

Transforming Communities Together: Law and Community School Partnerships in Action

- **Deanna Creighton, Director, ABC Community School Partnerships**
- **Mya Gordon, Emerson Fellow, Netter Center for Community Partnerships**
- **Wendy Salcedo-Fierro, Partnership Lead, UCLA Center for Community Schooling**

Agenda

1. Opening - Introductions
2. Law Partnerships Overview
 - a. UNM
 - b. UCLA Community School
 - c. UPenn
3. Action Planning
4. Next Steps



TRANSFORMING COMMUNITIES TOGETHER: LAW AND COMMUNITY SCHOOL PARTNERSHIPS IN ACTION



SCHOOL
OF LAW



Community
School
Partnership

DEANNA CREIGHTON

Director, ABC Community
School Partnership



Introduction



Session Objectives

- The role of law clinics in supporting families, students, and communities
- Practical insights into how and why our partnership formed
- Examples of what we have accomplished
- Recommendations on how to initiate, sustain, and maintain community school - law school partnerships

“Our goal is that you leave inspired and equipped with ideas and strategies for building or strengthening similar partnerships in your own communities.”

Early Childhood Innovation

- Needs assessment
- Innovative solutions
- Local assets
- Multigenerational impact





Central New Mexico
Community College

Mutually Transformative Partnerships

We engaged professors and students with the UNM School of Law who worked with 5 moms to create a **cooperatively owned childcare business**, licensed with the State of NM. Bilingual law students conducted all meetings, and wrote bylaws, etc. in Spanish .



Community
School
Partnership



PROJECT GROWTH



ACHIEVABLE

REPLICABLE

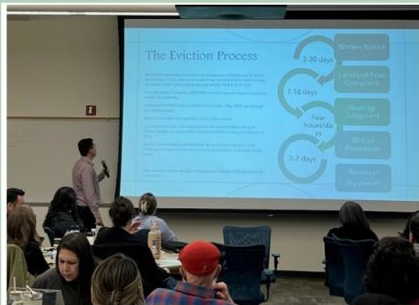


SCALEABLE

SUSTAINABLE



DEEPER PARTNERSHIPS



School of Law Faculty and Students Present at Housing Education Day

On February 18, 2025, the ABC Community School Partnership, in collaboration with the City of Albuquerque, Bernalillo County, Albuquerque Public Schools, UNM School of Law, and New Mexico Legal Aid, hosted Housing Education Day. The event brought together over 100 educators, legal professionals, and advocates to discuss housing instability and homelessness prevention.

UNM School of Law Associate Dean Serge Martinez, Professor Allison Freedman, and third-year School of Law students Dante Gurule and Alicia Ulibarri delivered presentations and engaged with attendees on New Mexico's eviction process. They provided in-depth information on the legal procedures and relevant rules and regulations in eviction hearings. They also shared valuable resources for those affected by housing challenges.

Learning Together
Childcare Center

Legal Pop Up Clinics

Housing Instability
and Educational
Outcomes



Legal Clinic Social
Worker

“This inter-professional collaboration between the Law School Clinic and a social worker is one of the most exciting things we’ve done in a while. For as long as I’ve been a public interest lawyer, I’ve been frustrated by the limitations of what lawyers can do to help people who have problems that aren’t just legal in nature. The legal problems our clients come to us with are often only a small piece of a much larger set of needs and challenges they are facing, all of which are usually connected: the reason they’re facing eviction is because they don’t have money to pay the rent, because they had to pay for medical care for their kids and a car repair so they can get to the two jobs they need to have to be able to afford the rent. We are trained to put out fires, and we’re not always good at preventing the next fires from starting. We can often help with legal needs—fighting off an eviction, helping enforce a child support agreement, defending a criminal charge—but then we’re sort of stuck in terms of next steps. Adding a social worker to our team means that we can help our clients discover and access resources that go beyond the immediate problem they’re facing and address the issues that put them into the position that made them contact us in the first place. This is a huge step forward for the Clinic and our clients and the community.”

Associate Dean Serge Martinez



Law Clinics & Their Role



SCHOOL
OF LAW

Primary Objectives

- Teach students how to be good lawyers
- Social justice, community service mission

Their Benefits

- Free legal services to the community
- Responsive to community needs
- Benefits underserved or marginalized communities

“A solution in search of a problem.”



