

Inclusion 1: Forming an Inclusive Coalition

WHAT will we have when this activity is complete?	At the end of this activity, you will have identified a potential community co-lead, identified support people for developing a coalition, created a list of stakeholder groups for your local coalition, and developed a preliminary plan for building your local coalition
WHY is this activity important?	Supports you in developing a plan for building a Local Laboratory of Learning (L3) that is inclusive and creates a foundation for co-creation.
HOW do I do this activity while keeping the habits in mind?	Focus on <i>inclusion</i> and keeping many perspectives and voices in the room and participating. For more ideas, click on this link [include a link to the module page with more prompts]
WHEN in the process does this activity come?	Do this activity after the Intro and before Launching the L3 Process
WHO needs to be involved with this activity?	Complete this activity with your Community Co-Lead and/or others involved in the planning and development of your L3.

Considerations for Identifying & Recruiting a Co-Lead

This community co-lead will help you recruit members of your local coalition, in addition to partnering with you to design and facilitate your sessions. If possible, you should identify and recruit your co-lead a month prior to the coalition launch.

Some questions to consider as you think about a co-lead:

- Think about what type of support you need as your coalition comes together—business leader? Community organizer? Religious leader?
 - Someone with tight local ties that can connect with businesses and industry to get input and get them to come to the table.
- What members of your community are you most in need of reaching? Who can support you in reaching and communicating with these communities?
 - Industry
 - Employers
 - Those who are hiring WC graduates
 - Parents
- Is this individual well-regarded in the community? Are there any potential points of

tension?

- If you have ever had a working relationship with this person:
 - Do your working styles complement each other?
 - What are your points of alignment?
 - Are there any potential points of tension?
- DANIEL CARNEY, ECONOMIC DEVELOPMENT LEADER

Considerations & Tools for Building an Inclusive Local Coalition

While we have organized this in steps, you may find that you need to work out of sequence in order to most effectively build your coalition (e.g. you may want to recruit essential district members before you complete your community mapping, in order to include them in the process).

Overview of Steps

- **Step 1:** Ground yourself in the habits of co-creation
- **Step 2:** Identify supports for coalition formation
- **Step 3:** Community Mapping
- **Step 4:** Pause and Reflect
- **Step 5:** Plan for recruiting coalition members
- **Step 6:** Reflection

Step 1: Ground yourself in the habits and guiding principles of co-creation

As you plan for your local coalition, we ask that you anchor yourself in the habits of co-creation (inclusion, empathy, co-creation, reciprocity). We believe that attempts to embody these habits in your work has the potential to create new ways for schools/educators to interact with families and other members of the community. As we build our coalition, we anchor ourselves in:

- **Inclusion:** Intentionally building a diverse community where people feel welcomed and a deep sense of belonging, want to share their voices. Remember to look to those who are most impacted by the system, but have fewest opportunities to share their voices with the system.
- **Empathy:** Creating a community that emphasizes the need to understand multiple perspectives. Empathy should deepen the habit of inclusion, as members of the coalition stretch themselves to understand the needs, desires, and experiences of community members who are both similar and different.
- **Co-creation:** Work in collaboration with your community, building on the habits of inclusion and empathy to ensure that there are a multiplicity of voices and needs that are considered as ideas and solutions are created. Listen to and engage with those on the margins as you engage in design.
- **Reciprocity:** Building on the other habits, consider the ways power can be shared between the school and community. As you design sessions, think about the ways you can ensure that all members feel valued, both in terms of their needs and what they bring to the space.
- **Reflection**

- As you think about these habits, reflect on how you can bring them into your coalition formation?
 - Inclusion: Make sure all groups are invited to the table with equal representation.
 - Empathy: Check myself and my own biases before the work begins. Then make a safe space for others to share their thoughts and opinions without risk of judgement or criticism.
 - Co-creation: Stop trying to rush the process or assume people don't want to do or have time to engage in the work.
 - Reciprocity: Integrate what people are saying and consider their perspectives and how they are reflected in the work. If we are asking for their time and input, the work should reflect that.
 - How can we meet community needs as they work with us to fulfill ours?
- How can inclusion in your coalition formation serve as a foundation for empathy, co-creation, and reciprocity?
 - Allowing space by opening up the circle and inviting others in gives us an opportunity to grow from one another through differing experiences and visions for where the work goes.

Step 2: Identify supports for coalition formation:

- It is important to identify a lead on staff who can ensure execution of the three processes of the inclusive coalition formation: Community Sampling, Open Application and District Appointment. Identifying this lead early gives them time to internalize the recruitment part of this guide and begin to marshal the resources required to execute key processes.
- The process of recruitment requires using district data systems to identify potential candidates. The coalition formation lead will need a data point person who can support this process.
- Are there members of your school community who are plugged into the larger community and families?

