School Integration and Equity 2.0:
Tools and Strategies Grant Competition

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AIR | **AIR Equity Initiative**

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Contents

The AIR Equity Initiative at the American Institutes for Research® (AIR®) is pleased to announce this School Integration and Equity 2.0 request for proposals that foster school integration and educational equity in U.S. preK–12 public schools. Awards under this competition will support community-engaged research and technical assistance for the development and implementation of tools and strategies to address the inequity of resources and opportunities in schools highly segregated by race and place.

AIR Equity Initiative Background and Overview

In 2020, AIR's board of directors authorized a five-year agenda—the AIR Equity Initiative—to address longstanding social and economic inequities that arise from systemic segregation by race and place. Equity is about fairness and taking deliberate actions to remove barriers and promote opportunities to ensure that people and communities get what they need to thrive. We are advancing equity by funding new or under-resourced efforts to generate and use evidence to improve educational experiences, enhance justice in public safety and policing, promote community health and well-being, and strengthen economic mobility for underserved communities. In addition, we fund and foster partnerships with those who are directly affected by the inequities we seek to address and those who influence and drive decision making. Our work incorporates diverse perspectives, experiences, and areas of expertise to shape approaches and solutions that are responsive to the communities we serve. Funded efforts support new ways of working, merging the collective strengths of research and technical assistance with community, practice, and policy experts to examine and address longstanding inequities. More specifically, this effort aims to systematize the practices of intentionally (a) connecting research, policy, and practice as appropriate; (b) elevating and including diverse voices and perspectives (e.g., scholars, practitioners, and community stakeholders); and (c) cultivating relationships with stakeholders and knowledge brokers that foster engagement to enhance, extend, and drive the use of evidence in a culturally and linguistically competent manner. AIR Equity Initiative-supported efforts accomplish the following:

- Identify key levers for structural change to propel social and economic opportunities in communities impacted by racial and geographical segregation.

- Assist the equitable implementation of policy for historically marginalized groups.

- Improve evidence-based programs, capacity building, and technical assistance for and with input from those who are often underserved.

- Diversify and strengthen the cultural competence of the behavioral and social science research fields to address inequities more effectively.

Improving Educational Experiences Portfolio

Overview

To date, the AIR Equity Initiative has made significant investments to improve educational experiences for students and communities segregated by race and place. These investments are supporting innovative projects focused on collaborating with state education agencies, local education agencies, school districts, and communities to generate and use evidence that impacts educational policy and its implementation. Examples of this work include the following:

- Six funded research and technical assistance projects in partnership with districts and communities focused on issues related to segregation by race and place via our Educational Equity Through Policy Implementation competitions

- A short video recounting the history of school segregation and its intersection with community segregation, and calling for systems-oriented theories of change to guide related research, interventions, and technical assistance efforts

- An interactive theory of change tool to help researchers, technical assistance providers, and policy makers conceptualize the many ways that inequities and segregation are perpetuated and the various considerations that are required to disrupt and mitigate associated harms

- Funding to The Century Foundation Bridges Collaborative initiative to provide technical assistance to more than 50 school districts, charter schools, and fair housing associations attempting to increase racial and/or economic integration

- An award to an AIR research team to explore desegregation and integration efforts in diverse education and housing contexts and address gaps in the research including insights to understand conditions associated with school desegregation and integration, lessons learned from Bridges Collaborative members, and guidance about promising practices to enhance the capacity-building efforts of Bridges Collaborative facilitators

- A Call for Essays under the Integration and Equity 2.0 banner, soliciting new and reinvigorated approaches to address segregation and promote integration in preK–12 schools across the United States. Selected essays from this call were published in September 2023 while others received rapid-cycle grants to initiate short-turnaround, high-impact activities to promote school integration and community collaboration.

Why Address School Segregation and Promote Integration?

