



[Image description: Hands representing different racial/ethnic identities, coming together to form a lightbulb.]



Equity by Design: Promoting Socially-Just, Evidence-Based Practice

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Promoting Socially-Just, Evidence-Based Practice

Research is widely emphasized as a necessary basis for effective practice, particularly in the context of educational policy (Darling-Hammond et al., 2019; Greenhalgh & Russell, 2009). The use of *evidence-based practice* (EBP) is considered key to supporting favorable

more frequently practiced by teachers and other school-based professionals (but still relatively limited; Scheeler et al., 2016; Simonsen et al., 2008), scholars and practitioners—particularly those from minoritized communities—call attention to the narrow, and often exclusionary nature, of the evidence on which such practices are based (Cohen et al., 2004; Kaplan et al., 2020; Lilienfeld et al., 2013; Wells et al., 2009). The limitations can place EBP initiatives at odds with initiatives aimed at supporting educational equity or social justice when not approached with a critical, equity-centered lens. In this brief, we first compare conceptualizations of EBP and their limitations. We then challenge common misconceptions about research-based practice to propose an approach to EBP that leverages critical engagement with scholarship and centers community, family, and student voice. We end with key elements of socially-just EBP to advance effective prevention, intervention, and systems of support in schools.

KEY TERMS

Causal inference: The process of drawing a conclusion that a treatment or intervention is the “cause” of the “outcome” observed (Rubin & Zell, 2018)

Co-conspirator: Co-conspirators have meaningful relationships with individuals from marginalized communities in order to “to listen” to what the communities need and to “show up with” them while using their privilege and putting themselves at risk (Jana, 2021).

Critical collaborative inquiry process: “A process that engages students, families, community members, educators and policy makers and facilitates the use of perspectives to move toward equitable learning environments, and data as a mediating tool within that process” (Skelton et al., 2021, p. 3).

Critical consciousness: “Ability to critically question the social forces that constrain individuals and communities within systems of inequalities ...and to engage in individual or collective action to redress..[those]...inequities” (Skelton et al., 2021, p.9)

academic, social, emotional, and behavioral outcomes in education (Merle et al., 2022; Pauling et al., 2021) and related fields (Anthony et al., 2003). Although specific research-based practices are progressively

What is Evidence-Based Practice?

Two broad definitions of evidence-based practice (EBP) are generally used within the professional literature: one refers to discrete practices based on research evidence, and one refers to the decision-making process that occurs when research evidence is combined with other considerations. Simply put, EBP can be understood as either a noun (a specific practice) or a verb (an inquiry *process*; Thyer & Myers, 2011).

EBP as Discrete Practices

The unitary approach to EBP featured heavily in the educational sciences emphasizes the research base for a given practice, model, or initiative; that is, the design, methods, and findings of empirical research studies determine what is considered an EBP. This approach gained traction in the 1990s with the initial use of the phrase EBP in medicine (Guyatt et al., 1992). It also grew out of the operationalization of *empirically supported treatment* in psychology in the 1990s (American Psychological Association [APA], 2006); and later proliferation throughout the helping professions with extensive uptake in education and education policy, where terms like EBP, *proven* practices or models, and *scientifically-based research* were typically defined as comprised of one or more objectives, rigorous, and well-designed experimental or quasi-experimental studies showing favorable results (Slavin, 2002). Currently, the most recent reauthorization of the *Elementary and Secondary Education Act* (ESEA) defines evidence-based as statistically significant findings at three levels based on “at least one well-designed and well-implemented” experimental, quasi-experimental, or correlational study, respectively (Every Student Succeeds Act, 2015, §8002.21.A). As such, a range of resources have been developed to assist in identifying practices considered EBP, such as:

- What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/>
- SAMHSA Evidence-Based Practices Resource Center, <https://www.samhsa.gov/resource-search/ebp>

KEY TERMS (cont.)

