

Using Inclusive Innovation to Create Equity-Centered Educational Outcomes

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An Equity-Centered R&D Model*

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Introduction

Through Inclusive Innovation, we work with community-district Core teams to center on the needs of their students who are historically and systematically excluded, including students who are Black, Brown, and Indigenous; those experiencing poverty, multilingual learners, and students experiencing learning differences (Digital Promise, Center for Inclusive Innovation). Extant research on school and community partnerships informs us that when communities and schools work together, they can enhance the work of one another, benefiting the education and well-being of children (Castro, 2016). The challenges faced by school districts are great, especially when considering the inequitable outcomes of students from historically and systematically excluded groups and the inequitable access to opportunities they experience. These challenges may be too large for the school district to solve alone. When others are involved in the decision making processes through participatory processes and partnerships, the social capital generated leads to improved schools and improved decision making (Somech, 2010).

This paper, one in the series *Emerging Findings from Inclusive Innovation: An Equity-Centered R&D Model* draws on Digital Promise's key pilot projects with the Inclusive Innovation model. The paper focuses on the outcomes created through community-district teams partnerships and examines how well the outcomes created by community-district Core teams through their participation in Inclusive Innovation consider those with lived experiences with the challenge and teacher perspectives and priority students' needs. The paper also looks at how these outcomes support or deviate from specific district strategic and improvement plans.

Method

Core Teams

The Inclusive Innovation model is a process by which equity challenges are co-researched and innovative equity-centered solutions that center the needs of students who have been historically and systematically excluded from opportunity are co-designed with district and community stakeholders. Four school districts across the U.S. partnered with Digital Promise to pilot the Inclusive Innovation model and address district challenges related to adolescent writing, racial trauma and mental health, and racial discourse in the classroom.

In collaboration with Digital Promise's Center for Inclusive Innovation, each district assembled Community-District Core Teams of district leaders, teachers, parents, community members and students in an intentional partnership to address a challenge area in their district using the Inclusive Innovation model. Each Core team was composed of 7–10 community and district stakeholders, two of which were named Co-Leads. The Core team Co-Leads were primarily responsible for guiding the course of research and design activities, recruiting research participants, and providing access to additional resources. Core

team member participation in Inclusive Innovation varied across each district and design activities, recruiting research participants, and providing access to additional resources. Core team member participation in Inclusive Innovation varied across each district. Below is a brief description of each school district and their Core teams.

The four district communities are in the eastern, Midwest, and southern regions of the country, ranging in enrollment from three districts with 15,000 or fewer students and one district approaching 50,000 students. The student populations across the districts are ethnically, racially, socioeconomically, and linguistically diverse (Exhibit 1).

Exhibit 1. Student Demographic Ranges in Four Communities Piloting Inclusive Innovation Model

Demographic	Range
Enrollment (students)	6,000 – 47,000
Free and reduced-price lunch eligible	49 – 80%
Race/ethnicity	
African-American	2 – 38%
Asian	Up to 9%
Latino	8 – 92%
Multiracial	Up to 10%
White	4 – 59%
Multilingual learners	5 – 22%

Data Sources

Inclusive Innovation Materials and Outputs. Along the Inclusive Innovation process, Core teams met at a regular cadence to build relationships, co-research challenges, and co-design solutions. The session agendas, session materials, and session outputs developed by the Core teams are all used as data in this project. For this report, the data used was the artifacts created by the community-district teams that specifically led to the creation of outcomes.

Interviews. As a research team, we developed a 26-item semi-structured interview protocol to explore interviewees’ perspectives of their experience with the Inclusive Innovation process. Specifically, the protocol contains questions that were intended to elucidate the extent to which factors such as student voice, context expertise, capacity-building, racial equity are central to the Inclusive Innovation process from the perspective of the interviewee. All Core Team members were invited to participate in an interview; 18 were interviewed (Exhibit 2). Interview respondents had participated in the Inclusive Innovation pilot projects for approximately 9 to 15 months.