Among policy makers, educators, and communities across the United States, there is renewed discussion and debate on school segregation based on race and place (whether geographical or social). Seventy years ago, the U.S. Supreme Court in *Brown v. Board of Education* ruled school segregation unconstitutional. However, school segregation—and the resource disparities that come with it—continue to be central barriers to closing the opportunity and achievement gaps between the "haves"

and the "have nots" in education settings across the country (Johnson & Nazaryan, 2019; Strauss, 2019). As evidenced by the dramatic increase in school and classroom segregation over the last 35 years, the promise of the *Brown v. Board of Education* ruling has not been realized in America. Decades of research have illustrated the harmful impact of segregation on short- and long-term education, workforce, economic, and even health outcomes for students and communities segregated by race and place (e.g., Chetty et al., 2014; Collins & Williams, 1999; De la Roca et al., 2018; Johnson, 2011; Liebowitz, 2017; McArdle & Acevedo-Garcia, 2017). Race *and* place matter—and in highly correlated ways—for certain outcomes such as college-going, economic mobility, social capital and connectedness, and public safety and policing, which underscores the intersectional nature of the problem with segregation (Chetty et al., 2022; Gilbert et al., 2022; Johnson, 2011).

Segregation Today

A wide range of factors has driven an increase in school segregation since the 1954 *Brown v. Board of Education* ruling, such as shifting demographics and living patterns; increases in public school enrollment by Black and Latinx families as white enrollment declines; a shrinking middle class and an expanding wealth gap; and local efforts to resist integration, including gerrymandering of school district boundaries and school district secession (Chang, 2017; Cohn, 2012; Kasakove & Gebeloff, 2022; Lockhart, 2019; McGrew, 2019; Taylor et al., 2019; U.S. Government Accountability Office, 2022).

The failure of desegregation efforts to take hold across the country can be traced back to implementation failures of *Brown v. Board of Education* and the school desegregation policies that followed—whether through the courts, states, or local districts. In fact, looking back, it is easy to see how segregation trends—both positive and negative—coincide with national legislation and Supreme Court rulings over the last 70 years.

Why and How Integration Matters

To be clear, school and classroom diversity matters not because the existence of majority Black and Latinx schools is problematic but because majority Black and Latinx schools endure social, structural, and financial challenges that majority-white schools do not. For instance, a landmark study on the effects of court-ordered school desegregation on socioeconomic outcomes for children born between 1945 and 1968 found that after attending an integrated school for five years, high school graduation rates for Black students increased by almost 15% and the probability of those students living in poverty as an adult decreased by 11%. This study posits that the mechanism through which integration produces beneficial outcomes for Black students is through parity in access to school resources, specifically through reductions in class size and increases in per-student spending (Johnson, 2011).

Additional long-term outcomes for students from low-income households and students of color associated with racially and economically integrated school settings include entrance into and graduation from college; entrance into a science, technology, engineering, or mathematics (STEM) field of study and career; and possession of interpersonal skills necessary for success in the workplace (Bottia et al., 2023; Palardy, 2013; Wells & Crain, 2013). Further, short-term outcomes associated with integration for Black and Latinx students include better academic performance, including higher math,

reading, and science scores (Reardon, 2016), and the most positive outcomes have been observed in students who attend integrated schools for longer time periods (Johnson, 2011; Strauss, 2019). Conversely, research on school districts that ended court-mandated desegregation orders found that drop-out rates increased for Black and Latinx students when compared to those districts where court-mandated desegregation orders remained unchanged (Leibowitz, 2017).

Recognizing the significance of desegregation and integration for the academic trajectory of students of color, it is notable that academic achievement outcomes for white students in integrated schools do not suffer. Importantly, white students do reap additional benefits: Several meta-analyses and field studies show white students who attend integrated schools have improved tolerance and cross-cultural understanding as well as decreased prejudice and bias (Pettigrew & Tropp, 2006).

Does Desegregation Imply Integration?