Effective interventions: “Ones shown to affect specified outcomes in experimental evaluations conducted under real world conditions” (Biglan & Ogden, 2008)

Efficacious interventions: “Shown by experimental evaluations to have a significant impact, where the investigators had tight control over the implementation of the intervention and may have had more than the usual level of resources for conducting the intervention” (Biglan & Ogden, 2008)

External validity: “External validity examines whether or not an observed causal relationship should be generalized to and across different measures, persons, settings, and times” (Calder et al., 1982)

Multi-tier Systems of Support (MTSS): A framework of data-based decision and service delivery that utilizes screening, progress monitoring, problem solving to inform universal, group, and individualized supports to address the students’ educational needs (Sullivan et al., 2022).

- Evidence Based Intervention Network, <https://education.missouri.edu/ebi/>
- IRIS Center, <https://iris.peabody.vanderbilt.edu/>
- Intervention Central, <https://www.interventioncentral.org/>
- Campbell Collaboration, www.campbellcollaboration.org
- Social Programs That Work, <https://evidencebasedprograms.org/>

Many of these organizations rely on the operationalization of applicable evidence (e.g., high quality research, limiting to specific research methods) to determine inclusion, sometimes aligned with policy or even more stringent criteria.

Limitations of the Unitary Approach

This unitary approach to conceptualizing EBPs has long been subject to criticism. Critiques of EBPs in connection with context and culture have garnered considerable attention, with some proponents of EBP noting variations and associated practitioner autonomy as a liability (e.g., Biglan & Ogden, 2008). Conversely, others have recognized the



[Image description: Masculine-presenting person of Color looking up at several different shapes of arrows, representing various ways of thinking.]

inherently dynamic, interactive, social nature of educational contexts as incompatible with such rigidity both in the scope and application of the evidence in EBP (e.g., Berliner, 2002; Erickson & Gutierrez, 2002). These critics have noted the exclusionary definition of evidence in many scholars' and leaders' framings of EBP, particularly where limited to experimental or quasi-experimental designs (e.g., restriction to randomized control trials [RCTs]). They have called for more expansive, inclusive, and realistic views of *science* tempered by humility, skepticism, and cultural-historical understandings that

appreciate the full range of scientific exploration, including qualitative research and practitioner research (Erickson & Gutierrez, 2002).

In addition, although EBP classifications can be helpful insofar as they confer levels of confidence regarding causal relations between the intervention and observed effects, they do not connote likely effectiveness in contexts different from those under study in the research base. These problems of context and limitations of efforts to disseminate and spread unitary EBP was an impetus for implementation research (Gamoran & Dabner, 2022) and the growth of the interdisciplinary field of implementation science. Generally, research can provide information about the likely effectiveness of a practice for populations and settings similar to those in existing studies; however, research does not tell us how different contextual factors can affect practice effectiveness in a specific context (Klingner & Edwards, 2006) or the extent to which a practice is transportable or generalizable to other settings and groups (Ingraham & Oka, 2006). So, while selecting a designated EBP from What Works Clearinghouse (WWC) may seem to be an efficient way to support a desired outcome, the information provided may lack the specificity to support implementation (Ginsburg & Smith, 2016). This simple selection process can result in finding an EBP that has limited feasibility or utility to practitioners (Kratochwill & Shernoff, 2004).


Next, the inclusivity and sociocultural underpinnings of EBPs are important to consider. These, too, can affect potential utility and effectiveness for diverse contexts and minoritized communities. For instance, there is increasing attention to the necessity that widely used universal prevention and intervention approaches (e.g., schoolwide positive behavior interventions and supports and social emotional learning) include explicit attention to correct for the exclusion, colonialism, and whiteness embedded within scholarship on which they are based, and questionable effectiveness (or lack thereof) for students from minoritized groups, particularly racially minoritized and disabled students (e.g., Bornstein, 2017; Gregory et al., 2021; Hoffman, 2009; Jagers et al., 2018; Loman et al., 2018; Mahfouz & Anthony-Stevens, 2020; Wilson, 2015). Critics note that the disregard for the cultural values and lived experience of minoritized individuals means that an EBP may not only be ineffective but harmful for individuals from minoritized backgrounds (Helms, 2015).