Exhibit 2. Number of Interview Respondents by Role Type

Role Type	Number of Interview Participants
District Leaders	2
Teachers	4
Community Members	6
Parents	2
Students	4

Pilot District Strategic or Improvement Plans. The strategic or improvement plans for the school districts of the community-district teams is included as a data source to compare the outcomes created by the community-district teams with the outcomes and goals of the school districts where the pilots took place. For purposes of maintaining confidentiality, the districts are not named when sharing the district strategic and improvement plans.

Using Inclusive Innovation to Address the Challenges Facing School Districts

Districts participating in Inclusive Innovation focused on one of three challenge areas: adolescent writing, racial trauma and student mental health, or social justice and racial equity discourse in the classroom. These challenge areas served as the guiding factors identifying a priority problem and developing outcomes. Both the priority problem and outcomes, guide the ideation session in the Design and Develop phase of Inclusive innovation that lead to the creation of a solution that addresses the challenge.

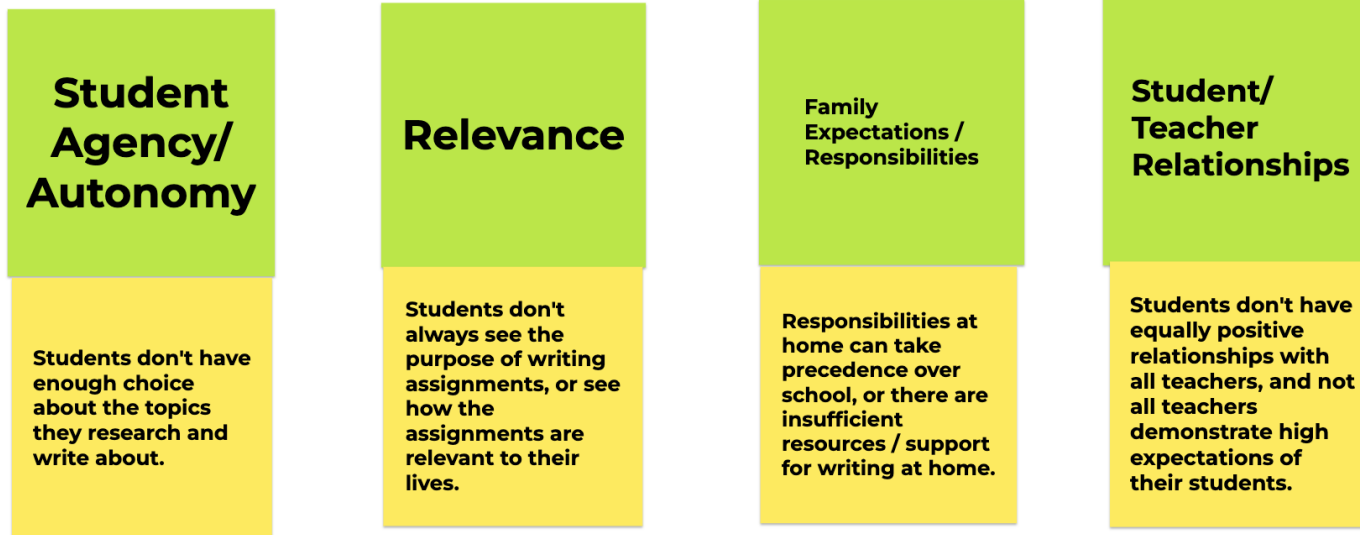
Core teams engaged in a process of inquiry with extended community members to understand how their communities understood the causes of the challenges (Exhibit 3), created focus group protocols to gain a better understanding of what they community through were the reasons the challenge existed (Exhibit 4), and used data collected from their priority students to create user personas (a representation of the typical user for whom the Core team would design the solution). Armed with the data from the focus groups and a deeper understanding of who their priority students were, Core teams created a priority problem statement; problem statements were then used to create the outcome statements (Exhibit 5).

Exhibit 3. Root Causes Identified by Pilot Districts

Pilot District 1

Root Causes

The challenge: Students are struggling with writing in Inquiry Units in 9th grade social studies



Root Causes

Challenge: Have teachers and students value self, identity, experience, voice, and/or culture in writing



Root Cause 1

There needs to be a structure, training, and processes in place so teachers feel they are able to discuss race when opportunities or situations arise or are brought to them by students.