Still, even the most celebrated efforts to reduce segregation *between* schools did not have lasting impact in most places and, in many cases, often served to promote a type of hidden segregation *within* schools (e.g., Clotfelter et al., 2021). For instance, if we define **desegregation** as occupying a shared *space* and **integration** as sharing a common *experience,* then we can see how students of different races may be in the same schools but have substantially different educational experiences. These experiences—like who gets access to advanced courses and dual enrollment versus who gets subjected to exclusionary discipline—shape the outcomes that we see along racial and economic lines. Finally, although much study and attention have been given to the issues of segregation within and between school districts and the various policy and implementation solutions to address them, we know less about *within-school* segregation and how it, too, takes on many forms—from the academic curricula to which students are exposed to the ways they experience school policing, attendance policies, and access to school resources.

The School Integration and Equity 2.0 Request for Proposals seeks to address these inequities by investing in cross-sector approaches to generating and using evidence that

- develop strategies and tools to advance integration efforts,

- result in improvements in student preparation for college and career,

- increase learning opportunities and the conditions that foster inclusive school climates,

- inform and test ways to reduce the harmful policing of students within schools, and/or

- enhance tools and opportunities to better influence the adoption of evidence-based interventions.

School Integration and Equity 2.0: Tools and Strategies Grant Competition

Overview

The School Integration and Equity 2.0 Tools and Strategies grant competition builds upon the successes and ongoing challenges from the first wave of integration efforts following the *Brown v. Board of Education* ruling. As part of the Improving Educational Experiences portfolio, the AIR Equity Initiative is calling for proposals to advance new or reinvigorated tools and strategies to foster school integration and educational equity in public schools serving students in prekindergarten through Grade 12.

The School Integration and Equity 2.0 Tools and Strategies grant competition aims to contribute to an educational system in which one's race and place of residence are not predictive of one's access to the opportunities and resources that promote thriving[1] (Osher et al., 2020) and academic success. These awards will aid in the development of new or reinvigorated integration tools, strategies, research, or technical assistance efforts to address the inequity of resources and opportunities in schools highly segregated by race and place. Awards made under this grant competition might, for instance, build upon the insights of advanced methodologies (e.g., ensemble analysis) or existing tools like the following: Opportunity Atlas; Social Capital Atlas; the MIT/Georgia Tech-developed attendance boundary tool that redraws elementary school boundaries to reduce both racial segregation and travel times; the National Coalition for School Diversity's prototype interdistrict assessment tool; The Century Foundation-sponsored tool on school segregation in U.S. metro areas; Urban Institute's Segregation Contribution Index (SCI), which measures how much individual schools contribute to racial segregation in their broader systems; and The Othering and Belonging Institute's interactive mapping tool, among others. Or funded projects may build and scale *new* tools and strategies; expand the evidence base related to preK–12 integration at the national, state, district, school, or classroom level; or assist with the implementation of myriad initiatives aimed at redressing segregation and promoting integration in America's schools.

This RFP will support projects that aim to do the following:

- Produce and support the use of evidence about integration strategies/policies/tools that enable students in under-resourced communities or students underserved within schools to thrive.

- Improve implementation of policies that foster school and classroom integration to enhance equity at the state, local, or school level.

- Initiate and expand beneficial connections that empower stakeholders and encourage greater equity in integration-related decision making.

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[1] *Thriving* is defined as a dynamic process that goes beyond well-being to include individual and collective growth in grounding and agency.

- Demonstrate the benefits of integration and equity in practice for students (e.g., student well-being/belonging, cost-effectiveness, school climate improvement, academic outcomes).

- Develop, implement, and/or evaluate tools and strategies for school and/or classroom integration.

All projects must center considerations of equity and demonstrate their commitment to diversity and inclusion as they address inequity in communities. Awards provide time and resources to authentically build trust and strengthen relationships between individuals, local community members, and other stakeholders.