Taken together, such considerations require critical engagement with any specific EBP considered for potential implementation. This is especially important given that an EBP is classified as such based on a limited body of research that may feature concepts, assumptions, and methods with little relevance or potential benefit in a given context, particularly those that involve minoritized communities. When ideas of research rigor overshadow authentic partnerships and engagement with students, families, and communities or responsiveness to context or culture, EBPs can undermine educational equity and social justice when poor effects are attributed to

participants of interventions or other services—rather than the inappropriateness of the EBP for them. Further, the elevation of research methods and findings over individual, cultural, or other contextual considerations, and the assumed universality reflects assimilationist tendencies that ignore the social and interactive nature of schooling and the funds of knowledge (Moll et al., 1992), needs, and realities of minoritized individuals and communities. When standards seemingly exclude whole swaths of knowledge deemed inferior, this is often an extension of the whiteness-centering and epistemic exclusion common to typical assumptions underpinning quantitative research (Arora et al., 2022). Thus, an uncritical application of this approach is incompatible with equity-oriented, socially just goals wherein elevating voice, agency, and diversity are essential. A critical lens can be applied when evaluating, selecting, and implementing specific EBP within an integrative decision-making process, as discussed next.

EBP as an Integrative Decision-Making Process

Alternatively, we propose that EBP can be understood as the inquiry or decision-making *process* that occurs through the integration of the best available research evidence, with local resources and participant voice within the organizational and community contexts (see Figure 1). As such, EBP is not a singular or static entity but rather the dynamic result of problem-solving by partners (e.g., students, families, community members) predicated on understanding of local context and purposeful engagement with the intended participant(s) of a potential service or



practice in order to advance equity-oriented educational goals. With the explicit acknowledgement of the importance of context and participant voice, this dynamic conceptualization of EBP offers a means of explicitly and iteratively engaging social justice aims. In particular, this conceptualization of EBP can be leveraged to prioritize authentic community engagement and voice in the selection, implementation, and evaluation of practices. Further, these elements should mutually inform the other, rather than contributing to problem-solving independently, such that relations among elements of the model is synergistic (hence the bidirectional arrows in Figure 1). Note, our conceptualization here is an adaptation of the model described elsewhere wherein the EBP process has been described as integration of three core elements: (1) the best available research evidence with (2) provider expertise and resources and (3) client characteristics, culture, identity, and preferences (e.g., APA 2008, 2021; Spring & Hitchcock, 2009). This dynamic approach, too, is not without criticism for ambiguity regarding components and how cultural adaptation of unitary EBPs might be approached (e.g., Helms, 2015), and for maintaining primacy of supposed research standards and expertise over meaningful consideration of, or partnership with, the service recipients (Berg, 2019). Yet, in the proposed adaptation presented here, we seek to

embed partnership, voice, agency, and contextual responsiveness throughout. In addition to the three core elements (discussed more below), this decision-making process occurs within the ecological context, which includes the nested social structures within which students, families, educators, and communities live, learn, and grow. These structures range from the microsystems of family, community, school; the relations among them; and the broader social systems that affect them including social institutions and sectors of care, industries, media, policy, systems of oppression, and major social, political, and environmental events (for depiction, see Sullivan et al., 2021). Engaging responsively within these contexts while engaging in EBP necessitates critical consciousness, such as applying, as individuals or groups, the DAPP (Difference & Dissonance, Assumptions, Power, and Patterns) tool for analyzing difference and dissonance, assumptions, power, and patterns (Radd, 2022¹).