Root Cause 2

There is a stigma around going to therapy. Mental health supports are not viewed as a positive.

Root Cause 3

People pretend that racism does not happen. If it does not happen, it does not exist.

Challenge: Teachers and students struggle to have meaningful conversations about Racial Equity and Social Justice

Cause 1: Fear and Political Influence



Lack of support from administrators and district - when is the time to have these conversations? How will I know I will be supported?



Lack of relationships between teachers, families, and community; need someone who you can relate to in order to feel safe in starting these conversations



Cause 2: Lack of Comprehensive and Inclusive Curriculum

No time or flexibility in the scope and sequences

People making decisions about resources don't know the needs/reality on the ground AND don't have the lived experiences of BIPOC students/communities

No systemic approach to having deeper racial equity conversations

Cause 3: Lack of Awareness

Lack of ongoing, intentional, and in depth professional development that gets deeper on issues of racial equity

Few districts are taking a system wide approach to addressing teachers' lack of awareness and providing recommendations on how to handle scenarios in the classroom

Exhibit 4. Examples of Questions from Focus Group Protocols Created by Core Teams

Focus Group Participants	Sample Focus Group Protocol Questions Created by Core Team Members
Students	<ul style="list-style-type: none"> • On a scale from 1–10, how enjoyable is writing to you? Why did you select this rating? How do you think it could be improved? • What are your goals related to writing? What purposes do you write for? • What parts of writing do you find enjoyable? • How can teachers make writing more enjoyable? • What have been your experiences with racism or micro aggressions? • Do you think there needs to be a change around the narrative of how racist behaviors/interactions are normalized?
Parents and Family Members	<ul style="list-style-type: none"> • What do you hope your child gets out of/learns in school? • Do you feel that [having conversations about race] is relevant to teaching? Why? • What are your fears about having conversations about racial equity in class? Why? • What connection do you see between reading, writing, and home? • What information do you need to become more familiar with writing expectations and processes at schools?
Community Members	<ul style="list-style-type: none"> • How do you see students engaged in writing? What do they find engaging? What do they find challenging? • What are your fears about students and teachers having conversations about racial equity in class? • What types of challenges do you see with these conversations taking place in the classroom? • What do you think are some of the reasons that people do not want to talk about racism? • What supports do you think students should have to support for and process the experiences they have had with racism?
Teachers and Other School Personnel	<ul style="list-style-type: none"> • To what degree do you feel that the writing topics you assign are relevant to student success? • Sometimes we cannot control forced reading and writing in our classes because of how students are tested on it. How are you able to provide students a choice for what they are reading and writing based on their interests? • When and where do you feel most comfortable having conversations about race and racism? • What are the benefits or damages if these conversations [about race] do not take place? • What are your fears about having conversations about racial equity in class? Why? • What do you see your role as being in developing relationships with students? • Have you personally experienced or witnessed bias or racism?

Priority Problems and Outcome Statements

The outcome statements are intended to be the community-district teams' aspirations if the solution they eventually design were successful at addressing the problem they identified. The outcome statements related to each problem statement are displayed in Exhibit 5.

Exhibit 5. Problem Statements and Outcomes Created by Pilot Districts



	Problem Statement	Outcome Statements
Pilot District 1	Students need a voice in selecting the research topics which have social, cultural, and historical relevance to their lives and choice in exploring those topics from multiple perspectives using accessible, diverse sources and varied assignments and formats.	<ol style="list-style-type: none"> 1. Students indicate increased comfort as writers and demonstrate increased enjoyment and confidence as writers. 2. Students will feel inclusion and ownership in shaping their curriculum. 3. Students recognize the validity of other positions, other viewpoints, and understand the role society, culture, and power play in shaping opportunities available to them in their community.
Pilot District 2	Problem Statement: Teachers need innovative strategies to help them design authentic writing opportunities that will support and nurture scholars' creative expression through a medium of their choice. Scholars need opportunities to use their distinctive creativity to enhance their learning through writing across all content areas.	<ol style="list-style-type: none"> 1. Students demonstrate increased confidence in writing. 2. Students take up opportunities for authentic, creative expression through different avenues. 3. Students write across content areas.
Pilot District 3	The Bristol Township School District community of students, staff, and parents need intentional opportunities to discuss, learn about, share, and address issues surrounding race to better support the mental health of students negatively impacted by experiences and normalization of racism and the lack of its acknowledgment.	<ol style="list-style-type: none"> 1. Students of color who have experienced racism have access to an awareness of a resource (person or process) to address the mental health impacts of racism. 2. Students of color who have experienced racism have the knowledge and training to advocate for themselves and others against racism. 3. The community (school and larger) is educated on the impacts of racism.

