

BUILDING COMMUNITY THROUGH INNOVATIVE PARTNERSHIPS

The seal of Barry University is visible in the upper right corner. It is a circular emblem with the text "BARRY UNIVERSITY" at the top and "1940 FLORIDA" at the bottom. The center of the seal features a shield with a cross and a book.

**13th Biennial Colloquium of Dominican Colleges
and Universities**

June 13, 2014

Barry University

Panelist

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Panel Overview

- **Institutionalizing Community Engagement**
- **From Research to Practice**
- **Community Learning Partnership Model**
- **Barry University Perspective**
- **Miami Dade County Public Schools Perspective**
- **Lessons Learned and Vision for the future**



Institutionalizing Community Engagement: *Empowered by our Mission Statement*



Barry is a university where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

(Excerpt from Barry Mission Statement)



Institutionalizing Community Engagement: *Empowered by our Core Commitments*

- Knowledge and Truth
- Inclusive Community
- Social Justice
- Collaborative Service



Institutionalizing Community Engagement

- Called for in the University's Strategic Agenda for 2006-2011 & 2011-2016
 - Partnership efforts increased in all disciplines
 - Created a Center for Community Service Initiatives (CCSI)
- University & President recognized for community engagement
- Developed a Quality Enhancement Plan to create more experiential learning experiences for students
- Currently seeking the Carnegie Classification for Community Engagement



From Research to Practice

- Concerns about educational quality have encouraged **community leaders to examine these issues at the local level** and identify strategies for improvement that can be fostered through partnerships (Altbach, Gumport & Berndahl, 2011; Boyer, 1990; Clark, 2007; Maurrasse, 2001).
- **University-school-community partnerships offer numerous opportunities** to enhance educational quality within a community, but they do not happen easily and are difficult to sustain over time (Beere, 2009; Miller & Hafner, 2008).



From Research to Practice

- Studies on effective partnerships have identified factors such as **mutual goals, a shared vision, an understanding of community needs, and leadership from all constituents** (Drinkwater & Smethurst, 2011; Harkavy & Hartley, 2009; Henk, Baxter & Montejano, 2013).
- **Institutional Leadership** has been cited as the single most important element in the formation of educational partnerships within a community (Kezar, 2007; Sandmann & Plater, 2009).



Independent K-12 Schools: How can we connect and engage with our broader public purposes?

Five opportunities:

- Professional Development for Teachers
- Opening school presentations to all parents within the community
- Partnerships with local public schools that support enrichment programs
- Community engagement with local neighborhood
- Service that supports the common good

National Association of Independent Schools Trend book (2012)



Public Schools

American School Counselors Association (2005)

Student, Parent and Community Engagement

This pillar supports activities and functions which enhance student, parent, and community understanding, awareness, and support for our schools and District.

Education

This pillar supports activities and functions leading to an educational experience that fosters individual excellence in a collaborative environment leading to responsible citizenship, global awareness, and lifelong learning.

Student Achievement:

Preparing for Success in the Third Millennium

Financial Efficiency/Stability

This pillar supports activities and functions that ensure effective and ethical business operations, sound stewardship of resources, and responsible budget management.

School/District Leadership

This pillar supports activities and functions which enhance talent recruitment and management, leadership development and effective and ethical governance.



Serving as a Catalyst for Quality Education & Civic Engagement in our Community



CLP Development Process

- Began discussions in 2008 with local community
- Identified school/civic leaders to champion the collaboration
- Called together decision makers for initial meetings
- Established a focus on middle, high school and college age students
- Made decisions based on proximity
- Decided that collaboration must build on what institutions were already doing, not add more



CLP Development Process



- **Initially:**
 - University resources supported the project through staff time/web development & on-going support/relationship building/ meeting space/hospitality
- **Currently:**
 - The Office of Mission Engagement coordinates efforts with various internal /external partners
 - Host a AmeriCorps Vista Volunteer
 - Grant funded from local civic organization
 - Each partner pays a \$100.00 administrative fee

CLP Partners

Schools/University:

- Archbishop Curley Notre Dame High School (9-12)
- Barry University
- The Cushman School (PK-8)- independent
- Doctors Charter School (6-12)-charter
- Horace Mann Middle School (6-8)-public
- Miami Country Day School (PK-12)-independent
- Miami Edison Senior High (9-12)-public