Participant Voice

Equity-oriented, socially just EBP requires moving beyond typical models predicated on professionals' knowledge of client characteristics, values, preferences, and needs, to prioritizing participant² voice in the EBP process. In this regard, the individuals involved in the practices or services identified through the EBP process

¹The *DAPP (Difference & Dissonance, Assumptions, Power, and Patterns) Tool* is intended to help educators, leaders, teams, schools, districts, education agencies, and other organizations to engage in the type of critical reflection necessary to build critical consciousness, and undertake more equitable and just actions, toward learning, planning, and change. More specifically, we look to see how power aligns with various dominant socio-cultural identities to advantage persons with those identities, and disadvantage and exclude those without them.

²Participants are those who will be engaged in the practice or who are the intended beneficiaries of it.

[Watermark image description: Multi-colored, overlapping speech bubbles with various profiles of peoples' faces.]

should be partners in the problem-solving process, not simply recipients of the practices selected. For educators and service providers, this will generally necessitate that they engage in cultural humility (Haynes-Mendez & Engelsmeier, 2020; Mosher et al., 2017) and, rather than assuming a traditional expert role in the process, recognizes the essential knowledge, lived experiences, and other contributions of students, families, and other community members in the process. Participant expertise should be honored not just through seeking to understand the perspectives of participants themselves, but also in considering local resources and evidence. For example, marginalized stakeholders are able to identify potential social barriers and opportunities to overcome them (Diem et al., 2018). Including their voices in decisions are especially essential in EBP because often systems and research do not prioritize or include substantive consideration of the role of various dimensions of diversity (Helms, 2015).

The Necessity for Engaging Students in Decision-Making. Another critical stakeholder voice with a necessary role in the decision-making process are students. Student voice is “the ways in which students [...] have opportunities to indirectly or directly influence education decisions that shape their learning” and helps to “foster culturally responsive classrooms to enhance

education access, opportunity, and success for students who are historically marginalized...” (REL Pacific/Institute of Education Sciences, n.d., p.1). Students bring their own experiences, thoughts, and opinions which cannot be completely explained through a scientific understanding of human behavior (Berliner, 2002). Thus, voice extends the typical derivation of participant characteristics, needs, and preferences from existing data or assessments (e.g., student information systems, screening, benchmarking, or individual assessment data), to prioritize active partnership with the individuals or groups who will be the intended recipients of services or practices.

Ways to Engage Participants. Seeking knowledge from the community can take many forms, from surveys, interviews, and focus groups. However, community partnerships can and should go deeper, with investing in means to systematically and consistently engage minoritized students, families, community members, and professionals in leadership roles to help better understand school or district needs and to contribute to problem-solving, action, and evaluation of efforts (e.g., Morel, 2021). The unique challenges faced by this school district were best known by the school and its community members—not unitary EBPs that lacked the context of the school district’s needs. Applying the critical collaborative inquiry process (Skelton et al., 2021³) is

³This presentation, developed by MAP Center Leadership, describes the critical collaborative inquiry process, which expands traditional inquiry models to be inclusive of multiple stakeholder voices, centering the perspectives of historically marginalized communities. This process is used by the MAP Center staff to engage students, families, community members, educators, and policy makers in inquiry cycles that leverage the diverse perspectives of all members of the learning community. This process includes the collection and analysis of both quantitative and qualitative outcomes and contextual data to identify inequities, determine root causes of those inequities, and generate equitable solutions for all students and adults.

conducive to centering and elevating diverse voices and experiences in the EBP process.



[Graphic Image description: Two people standing on either side, holding a speech bubble. The speech bubble is sectioned into four puzzle pieces, representing thought partnership.]