	Problem Statement	Outcome Statements
Pilot District 4	Teachers need training with techniques to help create a safer environment and guidelines on how administrators will support teachers and handle complaints through officials to get out of the loop of fear.	<ol style="list-style-type: none"> 1. Teachers will feel more empowered to facilitate discussions of race/racism and create a mutual understanding of the importance of DEI because they are supported (e.g., by the community, families, and district and building administration). 2. Teachers will know how to understand students and take on different points of view. 3. Teachers will develop classroom cultures that support maturity/ civility in both planned and unplanned conversations about equity.

Participant Reflections on Outcomes

The [Inclusive Innovation model](#) is centered around Core Tenets, which guide the work we do with community-district teams, and is the foundation of our approach to equity-centered research and development.

Core Tenets of Inclusive Innovation

	<p>Co-Leadership</p> <p>The work is co-led by stakeholders who are reflective of the diversity of communities and schools to ensure mutual benefit</p>		<p>Center Equity</p> <p>The solutions are designed to address the systemic inequities that impact students — poverty, race, language, learning differences —and their intersections</p>
	<p>Co-Research and Design</p> <p>The education challenges are co-researched and co-designed to address issues the community deems important and build on what is already working within communities and schools</p>		<p>Reimagine Progress</p> <p>Progress measures must be multi-dimensional — access, participation and benefit — in recognition of the needs of the whole child</p>
	<p>Honor Context</p> <p>Context and context expertise is prioritized to center the history, culture, and perspectives of those with lived experiences relevant to the education challenge</p>		<p>Build Capacity</p> <p>The process resources communities to sustain the capacity for equity-centered R&D into the future</p>

From these tenets, two key ideas supported how we approach our work with community district teams to develop outcomes for the challenges they were working to solve: (1) “context expertise is prioritized to center the history, culture, and perspectives of those with lived experiences relevant to the education challenge” (Digital Promise, 2022), and (2) through the process of engaging with the Inclusive Innovation model, community district teams are working to address the systemic inequities that impact students furthest from opportunity—students experiencing poverty, Black, Brown, Latino, and Indigenous students, multilingual learners, and students with learning differences.

Two tenets in particular support the discussion of whether and how Inclusive Innovation led to the creation of equity-centered outcomes. Specifically, it was important for us to understand if and how we were able to build the capacity of the Core team members to **co-research and co-design** to address issues the community deems important and to build on what is already working in communities and schools. I will also share Core team member reflections on how the outcomes created by their Core teams reflect those with **context expertise and lived experiences** with the challenge and if the outcomes consider the needs of the priority students. I will also discuss how the outcomes developed by the Core team participants relate to and build on the work that the school districts have identified as important in their districts.

Outcomes Reflect Context Expertise

Throughout the Inclusive Innovation model we work with teams to incorporate the voices of those with **context expertise** and lived experiences with the challenge. During interviews, we asked teams to reflect specifically on how well they thought the outcomes created by their Core teams reflected the context expertise of their Core team and those with lived experiences with the challenge.

Overall, most Core team members thought that the context expertise that each of them brought to Inclusive Innovation was evident in the outcomes statements and spoke to how they could see the perspective of teacher, parents, community members, and students reflected when they re-read the outcome statements created by the respective Core team members.

A Core team member reflected on how they thought that the outcome statements they created reflected the diverse backgrounds of the team, stating:

Yeah, definitely. Because we had a ton of different—people from diverse backgrounds, and then when we made our outcomes, we really looked at all of that and how it would reflect in the outcome for that... So I saw everybody’s voice, everybody’s different perspective reflected in these outcomes.