Award Process

The application process involves two phases: Phase 1 – Letter of Inquiry (LOI) and Phase 2 – Invitation to Submit Full Proposal. Interested parties must submit an LOI that addresses the following requirements.

Grant Program Eligibility

Project Scope

- All project proposals should be limited to the United States preK–12 school context and address tools and/or strategies at the national, state, district, and/or school level.

Applicant Eligibility Criteria

- Applicant organizations must be based in the United States or its territories. Submissions from teams that include both U.S. and international members are eligible, but the lead applicant must be based in the United States.

- Preference will be given to applicant organizations that are either institutes of higher education, public entities, or nonprofits that are tax exempt under Section 501(c)(3) of the Internal Revenue Code and are not private foundations or Type III supporting organizations. Other types of nonprofit and for-profit organizations are also eligible to apply. AIR may require additional documentation.

- As appropriate, we encourage project teams to meaningfully engage investigators and/or practitioners from diverse backgrounds or with diverse life experiences (e.g., diversity in race, ethnicity, national origin, gender, sexual orientation, class, first-generation college status, disability status). We *require* teams to engage with communities as part of the overall project, and we *encourage* engagement with communities throughout the lifecycle of this award (including meaningful engagement of partners from conception of the project to completion, to the extent possible).

> **FOR ANY APPLICANT WHOSE SUBMISSION WAS PUBLISHED UNDER THE AIR EQUITY INITIATIVE'S INTEGRATION AND EQUITY 2.0 CALL FOR ESSAYS:** Individuals or teams proposing initiatives stemming from submissions under AIR's Integration and Equity 2.0 Call for Essays and were selected for publication need not submit a formal letter of inquiry. AIR Equity Initiative staff will be in touch with you directly with details on how to indicate your interest in submitting a full proposal.

Note on Intellectual Property

- Typically, AIR retains all rights on developed intellectual property (IP) during the project. Partners retain their preexisting rights, and then AIR grants a nonexclusive license to use developed materials. Publication (and attribution) are typically encouraged. In some instances, AIR can modify this approach to restricted or unlimited IP rights.

Grant Program Requirements

RFP Release Date

- February 1, 2024

AIR Equity Initiative Portfolio Area

- Improving Educational Experiences

Area of Interest Focus

The intent of this Request for Proposals (RFP) is to support the following:

- New tools, toolkits, or strategies that
  - leverage existing technologies and engage communities in school rezoning decisions;
  - leverage advanced methodologies to measure the impact of school district rezoning options and criteria;
  - identify or measure segregated districts, schools, or classrooms and go beyond the limited information provided by dissimilarity, exposure, and other frequently used racial isolation indices; and/or
  - measure or enhance school and community integration and well-being.
- Community-engaged projects designed to study and enhance the implementation of policies that mitigate the harmful effects of school and community segregation.

Expected Awards

- The AIR Equity Initiative will consider projects with budgets up to $1.5 million to support work that spans 12–36 months. The AIR Equity Initiative anticipates making three to six awards.
- The amount of the grant the AIR Equity Initiative will fund for any project depends largely on an expert review panel's evaluation of the proposal and the costs involved. Criteria used for this evaluation will be clearly stated in any invitation to submit a full proposal.

Expected Project Period of Performance

- Proposed projects may span up to three (3) years.
- Applicants invited to submit proposals for this award should anticipate a project start date no sooner than July 1, 2024.

How to Apply

- The application process involves two phases: Phase 1 – Letter of Inquiry (LOI) and Phase 2 – Invitation to Submit Full Proposal. The LOI and full proposal (if invited) must be submitted through the AIR Equity Initiative's Submittable page.

- All applicants will be notified via email when their submissions have been received. AIR Equity Initiative staff will use email to contact applicants for decision notification or any requests for clarification throughout the award process.

Questions?

- If you have questions regarding this RFP, please direct them in writing to the following AIR Equity Initiative team members: Terris Ross, Managing Director; Ellie Klein, Program Director; and/or Jaspal Bhatia, Program Officer at EdEquity@air.org.