Local Resources

Local resources include the social, material, financial, and personnel resources and diverse funds of knowledge within the school personnel and community that can be leveraged support practices. This should also include consideration of existing initiatives, programs, and practices to promote efficient use of existing resources. Students and families bring everyday knowledge that can enhance curriculum and educational spaces (Barton & Tan, 2008) and a large research base supports the importance of family engagement and partnerships in particular (i.e., featuring co-construction, shared leadership, ongoing bidirectional communication, and collaboration) for school success and positive development (Chrispeels & Rivero, 2001; Garcia et al., 2022; Sheridan & Garbacz, 2021). In an

equitable partnership, one should strive to acknowledge the co-equal influence of the school and family on the ongoing relationships between them. There, partnerships can be critical to promoting the effectiveness of EBP and resulting implementation, especially where adaptation is needed to ensure responsiveness to local values, needs, and resources.

Solidarity as a Critical Resource. Solidarity is central to socially-just EBP. What does it mean to act as co-conspirators in making sure that we create the systems and processes necessary for EBP (Jackson et al., 2020; Love, 2019)? Co-conspiratorship is an approach that is part of a continuum of social justice advocacy (Jana, 2021; see Table 1). In this continuum, an ally is someone who is thinking and learning and may not actively do any advocacy and accomplices actively use their privilege to work to dismantle systems of oppression, but not necessarily with any meaningful or authentic relationships with the individuals that they support (Jana, 2021). Co-conspirators have meaningful relationships with individuals from marginalized communities in order to “to listen” to what the communities need and to “show up with” them while using their privilege and putting themselves at risk (Jana, 2021, para. 4). This approach focuses on working in solidarity and partnership in an authentic manner that privileges and prioritizes the thoughts, needs, and requests of those in the communities that are being affected.

As co-conspirators, the focus should be on creating meaningful partnerships with the stakeholders of your school. Drawing from

the Equity-Based Framework for Achieving Integrated Schooling, schools should have *all* the key stakeholders represented in inclusive, co-constructive planning (Diem et al., 2018) and leadership roles. The key stakeholders of your school should center and elevate voices from marginalized groups (Sullivan et al., 2022) and should include students, teachers, administrators, families, community leaders and organizations, and partners that represent a demographic and geographic mix of the school (Diem et al., 2018).

Best Available Evidence

What constitutes the best available evidence is based on what is most salient and applicable for partners and context: what constitutes the best available evidence may vary from one student, school, or district to the next (APA, 2021). Further, what constitutes the best available evidence is dependent on the instigating need and context, unrestricted by design or method, although greater weight should be given to sources that are more credible and applicable. This allows for practitioners to draw on a broader range of scholarship than generally invoked in the unitary conceptualization EBP discussed above, because what is determined to be the best available is specific to each problem-solving context. Practitioners may refer to hierarchies and typologies of evidence when considering the relative applicability and credibility of potential evidence (Boyle & Kelly, 2017), keeping in mind, “In EBP all available evidence is relevant [...] There is always evidence, even if it is relatively low on the evidentiary hierarchy. The conduct of EBP does not depend on the existence of RCTs or any other kind of research” (Thyer


& Myer, 2011, p. 19). Even the most ostensibly rigorous research should be approached with a critical eye toward local relevance, such as treating, for example, systematic reviews or meta-analyses as cautious summaries of a research base, not directives (Thyer & Myer, 2011).

Determining the most appropriate evidence for application in a given scenario requires consideration of more features of studies than just their design, such as the values, assumptions, sampling/contexts, methods and materials, and processes on which the research was based.

Centering Equity When Evaluating Evidence.

Thus, within a dynamic EBP process we must focus efforts on achieving deeper understanding of “what works, for whom, and under what conditions” (Miller et al., 2020, p. 31). As we consider how research-based practices can best support our students within equity-focused systems or initiatives (or simply where positive outcomes are a goal), such as multi-tiered system of support (MTSS) in schools, we have to go beyond taking a race or culture-evasive, one-size-fits-all approach (Miller et al., 2020). This means taking a more culturally responsive approach (González et al., 2022; Vigil, 2018) when choosing, implementing, and adapting interventions and other practices by accounting for factors such as culture, gender identity, ethnicity, dis/ability status, racial identity, exposure to systemic racism (Klingner & Edwards, 2006).