Support Role	Desired Skills/Characteristics	Identified Person
Coalition Formation Lead		
Data point person		
Other supports who are plugged into the community		

Step 3: Community Mapping

Holding the habit of inclusion in mind, you should begin mapping your community and the needs for this coalition.

- Community mapping gives teams a structured way to discuss and source critical stakeholders. This image is one example of a map that allows teams to identify stakeholders by level of sector and alignment to the aspiration and principles of the project.
- We recommend initiating the conversation by defining “sectors” and “aspiration” in the context of the project.
- We place names/organizations closer to the center if they are currently aligned to our aspiration.
- Have each individual or group brainstorm key stakeholders in each category.
- Share out responses and begin to place them on the map, naming reasons for the placement in terms of sector and alignment and connection.
- Notice where there are gaps, trends and patterns of affinity (i.e. no business organizations aligned).

Community Mapping



Higher Ed: Ben Whitlock (ECTC), Scott Necessary (CU), Who are our other contacts?

K-12 Ed: Noelia Ayala, Stevie Woodson, Jamaal Stiles, David Goodlett, Jessie Weis, Lee Anne Ater, Holly Elmore, Amanda Mattingly, Bart Mattingly, Middle School Representation

Business: Toytomi, Inoac, Bonnie Plants, Airport, Stansbury, Springfield Nursing

Civic: Daniel Carney (Ec. Develop.), Mayor, Judge Exec., Invite local organization representation.

Who are those that are not supportive currently or tend to be naysayers?

Key Approach: Strategic Team Composition

- While it is tempting to include only people with high alignment, for the change to be successful, the team should consider a strategic mix of perspectives.
- Include detractors, neutral parties, helpers and champions in the mix.

Step 4: Pause & Reflect

After your preliminary community mapping, take a moment to reflect on any feelings that come up as you transition into developing a recruitment plan:

- Who are the stakeholder groups that bring up feelings of discomfort when you think about reaching out to them?
- Who are the stakeholder groups you are enthusiastic about engaging?
- As you reach out to these groups, what can you do to make sure that all people feel invited and like they have a place as they come into the coalition?

Step 5: Process for Recruiting Coalition Members

Critical Stakeholders (Direct Appointment): These are the members of your coalition who must be included because the issue, their expertise, and/or local politics demand they be involved. Although you may think you immediately know who your critical stakeholders are, we encourage you to reflect as you build your district team. Some tips include:

- Seek a diversity of opinions and experiences in your critical stakeholders (who are teacher-leaders within a school? Are there special education or CTE teachers who are not usually invited, but who can provide powerful insights regarding assessment and/or accountability?)
- Seek diversity in ethnicity within your critical stakeholder group

Open Application: an opportunity for interested stakeholders to become involved in the coalition. These individuals and groups want to be included (citizens, families, etc.) and have enough relational/social capital to know how to include themselves. The Open Recruitment is

built around an [application](#) (we recommend that you create both a paper copy with instructions for submission & a Google form that can be submitted digitally) by which interested parties might apply.

Community Sampling: intentionally focuses on **potential stakeholders** - individuals and groups that should or could be included, but don't have the process on their radar. Often these are individuals who lack social capital or awareness of this work. These voices bring critical insights and complexity and deepen the coalition's understanding of the issues.

The Community Recruitment process relies on data systems to drive the random selection; however, the parameters of the data pull require strategic choices from the leaders of the coalition.

- a. *Defining key parameters:* your recruitment team will need to decide whether to match the demographics of the community, or preference groups that hold perspectives critical to the process, but who are potentially under-represented. As you make this decision, consider:
 - Who are important audience members of the coalition's findings?
 - What message do you want to be able to share about the composition of the coalition?
 - What are the potential downsides of each choice?
- b. In addition to traditional data sources, you may also want to consider the assets in your school community that can help you to identify stakeholders (e.g. family/community coordinator, programs for teenage parents, etc.).

Community Recruitment Planning	
Support person/team	
Identify data source for recruitment list creation (student information systems, assessment system, etc.)	
Decide on what parameters will guide the creation of the list. Be iterative: take a first pull of data, then commit to refining the list (consult with members of your team)	
Using that data, randomly select a list for recruitment and check it against the desired demographic mix.	
Additional resources to consider for Community Recruitment	
Tools for outreach (email, follow-up calls, classroom visits)	

Step 6: Summarize & Reflect

As the pieces come together, begin to create a list of the people you would like to recruit for your local coalition.