Community:

- Community Television of South Florida-WPBT Channel 2
- Miami Shores Chamber of Commerce



Common Institutional/Community Needs

1. Expanding **community outreach and service opportunities** for students at all levels of education
2. **Attracting and leveraging** partnership resources
 - a. Teacher training and professional development
 - b. Non-academic student programming: wellness, drug/alcohol awareness, enrichment classes, sustainability, recycling, diversity, social justice issues, etc.
3. **Promoting citizenship** skills for our students and the community
4. Garnering public recognition for **educational excellence**
5. Developing opportunities for **mentoring-college/high-school/middle school**
6. **Creating internships** for career exploration



CLP Purpose Statement

- Create a **forum for sharing** university, school and community educational opportunities
- **Leverage resources**, sharing faculty expertise and best practices to maximize educational opportunities for all members of our community: teachers, parents, students, etc.
- **Minimize barriers between students, teachers & community members through programmatic activities:** culturally, socioeconomically, geographically, ethnically
- Offer **shared experiences** that foster a sense of community engagement and civic responsibility

**Community
Engagement**



**Teacher
Professional
Development**

**Student
Leadership
Development**

CLP Organizational Structure



Three CLP Program Components

- I. Student Leadership Development
- II. Teacher Professional Development
- III. Community Engagement



I. Student Leadership Development

Annual topics are explored through experiential, student led projects designed to enhance critical thinking and expand perspectives through civic engagement and service.



I. Student Leadership Development



- Partner schools **choose student leaders** each year
- **Annual theme** is chosen by these students
- **Years 1-4** : Keynote speakers selected related to theme
 - Diversity & Inclusive Community: Remember the Titans coaches
 - Active Citizenship in a Global World: Florida Governor/ Senator Bob Graham
 - Digital Citizenship: Author Soren Gordhamer- Wisdom 2.0
- **Year 5-6** :Service and Community Engagement
 - Sustaining ourselves, sustaining our community

I. Student Leadership Development



2014-2015

Student Leader Theme:
Advocating for Social Justice



II. Teacher Professional Development

Teaching excellence is enhanced for CLP teachers, faculty, staff and administrators through expanding opportunities for professional development, sharing expertise, best practices, and resources.



Author, Dan Pink speaking at CLP Teacher Conference

II. Teacher Professional Development

Began in year two of the partnership:

1. Surveyed all teachers
2. Created sub-committee
3. Developed annual conference with keynote/breakout sessions
 - First conference – 2011@ Barry *450 teachers & 300 community members*
 - Second conference-2013 @ Miami Country Day School
325 teachers & 500 community members
 - Third conference – 2014 @ Doctors Charter School
125 teachers & 100 community members
4. Utilized evaluations from each conference to improve the next year's efforts
5. Exploring new conference structure for 2015
 - Less formal, better use of technology, and utilize faculty experts

II. Teacher Professional Development



II. Teacher Professional Development



III. Community Engagement

Personal and social responsibility is fostered among all school, university, and community members through collaborative projects that positively impact and transform our neighborhoods.



III. Community Engagement

Identify community activities and service projects that students can participate in with local neighborhoods to highlight their collaborative efforts:

- Miami Shores Unity Day
- Pines Nursing Home Service Trip
- Urban Paradise Guild- Viczaya
- Urban Green Works Liberty City Community Garden
- Haiti Relief Service Project



CLP Schools Help Haiti: Adding Up the Effort

School	Supplies	Donation \$	Service Projects
Archbishop Curley Notre Dame	3 Van Loads	\$5,194	<ul style="list-style-type: none"> • Dress down days • International Food Tasting • Car Wash
Barry University	12 Van Loads	\$2,200	<ul style="list-style-type: none"> • Rowing Team fundraiser • Soccer Fundraiser • Alternative Spring Break at Notre Dame • Prayer Service, planning & counseling
Doctor's Charter School of Miami Shores	4 Van Loads		"Hawks Got Sole" Shoes for Haiti Collection
Miami Country Day School	4 Van Loads	\$5,500	Large SOLAR COOKER being sent through student effort
Miami Shores Elementary	Loads of pop-top canned goods & supplies	\$1,700	<ul style="list-style-type: none"> • "Helping Hands for Haiti Assembly" • Valentine Dance proceeds, bake and pizza sales • Special Ribbon sales
The Cushman School	4 Pallets	\$2,000	
Miami Shores Presbyterian Church School	6+ Van Loads	Collected Funds given to Church Haiti project	

CLP Schools Help Haiti: Adding Up the Effort

TOTALS:

33+ Van Loads

\$16,594



III. Community Engagement



Reflection

“Democratic partnerships involving universities, schools, and an array of neighborhood and community organizations are the most promising means of improving the lives of our nation’s young people and strengthening our communities.”