In addition, within the EBP process, voice and evidence can be merged. Community-based participatory research (CBPR) is one way for schools to continue benefiting from



community members' knowledge and engagement. CBPR has several principles that highlight the importance of community in approaching problems through an ecological perspective, building equitable partnerships, addressing issues of identities and systems, maintaining relationships with the community, and practicing reflection and evaluation (Collins et al., 2018). It should be noted that this form of research is not without its challenges: understanding power differentials and the distribution of power should be handled with care and caution (Wilson et al., 2017), but CBPR has the power to provide schools with more equitable solutions to local problems (Black et al., 2013; Coombe et al., 2018).

Five Steps of EBP

The EBP process is generally described as featuring an iterative five-step process:

1. **Ask a question about an unmet need or problem.** This question may be initiated by any stakeholder, and then refined through one or more collaborative processes with partners to identify the focus for subsequent steps. The scope of the question (e.g., ranging from an individual's need for support to school or system-wide concerns) will generally determine the partners involved. This step often involves data-based decision-making (e.g., within the context of multi-tier systems of support) to understand needs. This should include consideration of systemic factors such as inequitable access to needed resources, funding and policies (Dodman et al., 2018).
2. **Acquire the evidence.** Partners gather information on potential practices or approaches to address the identified need/problem. This may include a range of resources, such as the websites listed under EBP as Discrete Practices, Center resources, and other evidence known to or located by partners.
3. **Appraise the evidence.** Partners engage in a process of critical evaluation to determine what constitutes the best available evidence relative to participant voice and local resources as a basis for action. It is essential to keep in mind ecological validity, which refers to the feasibility for implementation, and is positively correlated with the acceptability and adoption of the EBP (Ledford et al., 2016). Simply put, choosing EBPs that are more likely to be considered acceptable (e.g., cost-effective and relatively easy to implement) and feasible by stakeholders (e.g., teachers, parents, practitioners, students etc.) have a higher probability of being adopted and sustained. This stage also includes consideration of not just the materials resources, time, and personnel for implementation, but the professional learning needed to support action.
4. **Apply the evidence.** Based on collaborative decision-making, the practice can be implemented along with data process to support the final step.

5. **Analyze and adjust as needed.** Following implementation, the practice should be evaluated to determine how well it addressed the need/problem, with adjustments as necessary. Consequently, this may involve returning to earlier steps to better address the need problem, or refine the processes used to support better decision-making in the future. This stage might also include consideration of de-implementation of practices, programs and processes that have proven to be ineffective or even harmful (Shaw, 2021).

Conclusion

EBP can be a powerful vehicle for supporting positive changes for students, families, educators, and communities. An integrative EBP process integrating participant voice, local resources, and research evidence empower school partners to engage in problem-solving to identify, implement, and evaluate research-based practices, including singular or unitary EBP, to support students' learning and wellness in ways that are aligned with their values, needs, preferences, and other characteristics. A socially just approach to EBP centers participant voice and leverages local resources as partners move through the EBP process of identifying an unmet need; acquiring, appraising, and applying research evidence; and evaluating impact. Grounding this process in partnership and critical inquiry helps ensure that research use does not serve as an added means of marginalizing students, families, and other stakeholders from minoritized communities. Instead, we can leverage research as an asset in our efforts to engage in socially just, culturally responsive practice.