Potential Stakeholder & Group (open application, critical stakeholder, community sampling)	Brief Stakeholder Description (e.g. student with IEP, living in foster care)	Stakeholder needs for coalition participation (e.g. childcare, afternoon meeting)

Reflection: As you compile your list, take a moment to reflect on the composition of your coalition. As a note, you may find that you hesitate to include some stakeholder groups (e.g. you may preemptively assume they do not want to participate in the coalition). These feelings are normal, but we encourage you to interrogate the feelings, and find the support you need to extend the invitation to those you would not normally invite. In order to do this, we offer the following reflection questions:

- Are there any vital voices that are missing (even if they do not show up in the data)?
- Do any feelings come up when you think about approaching a particular stakeholder? If there is any hesitation, think about why these feelings come up, and what support you need to reach out to any stakeholders that cause you to hesitate.

Example Process & Product

The following is an example of a roster with comments that incorporate elements of inclusive reflection:

Student demographics of Bluegrass County

- 77.6% White
- 5.8% Black
- 9.4% Hispanic
- 2.2% Asian/Pacific Islander
- 4.5% two or more races

Pre-Work and Preparation for the Leader
Activity 1: Forming an Inclusive Coalition

- .1% American Indian or Alaska Native
- 48% female students
- 52% male students
- 26.0% eligible for federal free and reduced price meal program
- 6.8% English language learners
- 13.7% students with disabilities (IEPs)
- 18.7% of high school students participate in Advanced Placement Courses
- 19.7% of teachers are male
- 80.3% of teachers are female
- What other demographic information would be useful?

Potential Stakeholder & Group (open recruitment, critical stakeholder, community stakeholder)	Brief Stakeholder Description (e.g. student with IEP, living in foster care)	Stakeholder needs for coalition participation (e.g. childcare, afternoon meeting)
Open application parent	Middle class African-American parent who is active in local politics and has an middle-school aged child with an IEP and a high school student enrolled in AP courses	
Open application	White grandparent who supports their child in childcare for their grandchildren (aged 3 and 7)	
Open application	White local business owner with adult children	
Community stakeholder	Mother of two children (one elementary aged, one infant) who recently moved to the district/county from Dominican Republic	Childcare needs in evening
Community stakeholder	English language learner high school student with IEP for dyscalculia, who has interest in physics (community sampling)	
Community stakeholder	White student in CTE program for welding	
Community stakeholder	African-American student in AP courses with an IEP for a	

Pre-Work and Preparation for the Leader
Activity 1: Forming an Inclusive Coalition

	specific learning disability	
Community stakeholder	Latinx high school student enrolled in honors classes	Athlete—meetings during school hours
Open application	High school principal in the third year of their principalship—interested in leading assessment innovations at their school (White)	
Direct Appointment	4th grade elementary school teacher who is intentional and proactive in student outreach and parental engagement. Coaches community soccer team on weekend. (African-American)	
Direct Appointment	Health Sciences teacher from Career Pathways program (White)	

Gut Check & Reflection

As you select a community co-leader and develop a plan for recruitment, you should return to questions of inclusion.

- Community Lead
 - How can your co-lead support you in the habits of inclusion, empathy, co-creation, and community reciprocity (what prior experience do they have with these concepts)?
 - Are there any barriers to building a working relationship with this person?
- Preliminary Plan for Recruitment
 - Have we considered voices we don't hear from that may not be represented in the data?
 - Are there any vital voices missing from our preliminary list?
 - Do I need to gut check this with someone else?
- Habit Reflection: Inclusion
 - Have you reached out to individuals who are not usually involved in projects?
 - How are you building a diverse community of voices?
 - Take a moment to pause and reflect as you create your plan. Engage in mindful practice, acknowledge the array of feelings as you think about engaging various groups of stakeholders (acknowledge both positive and negative feelings).
 - Be open to the discomfort you may feel as you lead.

- Be open to an iterative process. While you may think you have a coalition all set, you may find that you need to bring more voices into the process.

Resources & Links

Provide links to supporting tools, strategy resources, templates, etc to support the module

[KCAE Co-Creation Guidebook](#)

[Addressing Representation Module](#)

Flyer for Recruitment

[Open Application Template](#)

[Embracing the New Normal: Toward a More Liberatory Approach to Family Engagement](#)

[Barrier & Asset Identification](#)

Next Steps

The next module in the design sequence is [Launching the L3 process](#). After your preliminary coalition construction, your team will come together to begin your journey on becoming an inclusive community in preparation for co-creation. As you make a plan for your coalition launch, consider the needs of your stakeholders (including the time of the meeting, any childcare needs, translation needs, etc.).

[Module List DRAFT](#)