Closing the Opportunity Gap for Racialized and Under-Represented Communities through the Community School Initiative

A Community-Based Research Canada Discussion
Dec 16, 2021

Community-Based Research Canada
Recherche partenariale du Canada

"The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is **education as the practice of freedom**"

– bell hooks

Community-Based Research Canada
Recherche partenariale du Canada

www.communityresearchcanada.ca

@CbrcResearch

Live Discussion Agenda

Welcome and Land Acknowledgements

Setting the Context: The Community School Initiative

Breakout discussions

Debrief

Closing

Webinar Recordings

Community-Based Research Canada
Recherche partenariale du Canada

Become a Member

Home | Who We Are | Network | News and Events | Get Involved | Resources

C2UExpo
Awards
Webinars & Discussions
Community of Practice

Webinars & Discussions

CBR Canada hosts webinars and live online discussions to bri[...] community-based research excellence. Below are webinar recordings and event summaries, organized from the most recent to earlier. Upcoming webinars and discussions are posted on the Events page.

2021   2020   2019   2018   Earlier

www.communityresearchcanada.ca/webinars-and-discussions

FACILITATORS

- Dr. Ardavan Eizadirad, Faculty of Education, Wilfrid Laurier University
- Devon Jones, founder of YAAACE and educator with the Toronto District School Board
- Sally Abudiab, Factor-Inwentash Faculty of Social Work University of Toronto
- Brice Baartman, OISE, University of Toronto

Closing the Opportunity Gap for Racialized and Under-Resourced Communities through the Community School Initiative

Meet the Team

Principle Investigator

Senior Research Assistant

Senior Research Assistant

🤚 **Thank you** to Doris Trlin, Michael Baglio, Abbey Seehaver, and Olivia Buongiorno for their help on the literature review of this project.
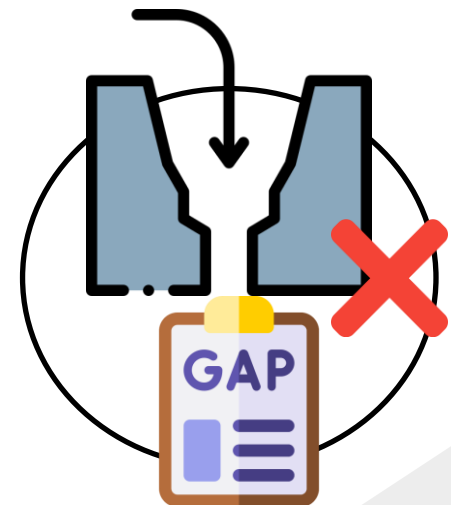
🤚 **Thank you** to the youth, parent advisors from YAAACE and Spirit of Math staff for their help with writing blog posts and for their input and time during our scheduled research meetings and consultations.

Community School Initiative: What is it?

- **Partnership** between *Youth Association for Academics, Athletics, and Character Education* (YAAACE) & *Spirit of Math* (SoM) offering extra-curricular supplementary programs outside of school hours

- Program offers SoM curriculum to students in grades two to eight supported by **parents**, **coaches**, and **Ontario Certified Teachers** (OCT)

GOAL
> Close the opportunity gap for under-resourced communities

YAAACE's Social Inclusion Strategy

COMMUNITY OUTREACH AND WRAPAROUND SUPPORT

THE ARTS, ATHLETICS AND EXPANDED OPPORTUNITIES

CIVIC ENGAGEMENT (POST SECONDARY APPRENTICESHIP/ INTERNSHIP/ TRADES)

ACADEMIC INTERVENTION AND SUPPORT

ADVOCACY, REFLECTIVE SERVICES, AND CULTURAL CONSIDERATION OF CARE

RESEARCH AND CURRICULUM DEVELOPMENT

Y.A.A.A.C.E

Research Overview

Objectives	Data Collection (Primary & Secondary)
1. Assess the effectiveness of YAAACE's "Community School Initiative" program as it transitioned from in-person to remote delivery for winter & spring terms of 2020-2021.	❑ Focus group with teacher (N=7) ❑ Surveys from teachers (N=4), & parents (N=33) + student (N=33)
2. Identify barriers preventing access and engagement in YAAACE's remote learning programs.	❑ Literature review ❑ Focus group with teacher (N=7) ❑ Surveys from teachers (N=4), & parents (N=33) + student (N=33)
3. Identify effective remote instruction programming and pedagogies that can supplement the education programs currently offered by YAAACE	❑ Literature review ❑ Focus group with teacher (N=7) ❑ Surveys from teachers (N=4), & parents (N=33) + student (N=33)

Key Themes & Findings

1 Holistic and Culturally Relevant Programming

2 Structured Programming

3 Communication and Parental Engagement

4 Digital Divide and Inequality

5 Effective Pedagogies

Key Themes & Findings

2 Structured Programming

"YAAACE offers programs not only enrich the community but the families living within it."

Parent

"It's has really helped me in school I'm getting all A's in math now and I'm more organized and I was never as confident at school before."

Student

"Classes are too big for students who need more individual attention."

Parent

Key Themes & Findings

4 Digital Divide and Inequality

"Suitable environment without distractions is hard to identify at home."

Parent

"If I was able to attend in person I don't get distracted with my surroundings at home."

Student

"The online aspect of teaching is very challenging as students can often have low bandwidths making it difficult for them to participate."