RECOMMENDATIONS
FOR
FORMING
PARTNERSHIPS

Community
Presence &
Making
Connections

Building
Relationships

Shared Goals,
Transparency,
Trust, &
Flexibility

Warm
Hand-offs

Scaleable,
Replicable,
Sustainable

Contact Us



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SERGE.MARTINEZ@LAW.UNM.EDU



We are



UCLA COMMUNITY SCHOOL
Where we grow together

- TK-12 Public School in Koreatown
- Shared campus with 5 other community schools (RFK complex)
- LAUSD pilot school
- University-assisted Community School
- Teacher-Powered School
- United Teachers Los Angeles





UCLA Partnership

- 100 Bruins each year
- Student teachers, lawyers, researchers, interns, guest lecturers, tutors and more
- Professional learning
- Enrichment programs
- Integrated Services
- Shared Governance
- Research-practice partnerships

Partnership Collective Priorities

Teaching and Learning

A shared commitment to making practice public, mentoring and modeling excellent teaching for the next generation of educators and informing the efforts of school transformation.

Advancing Research

Mutually-beneficial research-practice partnerships that tackle collective problems in order to inform practice, ensure accountability, and share the wealth of our community knowledge.

Student and Family Services

Opportunities for students and families within and beyond the classroom that affirm their identities, cultivate belonging, and that support them to thrive through services and enrichment opportunities.

UCLA Immigrant Family Legal Clinic (IFLC)

- Uniquely housed on the community schools campus (15 mi distance)
- Opened in 2019
- Fourteen UCLA law students participated in the clinic in 23-24
- Social worker recently hired
- 4 undergraduate interns helped with translation and interpretation



Services for the RFK Community

Full representation: Pro bono representation in immigration court and/or on asylum and humanitarian visas - currently ~150 individuals, ~60 are active

Consultations: free advice and counseling. Averaging 3-4/week

Outreach: presentations in classrooms and for parents in the evenings/weekends on legal topics of importance to the community



“The mission of our clinic is to create a space on the school campus where community members - student, parents, teachers - can feel safe talking about legal issues and to feel a sense of both safety and power”

- Nina Rabin, IFLC Director and Clinical Professor of Law



UCLA Immigrant Family Legal Clinic



“The clinic provides life-saving services in an area of enormous need. At the same time the clinic is educating the next generation of advocates.”

UCLA law student



Nina Rabin, law student representative Isaiah Zeavin Moss, and a happy family after a successful hearing in state court.



Three generations (including 2 RFK students) and law student Tess Joseph gathering in the clinic after a successful court hearing

Know Your Rights Workshops



Supporting Teachers in Creating Sanctuary Classrooms and Schools

In partnership with **UCLA school of Law** and **UCLA Teacher Education Program**, created a curriculum fellowship that can

- enhance and support educators role in creating safe and affirming spaces for im/migrant and LGBTQ+ youth.
- Develop curriculum and organizing plans
- Strengthen the work of teacher prep and IFLC for greater in advancement of im/migrant justice and queer justice





Organizing For Robust Sanctuary School Policies at RFK Community Schools

RFK-Wide Sanctuary Protocol

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If ICE Claims "Exigent Circumstances" to Demand Immediate Campus Access	3
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FOSTERING A SCHOOL WIDE SAFE ZONE CULTURE

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UCLA-CS is a sanctuary school, a place of safety and security for students and their families. To be in community, is not just about respecting cultural assets. It extends to the notion of struggle. You are embracing solidarity for immigrant rights."

Karen Hunter Quartz, director of the UCLA Center for Community Schooling



Additional Readings and Information

[Sanctuary Schooling: A Promising Model for Supporting Immigrant Students](#)

[Community Schools Revolution](#)

[Immigrant Family Legal Clinic Website](#)

[IFLC interviews](#)

[LPI Report: Celebrating Language, Culture and Community](#)

[Public Scholarship at UCLA Community School](#)



Questions?

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Netter Center
for Community Partnerships
UNIVERSITY *of* PENNSYLVANIA

Netter Center/UACS Partnerships with Penn's Entrepreneurship Legal Clinic to support

- the creation of **Rebel Ventures**, a high school student -run nonprofit food business
- The efforts of the Netter Center **Participatory Action Design Studio** whose mission is to develop engaging educational materials for UACS programs.