- **The AIR Equity Initiative will be hosting an information session for this RFP on February 6, 2024, at 1:00 p.m. (Eastern Time). You may register to attend this session here.**

Letter of Inquiry Requirements

Letters of Inquiry submitted under this RFP should include:

- A brief project summary, including the following:
  - A Statement of Significance and how the project will redress segregation and promote integration and equity at the classroom, school, community, district, state, or national level(s). **(200-word limit)**
  - A brief review of the literature; description of the theory of change/action that forms the basis of the proposed project; description/rationale for the proposed locality or system of focus; description of how unique, diverse, or unexpected voices within communities or various sectors that influence education and school integration and equity will be included; description of the research and/or technical assistance methods; and a brief description of outputs/deliverables you intend to produce. **(1,700-word limit)**
  - A brief budget explanation and project timeline. *For purposes of this LOI, project teams should consider July 1, 2024, as the earliest possible start date. Updated dates and timeframes will be requested from applicants invited to submit a full proposal.* **(350-word limit)**
  - A statement of capacity that explains why your team and/or organization is positioned to be successful in your project. **(200-word limit)**
  - Statement on the protection of human subjects/participants, if applicable. **(150-word limit)**

- In addition, please upload one (1) single PDF with the following information:
  - Reference list
  - Résumés or curriculum vitae for proposed project personnel (limit 2 pages per résumé)
  - Brief budget breakdown, including overhead expenses

– Any relevant charts, graphs, or images

– Any letters of intent from proposed partners (if applicable)

Additional Information

- The budget amount must be requested in U.S. dollars.

- When estimating your budget, please keep in mind that AIR allows indirect/overhead costs as part of the overall project budget. *The indirect cost rates proposed in the budget should not exceed 15%.*

  – Note: Awards made to AIR project teams will adhere to existing AIR indirect rates.

Submission

- The Letter of Inquiry (LOI) will only be accepted through the AIR Equity Initiative's Submittable page. LOIs are due on March 1, 2024, by 11:59 p.m. Eastern Time. LOIs submitted via other means or received after this time will not be reviewed for funding consideration. Please contact AIR Equity Initiative staff should you have any questions or difficulty submitting your LOI.

Full Proposal Requirements

A subset of applicants will be invited to submit a full proposal under Phase 2 of this grant competition on or about March 22, 2024. Suggested word counts by section are indicated in the following outline. Proposals will be accepted only through the AIR Equity Initiative's Submittable page. Full proposals are due on April 19, 2024, at 11:59 p.m. Eastern Time. Proposals submitted via other means or received after the deadline will **not** be reviewed for funding consideration. Please contact AIR Equity Initiative staff at EdEquity@air.org should you have any questions. The proposal requirements will be consistent with the following:

Technical Narrative

- Project Information

  – Project title

  – Principal investigator(s)/project director(s), including name(s), title(s), and contact information

  – Estimated project cost and duration of project (Note: Funded projects must commence on or after July 1, 2024.)

  – Proposed partners, including point(s) of contact

- Technical Approach, including the following subsections as relevant to the proposed project:

  – Significance (Background, Rationale, and Relevance) **(1,100-word limit)**

  – Description and Aims of Project **(800-word limit)**

  – Partner District/Community Selection Rationale **(550-word limit)**

  – Community Engagement Plan **(800-word limit)**

  – Tools and/or Strategies to Be Developed or Tested **(1,100-word limit)**

  – Project Design, Methodology, and Technical Assistance or Analytic Plan **(2,700-word limit)**

- Expected Outcomes, Deliverables, and Measures of Success **(350-word limit)**
- Engagement, Dissemination, and Communication Plan **(550-word limit)**
- Personnel and Staffing Plan, including specific roles and responsibilities **(750-word limit)**
- Approach to Oversight and Risk Management **(300-word limit)**
- Human Subjects (Describe whether the proposed project involves human subjects, potential risks to human subjects, and approach to human subjects' protections and review by the Institutional Review Board, if applicable.) **(250-word limit)**

- Budget and Justification
  - Budget Narrative including justification for staff time, consultants, partners, and other direct costs (e.g., for partnership activities, data or software procurement, travel, transcription services)
  - Full Budget (Budget shell will include direct costs for labor and will be loaded with applicable portions of indirect costs.) Budgets should be submitted as Microsoft Excel files.

