community-university partnership built an anti-racist COVID-19 model that is saving lives.

The Epilogue

In this essay, we argue that universities must re-center race and anti-racism in its engagement model. We posit that the university must play a leading role in shaping a post-COVID-19 society, but to do this it must be willing to battle against racism. A vital COVID-19 lesson is the fight against systemic structural racism must be a conscious and intentional one. Pernicious racism determines who we choose to save and who we choose to let die. COVID-19 demonstrated that saving Black lives was not a very *high priority* among the university and its researchers. In recent years, discussions about inclusion and diversity have replaced discussions about racial justice and anti-racism. COVID-19 laid bare the ingrained pernicious racism hidden beneath this white liberal "inclusion" rhetoric, while the Floyd rebellions illustrated the consequence of such *colorblind racism* and hypocrisy.

This essay has offered both a critique of universities and a vision of how they should perform in society. The university, in our view, should be the top ally of communities of color, low-income groups, and the most vulnerable members in society. An authentic democracy must be people-centered, anchored in participatory democracy, and fight for the well-being of those at the bottom of the social order. Ira Harkavy and the Penn Group argued that *"It is essential that universities as key anchor institutions significantly contribute to radically reducing the pervasive, ongoing, seemingly intractable problems of our inner cities."* The COVID-19 crisis was the *Greiner test* for higher education—*the great universities of the 21st century will be judged by their ability to help solve urgent social problems.* Most universities failed the *Greiner test* or received low scores on it. Even so, we still believe that universities are our best hope for building a just society, but they must *reshape higher education itself* to make this happen (Harkavy et al., 2020). The first step is by recentering race and anti-racism and by prioritizing building the neighborly community. Unless higher education recommits to reinventing itself, our dream of the "Truly Engaged, Responsive University" will remain just that—a dream.

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