Teacher

Findings

1. CSI supported the Jane-Finch community by addressing gaps caused by systemic barriers and circumstances created by COVID-19.
2. Reciprocal non-profit/community organizations and private enterprise partnerships with schools can increase access to social support programs and services re: importance of school-community interface being aligned
3. Achievement gap was minimized through mitigating the opportunity gap by focusing on accessibility and affordability.
4. A team of caring adults, including teachers, coaches, parents, & SoM staff, working collaboratively optimized student achievement through identifying student/family needs and timely supports and interventions.
5. Trust, mentorship, and diverse representation that reflects cultural identities of students leads to higher student engagement re: importance of socio-culturally relevant and sustaining curriculum and pedagogies.

Recommendations

1. Greater investments to facilitate access to opportunities and programs that are affordable and accessible to the community and the demographics of people who live in it; potential of collaborative partnerships between non-profits and the private sector.

2. Invest in holistic and culturally relevant and sustaining programming that rewards diverse identities and lived experiences; prioritize relationships and have people with trusted connections to the community involved (e.g., BIPOC teachers and coaches working together with students and families).

3. Provide multiple avenues and mediums to help parents navigate educational platforms and support their children remotely and at home with consideration for digital literacy (e.g., information letters, how-to videos, and administrative support).
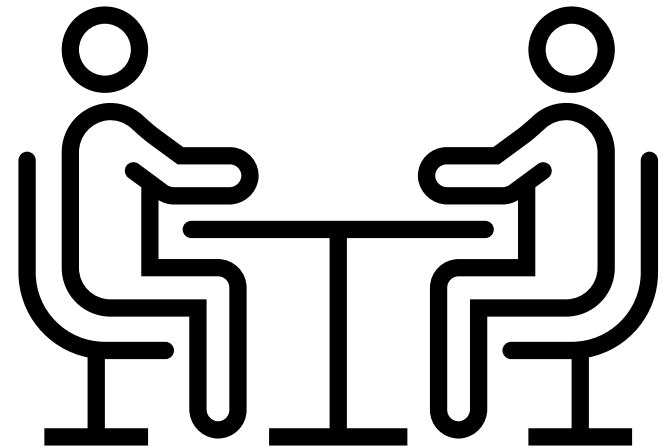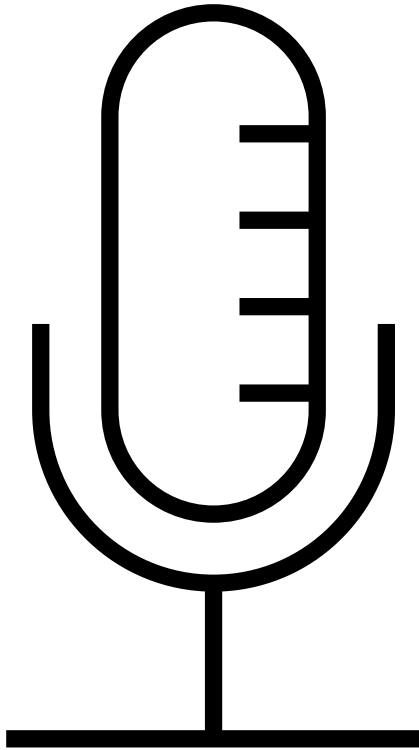
Knowledge & Resource Mobilization

1. Launched a research blog to mobilize knowledge and share findings and resources: communityschoolinitiative.com

2. February 19 2022: will be hosting a one-day culminating symposium with community leaders, scholars, educators, youth, parents, students, and other people from the community.

Let's pass the mic over to you

Guidelines for break-out discussions

Discussion questions will be posted in the chat, as well as in the agenda circulated by google doc

Most groups will have a facilitator. Some may be self-moderated

Each group will nominate a group note taker

Type notes in the Google doc provided in the chat

After the rooms close, we will hear high-level insights from your conversations.

Notes will be used to create an infographic summarizing our conversations

Community-Based Research Canada
Recherche partenariale du Canada

Discussion Questions

#1 Introduction: name, role, location
#2 Choose one of the following 3 questions:

➢ How can we close the achievement or opportunity gap for racialized students and those living in under-resourced communities? Consider systemic inequities such as the intersectionality of poverty and racism; e.g. in Toronto or other communities that you are familiar with.

➢ What are some strategies to make remote and hybrid learning more accessible and inclusive for everyone? For students from equity-deserving groups?

➢ How can we make partnerships between the public/non-profit sector (e.g. Ministry of Education, school boards, etc.) and the private sector (e.g. Spirit of Math) more reciprocal, feasible, and sustainable to advance equity and social justice? What are some of the challenges or policies in preventing or facilitating such partnerships with the private sector?

Report back & debrief

Dr. Shaun Hains

Community-Based Research Canada
Recherche partenariale du Canada

COVID-19: A Time to Pause

Register:
www.communityresearchcanada.ca/events

**UPCOMING WEBINAR,
JAN 20 2022 12:00-1:15PM ET**

e-Newsletters

The CBR Canada e-Newsletter is released every Fall, Winter and Spring, providing updates on the latest news, resources, and opportunities in Canadian-led community-based research.

Subscribe to the e-News

Don't miss community-based research news and events.

* indicates required

Email Address *

Powered by MailChimp

Subscribe

Follow us at @CbrcResearch

Community-Based Research Canada
Recherche partenariale du Canada

THANK YOU!

www.communityresearchcanada.ca

@CbrcResearch