- Appendices (Please submit as a single PDF.)
  - Appendix A. Relevant Charts, Graphs, or Images
  - Appendix B. References Cited
  - Appendix C. Résumés or curriculum vitae for proposed project personnel (limit 2 pages per résumé)
  - Appendix D. Proposed Project Staff and Person Loading Chart
  - Appendix E. Timeline (e.g., Gantt Chart)
  - Appendix F. Letter(s) of Commitment from External Partner(s)

Notes

- Full proposals are due by 11:59 p.m. Eastern Time on April 19, 2024, through the AIR Equity Initiative's Submittable page. Late submissions will not be considered for review.

- A diverse set of experts both within and outside of AIR will review the proposals.

- Some project teams may be offered the opportunity to respond to reviewers' comments.

- The AIR Equity Initiative team, in consultation with AIR leadership, will use reviewer feedback and responses to prioritize and award grants. Grant awardees will be notified by May 17, 2024.

Selection Criteria

LOIs and proposals will be evaluated based upon the following criteria, though we recognize that not all ideas and details can be addressed within the brief LOI.

- **Significance and Relevance (section weight: 20%):**
  - Does the proposed work address segregation by race and place?

- What specific inequity or group of inequities in education will be the focus of the work? Does the proposed intervention work to redress segregation and promote integration and equity at the classroom, school, community, district, state, and/or national level(s)?

- Does the proposal demonstrate that relevant theory and empirical findings have informed the proposed work? Are the theoretical and empirical contributions of the project clearly stated?

- Does the proposed work focus on places with high levels of disparity in educational outcomes? Does the proposed work make the case for the locality/system of focus? Does the locality or system of focus have a history of limited opportunities for partnerships in the past (optional)?

- **Project Design and Conceptualization (section weight: 25%)**
  - Are goals and objectives clearly reflected in the scope of work?
  - Does the proposed work center equity considerations throughout, beginning at its inception? How and to what degree?
  - Have culturally and linguistically appropriate research and technical assistance practices, universal design, and other inclusive approaches/frameworks been incorporated into the project design?
  - Does the proposed work make a compelling case for the theory of action/change that forms the basis of the project, especially in relation to how it will dismantle segregation or promote integration and equity?

- **Methodology (section weight: 25%)**
  - Are all aspects of the strategy and/or tool development plan appropriate for the goals of the proposed project?
  - Is enough information presented to evaluate the proposed approach (e.g., describe sample/case definition and selection procedures; research design; data collection plan, including key constructs, measures, and data sources; summarize the data analysis plan; identify the key measures or coding processes)? If proposing to develop or improve a tool or measure, are the processes for the instrument's development and for assessing its feasibility, validity, and reliability described?
  - Do the approach and methods reflect a high level of quality and rigor?

- **Project Feasibility (section weight: 15%)**
  - Are the methods, resources, timeframe, and staffing plan realistic?
  - Does the proposed work have the potential to be tenable in today's highly polarized and politicized environment?
  - Is the proposed work likely to be used by its intended target population?

- **Partner and Community Engagement, Communication, and Dissemination Strategy (section weight: 15%)**
  - Does the project partner with and/or engage local communities? If so, what partner(s) will the project engage and how? Is the partnership new or has it been previously established? What

values guide the working partner relationship? Has a detailed plan been developed for building or continuing the partnership?