Another participant agreed and felt that everyone’s perspective was evident in how the outcome statement was worded.

So I will say when I’m looking at specifically some of the wording—so if I look at the priority problem, [there are certain words that were not there initially], the outcome

statement was updated to reflect that lived experience. So again, it was working together, listening to each other in order to come up with those outcomes.

Another participant indicated that while there was an effort to include different perspectives on each of the outcome statements, time constraints limited the team in providing feedback on the outcome statements created by other members of their teams.

I think the way we did outcomes was we were all split into different sections of the room based on what outcome we wanted to work on. And I know there was a time limit too, but I think next time we could have people shifting around more so that we could have more viewpoints in the different outcomes since we had like three solutions.

Outcomes Reflect Student Voice and Priority Students

When examining how well the Core teams thought their outcome statement reflected the priority students, there were differences in how well they thought their outcome statements considered **student voice**. In the districts whose challenges were focused on racial trauma and social justice and racial equity discourse, Core team members agreed that student voice was reflected in the outcome statements they created.

In the two districts whose challenge was focused on adolescent writing, Core team participants' views differed on how well the outcome statements reflected the priority students. Participants from one Core team thought that the needs and voices of students was considered, whereas Core team members from the other district thought that the outcomes reflected the students in the middle rather than the priority students.

When asked how well their outcome statement reflected priority students, a participant from one of these districts stated that they were able to see how both students and teachers were highlighted in the outcome statements:

I think that when I think about the kiddos that were a part of our group, that second statement, as far as being included in the ownership and shaping their curriculum, I think that they really talked a lot about the fact that they wanted it to be something that they were interested in. So, yeah, I absolutely see their voice there. And I think that the bottom part really speaks to the adults and what we're hoping to get out of them and where we're hoping to take them, that they can see other points of views.

One of the student participants from the same district agreed:

So I think we definitely kept in mind that the students want a voice. They want to have an opinion into what exactly the curriculum that they're going to experience first-hand. We definitely, I think, kept in mind, and I also think we kept in mind to make sure that students who were a priority were the first ones that we would probably contact about the solution. And I think that also goes back also to ownership. So I think the fact that

students have a voice in what exactly they're learning and what we're going to learn in social studies, I think that's how I think we made sure that we kept in mind our solution.

When participants from the other district focused on adolescent writing were asked if they thought student voice was honored in their outcome statements, a different sentiment was expressed, with one participating stating:

To be very honest, I don't believe so. I think we're taking a midline student, and the lower students tend to fall off, and the higher students, no matter what you give them, they're going to be successful. So sometimes that even stifles them a little bit because everything is set for the midline. And that could just be my thoughts, a little bit negative. I'm sorry, but.

Another participant from the same district agreed with the statement above. They stated that when they read the outcome statement created by their Core team, all they see is the students that are approaching or almost meeting these standards, implying that the outcome statement was focused on getting those students who were almost passing the state test to the passing range.

All I [see] is meets, let's get our students to meets and masters. And I'm like, "What about our approaches-kids?" Some of the kids aren't even at approaches. So I don't think so.

Reflections on the Impact of Context Expertise and Student Voice on Outcomes

Lastly, Core team members were asked if they thought that the Core team would have arrived at the same outcomes if those with context expertise and student voice had not been considered in the process. All participants interviewed agreed that if context experts and students had not been considered, the outcomes would have been different. One Core team member stated:

I don't know if we would have gotten to those outcomes because it was because of that lived experience that some of those things are included, like creating that awareness, being able to share. They were saying that if you see something, say something. Those things may not have been included if we didn't have the perspectives of those Core team members.

Another Core team member agreed, saying that sometimes when the perspectives of others are not considered, their needs and perspectives will be ignored.

Because the whole program was intended for students. And I think if we're making it based on teachers, as teachers, we sometimes forget—I never forget what it is to be a student, but I also don't forget what it is to be a teacher. So I think I would have brought in more of my teacher side and not my, hey, let's listen to what the students want or what the students need.

Do the Outcomes Created Through Inclusive Innovation Align with District Goals?