Tables and Figures

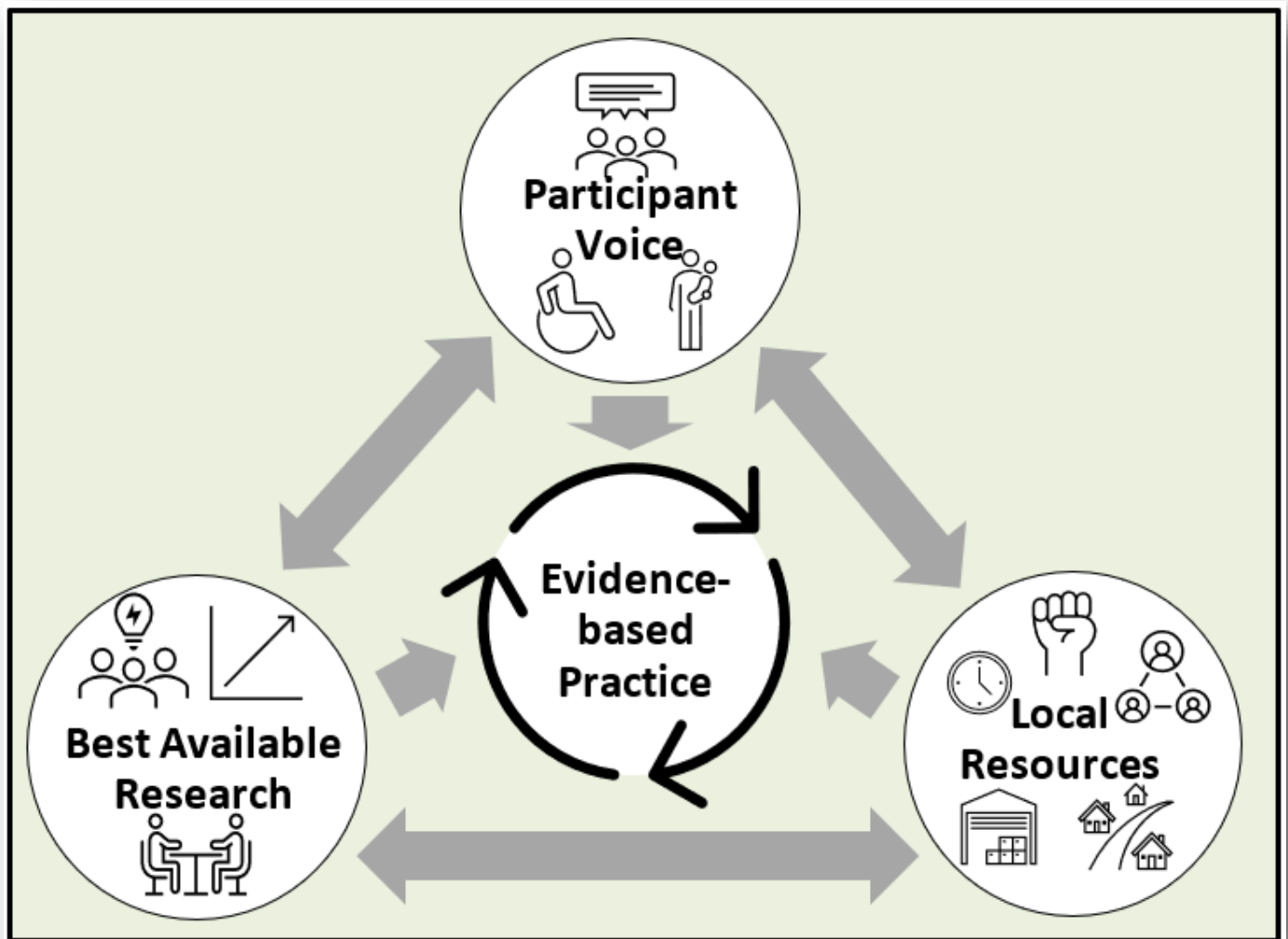


Figure 1
EPB Components

[Image description: This figure depicts the elements of EBP and their relations. There are three circles for participant voice, best available research, and local resource organized in a triangle with bidirectional arrows between them to show they inform each other. At the center there is a circle labeled, evidence-based practice, with arrows showing it is influence by each element.]

Tables and Figures (cont.)