Netter Center Overview

The Netter Center develops and helps implement democratic and mutually transformative partnerships between Penn and West Philadelphia that improve the quality of life on campus and in the community and advance research, teaching, learning, practice, and service.

- Academically Based Community Service (ABCS)
- University-Assisted Community Schools (UACS)
- Democratic Anchor Institution approach

Strategies shared across the country and around the world, serving as a model for democratic university-community engagement.

Sayre HS

Hamilton

West Philadelphia HS

Paul Robeson HS

Lea

Netter Center

Comegys

Mitchell

The Netter Center: Key Goals



- **Create long-term mutually beneficial/transformative relationships** between the University of Pennsylvania and the greater West Philadelphia community
- **Leverage resources** and help the university become more engaged in the community
- Have all students (K-16+) learn through **collaborative problem-solving of real-world, local issues**
- Empower K-16+ students to collaboratively make changes in their own community

Netter/UACS Food Education Overview

WHO

- K-12 students, staff, faculty
- Penn students, staff, faculty
- Agatston Urban Nutrition Initiative (AUNI)/UACS/Netter Staff
- Outside partners

WHAT

- Fruit Stands
- School Garden
- Good Food Bag
- Smoothie Bike
- Rebel Ventures
- Community Dinners
- Participatory Action Design Studio

HOW Our food education work at Netter starts by listening to the needs in our K-12 partner schools. Based on the needs and resources available, we design projects that put teams of K-16+ students in control of creating a healthier food system in their schools and communities.

Rebel Ventures

- Rebel Ventures is a high-school student powered healthy food business.
- HS and Penn students, supported by Netter staff and industry partners, work together to run the social enterprise.
- Penn partnerships:
 - Wharton: Management, Leadership, Finance, Sales, Marketing, Entrepreneurship
 - Law: Entrepreneurship Legal Clinic
 - Nonprofit Leadership, Social Work
 - Design, Fine Arts, Integrated Product Design
 - Graduate School of Education



Rebel Ventures and Penn Law Entrepreneurship Legal Clinic

- Critical ELC supports
 - Advisement on entity structure creation and separation from Penn
 - Consider issues of 'Unrelated Business Income (UBIT)', employment flexibility for HS students, etc
 - Drafting bylaws, providing editorial support over time
 - Filing Nonprofit Creation paperwork with State, apply for Federal Nonprofit Status.
 - Support the development of Board of Directors Governance Protocols.
 - Participate directly with HS students, Netter staff, and RV Board









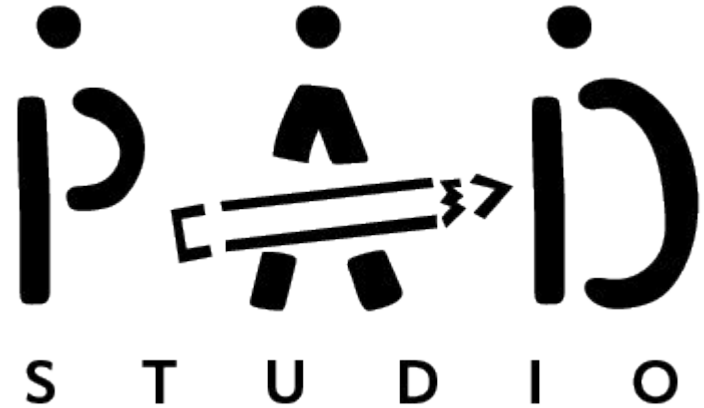






Participatory Action Design Studio

- The Participatory Action Design Studio is a group of Penn undergrad and graduate students who work together on a design projects that are needed by Netter Center programs.
- Penn partnerships:
 - Design
 - Architecture
 - Fine Arts
 - Integrated Product Design



for educational purposes only



HARVEST GAMES



U+CS



Netter Center
for Community Partnerships
UNIVERSITY of PENNSYLVANIA

Little Gem Lettuce

Lactuca Sativa

Origin:

United Kingdom

Harvest Time:

May to October

Taste Profile:

Mild and sweet flavor
with a crisp texture.

Fun Fact:

This lettuce is often harvested at its "baby" stage
when the heads are still small and tender.