- How will processes and relationships with partners, community members, and other stakeholders drive decision making and inform the use of evidence?

- What strategic engagement and dissemination activities will enable the key stakeholder(s) (e.g., families, students, school staff, community members, other knowledge brokers, researchers, advocacy groups, and federal, state, or district leaders) to interact with project findings/tools to increase their use?

- Is the proposed work inclusive of unique, diverse, or unexpected voices within communities or various sectors that influence education and school integration and equity?

Key Dates

Action Item	Deadline
RFP release	February 1, 2024
Virtual Q&A session for LOI submissions	February 6, 2024
Deadline to submit questions to EdEquity@air.org	February 20, 2024
LOI due	March 1, 2024
Notification of invitation to submit full proposal	March 22, 2024
Virtual Q&A session for proposal submissions	March 28, 2024
Deadline to submit questions to EdEquity@air.org	April 9, 2024
Full proposals due	April 19, 2024
Notification of award(s)	May 17, 2024
Awarded funding made available	July 2024

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Transparency Statement

The AIR Equity Initiative is committed to an equitable grantmaking process. Our grantmaking process seeks to accomplish the following:

- Provide transparency for applicants.

- Include perspectives from multiple disciplines and diverse stakeholders on project teams, proposal reviews, and funded work to manage bias.

- Balance the risks and rewards of particular grants to use resources strategically and efficiently.

- Prioritize under-resourced ideas, partnerships, and communities.

- Help applicants and potential grantees further their development as researchers and technical assistance providers.

Appendix A. Definitions

- **Cultural and linguistic competence.** Cultural competence is a set of congruent behaviors, attitudes, and policies that (a) come together in a system or agency or among professionals and (b) foster improved effectiveness in cross-cultural situations. Linguistic competence is "the capacity of an organization and its personnel to communicate effectively and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate and individuals with disabilities" (Goode & Jones, 2006, p. 1).

- **Diversity.** Diversity is conceptualized as (a) differences and similarities that define us as human beings and (b) unique life and community experiences that can include gender, class, age, race, ethnicity, sexual orientation, gender identity, religion, disability status, veteran status, and diversity of thought and approach. The broad interpretation of diversity at AIR accounts for each individual's unique life and community experiences, also including diversity in thought and approach.

- **Equity.** Equity is about fairness, ensuring that each person gets what they need to thrive. Equity is also about taking deliberate actions to remove barriers and obstacles that hinder overall well-being and about having policies, practices, and procedures that are informed by cultural and linguistic competence to promote and facilitate positive outcomes for all.

- **Inclusion.** Inclusion is conceptualized as (a) a work environment that benefits from staff's diversity of ideas, knowledge, and experiences and (b) a culture that engages everyone and seeks equitable contributions from and opportunities for all. The result is a work environment that benefits from its staff's variety of ideas, knowledge, and experiences.

- **School Desegregation.** The removal of barriers to allow students of different races to attend the same school. Indicators of school desegregation focus on the demographic makeup of the school and its corresponding neighborhoods.

- **School Integration.** The creation of educational communities where students and adults of different races not only teach and learn but also collaborate to advance the educational experience of the entire student body. Indicators of integration include diverse school staff, inclusive curricula, and incorporation of student voices.

Appendix B. Additional Resources

Related materials and examples may be instructive as your partnership plans their work together. See the following resources about and for research-practice partnerships:

- Guidance for Research Practice Partnerships

- Research + Practice Collaboratory

- National Network of Education Research-Practice Partnerships

- "What the Hell Is This, and Who the Hell Are You?" Role and Identity Negotiation in Research-Practice Partnerships

- Negotiating Trust, Power, and Culture in a Research–Practice Partnership

- Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness

- Mutual Learning Model: A Model for Learning From and With Others

- A Framework for Change: Mapping Connections Between Systems, Communities, and Schools

AIR Equity Initiative

Advancing Evidence.
Improving Lives.