Ally	Accomplice	Co-Conspirator
<ul style="list-style-type: none"> • Thinking & Learning Stage • Believes in equal rights • Reading, learning, watching, and privately discussing the much-deserved freedoms of others, posting informative and performative things • Ally privilege is the ability to care about social justice issues without actually showing up and doing anything about it 	<ul style="list-style-type: none"> • Reactive Response Stage • Actively work to dismantle systems of oppression. • They have passed through the initial phase of allyship and done the requisite work of learning and understanding their roles in upholding unjust structures. • Use what they have learned and their access to correct systemic bias 	<ul style="list-style-type: none"> • Proactive phase • Work alongside the communities they support. They have, seek, and create meaningful relationships with the people they actively support • Show up <i>with</i> BIPOC and/or LGBTQIA+ folks and <i>listen</i> to center those voices • Aware of privilege and willing to put themselves on the line

Table 1

Social Justice Advocacy Journey Adapted from Jana (2021)

Recommended Resources

- Garcia, M. E., Frunzi, K., Dean, C. B., Flores, N., & Miller, K. B. (2022). Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement. REL 2016-148. *Regional Educational Laboratory Pacific*. <https://greatlakesequity.org/resource/toolkit-resources-engaging-families-and-community-partners-education-part-1-building>
- Kulkarni, T., Weeks, M. R., & Sullivan, A.L. (2021). Critical evaluation of largescale secondary analyses to aid responsible research use and equitable decision making. Midwest and Plains Equity Assistance Center (MAP EAC). <https://greatlakesequity.org/resource/critical-evaluation-largescale-secondary-analyses-aid-responsible-research-use-and>
- Morton, C. (2017). *Supporting student success through authentic partnerships: Reflection from Parents and caregivers*. Equity by Design. Midwest and Plains Equity Assistance Center (MAP EAC). <https://greatlakesequity.org/resource/supporting-student-success-through-authentic-partnerships-reflection-parents-and-caregivers>
- Nguyễn, D. H. K., & Hoy, Z. R. M. (2017). *Examining school connectedness and communication with New American parents*. Midwest and Plains Equity Assistance Center (MAP EAC). <https://greatlakesequity.org/resource/examining-school-connectedness-and-communication-new-american-parents>
- Reid, C., & Elwood Martin, R. (2015). *Community based participatory research with Ruth Elwood Martin*. Dignity in Schools. http://dignityinschools.org/toolkit_resources/community-based-participatory-research-with-ruth-elwood-martin/?toolkits=stpp
- REL Pacific/Institute of Education Sciences. (n.d.). *Including voice in education addressing equity through student and family voice in classroom learning*. Midwest and Plains Equity Assistance Center (MAP EAC). <https://greatlakesequity.org/resource/including-voice-education-addressing-equity-through-student-and-family-voice-classroom>
- Participatory action research: Understanding your districts discipline data*. (2017, November 21). Dignity in Schools. <https://dignityinschools.org/resources/participatory-action-research-understanding-your-districts-discipline-data/?toolkits=stpp>
- Skelton, S. M., Kyser, T., & Thorius, K. A. K. (2021). Including all stakeholders in critical collaborative inquiry cycles. Midwest & Plains Equity Assistance Center (MAP EAC). <https://greatlakesequity.org/resource/including-all-stakeholders-critical-collaborative-inquiry-cycles>
- Sullivan, A. L., Nguyen, T., & Shaver, E. (2022). *Foundations of equity-centered MTSS*. Equity by Design. Midwest and Plains Equity Assistance Center (MAP EAC). <https://greatlakesequity.org/resource/foundations-equity-centered-mtss>

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About the Midwest & Plains Equity Assistance Center

The mission of the Midwest & Plains Equity Assistance Center is to ensure equity in student access to and participation in high quality, research-based education by expanding states' and school systems' capacity to provide robust, effective opportunities to learn for all students, regardless of and responsive to race, sex, and national origin, and to reduce disparities in educational outcomes among and between groups. The Equity by Design briefs series is intended to provide vital background information and action steps to support educators and other equity advocates as they work to create positive educational environments for all children. For more information, visit <http://www.greatlakesequity.org>.

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