I recognize that from a policy perspective, school districts have comprehensive strategic and improvement plans that touch on a number of key indicators. I reviewed the strategic plans of each of our community-district teams’ partnering district and highlighted the strategic goals that address similar challenges as those focused on by the Core teams. (Exhibits 6–9).

Exhibit6: Comparison of Outcomes Created by Core Team and a Pilot District’s Strategic Plan

<p>Core Team-Created Outcomes</p> <ol style="list-style-type: none"> 1. Students indicate an increased comfort as writers and demonstrate an increased enjoyment and confidence as writers. 2. Students will feel inclusion and ownership in shaping their curriculum. <p>Students recognize the validity in other positions, other viewpoints and understand the role society, culture, and power play in shaping opportunities available to them in their community.</p>
<p>School District Strategic Plan</p> <p>Teaching and Learning</p> <p><i>Goal 1: Formative Assessment</i></p> <p>Reason: Create a shift to advance achievement where students see themselves as responsible for and agents of their own learning.</p> <p>Strategies: Build capacity around formative assessment practices in all schools with teachers, leaders, and students. Develop systems of support and monitor for the formative assessment practices to ensure deep implementation; develop a communication plan for parents and community stakeholders.</p> <p><i>Goal 2: Deeper Learning</i></p> <p>Reason: Focus on Deeper Learning will support the development and actualization of the Graduate Profile of Competencies.</p> <p>Strategies: Identify deeper learning strategies within curricular experiences to provide structure to the Graduate Profile Competencies.</p> <p>Develop a strategic implementation and monitoring plan for the Graduate Profile Competencies highlighted at each grade band.</p> <p><i>Goal 3: Culturally Responsive Teaching</i></p> <p>Reason: Provide purposeful and intentional educational experiences that foster Agency for all students through dispositions and practices.</p> <p>Strategies: Begin alignment process for formative assessment strategies and culturally responsive practices to ensure better impact with our student demographics.</p> <p>Utilize the aligned framework to develop leadership professional learning practices to create meaningful interaction with learning.</p>

Exhibit 7: Comparison of Outcomes Created by Core Team and a Pilot District’s Strategic Plan

Core Team-Created Outcomes

1. Students demonstrate increased confidence in writing.
2. Students take up opportunities for authentic, creative expression through different avenues.

Students write across content areas.

School District Improvement Plan

Improvement Area: Student Learning

Goal 2: Students [from district] will received a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

The strategies related to writing include:

Strategy 2: Provide professional development and materials for teachers to facilitate a writing workshop in all SISD classrooms using the writing process.

Expected Impact: Improved report card grades, lesson plans, STAAR assessment results.

Strategy 4: Provide professional development to teachers and [Coaches] on “Writing Across the Content” to include continued sessions to strengthen the teaching of open-ended responses.

Expected Impact: Improvement in STAAR assessment results/course passing rates.

Strategy 9: Implement “Writable” program to expand students’ written language proficiency and skills, applied to a variety of interdisciplinary instructional combinations.

Expected Impact: Improvement in student writing proficiency levels and application of increased skills to all core subject areas; improvement in STAAR Writing assessment results.

Exhibit 8: Comparison of Outcomes Created by Core Team and a Pilot District’s Strategic Plan

<p>Core Team-Created Outcomes</p> <ol style="list-style-type: none"> 1. Students of color who have experienced racism have access to an awareness of a resource (person or process) to address the mental health impacts of racism. 2. Students of color who have experienced racism have the knowledge and training to advocate for themselves and others against racism. 3. The community (school and larger) is educated on the impacts of racism
<p>School District Strategic Plan</p> <p>Related Priorities</p> <ol style="list-style-type: none"> 1. Parent and Family Engagement: To engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district, we will coordinate and monitor supports that are aligned with students’ and families’ needs. 2. Community Engagement: To partner with local businesses, community organizations, and other agencies to meet the needs of the district, we will coordinate and monitor all supports that are aligned with students’ and families’ needs. <p><i>Related Action Plans and Steps:</i></p> <ol style="list-style-type: none"> 1. [Pilot District] will partner with all interested community members to meet the needs of the district and align with all students’ and families’ needs as evidenced our district needs assessment and a 35% increase in student growth and achievement 2. To Build strong and effective partnerships with families to promote all students’ educational development as evidenced the District needs assessment and a 35% increase in student growth and achievement <p><i>Related Action Steps:</i></p> <p>To develop and implement a plan to promote Cultural proficiency which addresses five elements of cultural proficiency: Assess Cultural Knowledge, Values Diversity, Manages the Dynamics of Difference, Adapts to Diversity, and Institutionalize Cultural Knowledge.</p> <p>Anticipated Outcome:</p> <p>Family and community engagement will be a meaningful contributor to increased student performance, greater overall social and emotional wellness, improved schools, and students who are prepared for post-secondary education and participation in a global economy.</p>