Suggested Use:



Salads



Wraps



Tacos



Juice



Sandwiches

Harvest Game Cards

Status:

In progress

Designer(s):

- Jill
- Ale

Due date:

Instructions & Needs:

- Create a set of Fruit/Vegetable trading cards that kids will love and learn from
- Incorporate different information about the fruit/vegetable in a kid-appealing way
- Blood oranges, strawberries, goldrush apples harrowcrisp pears, plums,
- Card info:

<https://docs.google.com/spreadsheets/d/1G-PAKFQPKaZh0BgK7M2aYGwKQl44pqK0FbvkvxM8p2uc/edit#gid=0>

Resources:

<https://fruitsandveggies.org/stories/fruits/>
<https://fdc.nal.usda.gov/>
<https://plants.usda.gov/home>
<https://fallingfruit.org/data>
<https://www.tradewindsfruit.com/content/fruitsscintific.htm>

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Learnings from Penn Law students

- Fair Use - Education Setting
- Over we can't resemble a distinct brand (even the gradient, shading is copyrightable)
- Recommendation is to design shareable educational materials that avoid likelihood of confusion - kids shouldn't think it looks like a pokemon card — include kids as focus groups for designs, ensure they are distinctive
- Game/point system is ubiquitous - nobody can own this



Harvest Artist

SETUP:

1. Shuffle the fruit character cards and place them in a face-down pile.
2. Choose one player to be the Harvest Artist for the first round.
3. Give the artist paper and a pencil (or a whiteboard and marker).

GAMEPLAY:

1. The Harvest Artist draws a card but does not show it to anyone.
2. They must draw the character on the card without using words, letters, or numbers.
3. The other players try to guess which fruit character it is.
4. The first player to guess correctly wins the card and adds it to their harvest basket.
5. If no one guesses within 60 seconds, the card goes back into the pile.
6. The next player becomes the Harvest Artist, and the game continues.
7. The game ends when all the cards have been used or after a set number of rounds.
8. The player with the most cards in their basket wins the harvest!

Memory Mill

SETUP:

1. Divide players into two teams.
2. Shuffle the deck of cards thoroughly.
3. Each team randomly selects eight cards from the deck.
4. Set a timer for one minute and allow both teams to study their cards during this time.
5. After the minute is up, teams swap their entire set of eight cards with the other team.

GAMEPLAY:

1. One player from each team chooses a card from the opposing team's deck.
2. Teams take turns asking yes-or-no questions to deduce which card was picked. Players can only ask questions about the information on the card.
3. A team can only make a final guess when it is their turn.
4. If a team guesses incorrectly, the opposing team is allowed to ask two questions in a row as a penalty.
5. The first team to correctly guess the opposing team's chosen card wins the round.

Recipe Genius

SETUP:

1. Shuffle the deck of fruit character cards.
2. Randomly deal three cards to each player or team.
3. Set a timer for one minute.

GAMEPLAY:

1. When the timer starts, each player/team must create a list of as many dishes as possible using any of the fruits/vegetables on their cards.
2. Dishes can be real or creative, as long as they make sense with the fruit ingredients.
3. When time is up, each player/team counts the number of dishes they listed.
4. The player/team with the most dishes wins the challenge and goes first.
5. If there's a tie, the tied players/teams must each name one extra dish until only one remains.

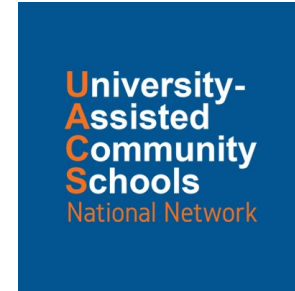
Thank you!

University-Assisted Community School National Network

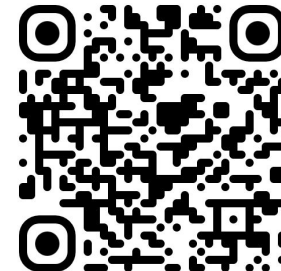
The **University-Assisted Community School National Network** promotes the exchange of resources and practices that help advance UACS partnerships.

Activities include

- Hosting and co-hosting virtual meetings and in-person conferences;
- Providing technical assistance and resources for university, school and community partners seeking to build and/or strengthen UACS programs;
- Connecting UACS practitioners; and
- Site visits by request.
- Helping to find people in a higher ed institution to connect with



Scan QR code to visit
[UACS National Network](#)



Action Planning

- *What is one idea or insight from today that challenged or expanded your thinking?*
- *What's one question that's still on your mind or that you want to explore more?*
- *What is one thing you or your team can do next?*