Exhibit 9: Comparison of Outcomes Created by Core Team and a Pilot District’s Strategic Plan

<p>Core Team-Created Outcomes</p> <ol style="list-style-type: none">1. Teachers will feel more empowered to facilitate discussions of race/racism and create a mutual understanding of the importance of DEI, because they are supported (e.g., by community, families, and district and building administration).2. Teachers will know how to understand students and take on different points of view.3. Teachers will develop classroom cultures that support maturity/civility in both planned and unplanned conversations about equity.
<p>School District Strategic Plan</p> <p>Related Strategic Initiative:</p> <p>Provide a safe learning community that supports cultural diversity and equity for all.</p> <p>Ensuring that students are able to learn in safe spaces that are resourced appropriately to increase student achievement and growth by:</p> <ul style="list-style-type: none">● Generating a positive climate and culture and increasing students’ sense of belonging within the school setting. <p>Related Action Steps:</p> <ul style="list-style-type: none">● Educate students and staff about the changing demographics and cultural diversity of our own community.● Conduct and guide conversations about bias of race, gender, ethnicity, and disabilities and its impact on opportunities, programming, and access to students.● Create and deliver explicit curriculum which promotes inclusivity with consistent exposure in the classroom.

When Core team members were asked about their thoughts on how well the outcomes created by their Core teams aligned with their district’s strategic or improvement plan and that the outcomes aligned with the goals of their district stating:

Around issues of equity, I believe that the outcomes are aligned with the goals of the district.

A participant from another district agreed:

Well, our improvement goal is to increase the success of writers, and so I think they aligned very, very well.

Reflection and Future Directions

Overall, the process of engaging Core team members in creating outcomes to address challenges reflected the Core Tenets of Inclusive Innovation and honored the context expertise of the Core team members and student voice of students who have lived experience with the challenges. As we learned from Core team members, there are still some areas of improvement that are needed to fully actualize the Core Tenets of Inclusive Innovation. We also learned that when community-district teams collaborate and consider student voice and the context expertise of themselves and others in the community, they will create outcomes that align with those the district creates in isolation.

The emerging finding that Core team members differed in whether they thought the outcomes reflected priority students is important to note. When reflecting on this process of creating outcome statements, one factor that may have influenced the differences in perspectives was the point at which participants created user personas. For two districts, the user persona was introduced after the teams had created their outcomes statements. Throughout our engagement with the Core teams, we were intentional about centering student voice and context expertise, but the introduction of the intended user, the priority student, earlier in the process, may have assisted the community-district teams with ensuring that students were truly centered as the priority problem statements and outcomes were created. Moving forward, it will be important that we continue to provide pathways that support the voice of students furthest from opportunity to truly be at the center of the outcomes the Core team is trying to achieve.

The outcomes created by the community-district teams align those that their respective districts address in their strategic plans, but are more centered on the needs of students who are furthest from opportunity. This report highlights that community-district partnerships can support district initiatives and lead to equity-centered innovations and solutions that the district may not be able to achieve alone. But even well-designed participatory structures will not achieve anticipated outcomes unless they are executed over a substantial period of time and provided adequate resources (Somech, 2010). Moving forward, it will be important to examine how well community and district teams are able to continue their collaboration to successfully implement their solutions and achieve the outcomes they have developed through the Inclusive Innovation process.

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