Harkavy & Hartley (2009), p. 3



University Perspective

Developed a Community-Based Student Recruitment and Engagement Proposal

- High School, Undergraduate, Graduate recruitment
- Dual enrollment
- Reciprocal discount tuition
- Currently developing cohorts of CLP school teachers /staff /administrators

Lesson Learned: Don't just tell them what you have; ask them what they want.



Tuition discount for CLP teachers, staff, and administrators.

Barry University

The advertisement features three professionals (two women and one man) standing in front of a chalkboard. The chalkboard contains mathematical formulas: $f(x) = \begin{cases} (acy) \cos \pi x + bcy \\ 0 \end{cases}$, $acy = 1/P\pi \begin{cases} \infty \\ -\infty \end{cases}$, $b(y) = 1/P\pi \begin{cases} \infty \\ -\infty \end{cases}$, and $f(x) = 1/P\pi \begin{cases} \infty \\ -\infty \end{cases}$. The Barry University logo is in a red box at the bottom left.

University Perspective

- **Price:** 40% discount for cohorts approved by the University's Revenue Recognition Committee
- **Place:** Administrators of a CLP school agreed to host classes rent-free; time to be at convenience of cohort
- **Program:** Needs assessment – survey e-mailed to teachers of all CLP schools, through the principals
 - **Based on survey results,** specific graduate programs in Education were prioritized for initial offerings
- **Promotion:** Information Sessions scheduled to recruit students for cohorts

Four P's of Marketing for Not-for-Profits*: Program, Place, Price and Promotion (Kotler, 1975)

University Perspective

Mutual benefits of partnerships

- CLP schools' teachers/administrators/staff benefit from advanced course work/professional development offered by University faculty
- Barry students benefit from expertise of CLP schools' teachers and administrators during their placements in field experiences, practicums, internships/ community engagement

University Perspective

- Increase community awareness about the quality of University programs
- University benefits from extending its mission through educational partnerships in the community



Outcomes: Edison HS Partnership

- Visit by our President, Sister Linda, to Miami Edison HS
- Edison students are 95% Haitian-American, a majority of whom are English language learners (ELL)
- To address high school teachers' expressed need for strategies to improve their students' academic performance in language development/language arts, school administrators requested professional development by Barry's School of Education faculty
- Three Barry faculty facilitated 10 training sessions (1-2 hours each) over 20 weeks to 13 teachers, teaching Visual Thinking Strategies (VTS) – researchers co-constructed a VTS collaborative learning community with Edison HS teachers/administrators

Outcomes: Edison HS Partnership

- **VTS engages learners** in facilitated discussions of art images to stimulate students' critical thinking, communication and visual-literacy (Goldberg, 2005)
- **Edison teachers used the VTS methodology** in their social science and ELL classes
- Results indicated that **students exhibited enhanced vocabulary and communication skills**; as a consequence improved their writing and analytical abilities
- Barry Education faculty also provided **Dual-Language Program consultation**

Awards & Grants

- Doctors Charter School awarded **\$87,312 Safe Routes to School Grant** in 2008
- CLP awarded **“Most Community Based Partner”** from WPBT public television in 2009
- CLP awarded the 2010 **Florida Campus Compact Graham-Frey Civic Award**
- CLP awarded 2011 **Florida Campus Compact Campus-Community Partnership Award**
- CLP awarded **five grants totaling \$3500.00** from by Miami Shores Community Alliance (2009-2014)
- CLP listed in **ACCU’s Promising Practices publication** in 2013
- **Sister Linda Bevilacqua, OP, PhD** received Founders Award from Campus Compact in 2014

Awards & Grants



Barry University & CLP and win the Campus Community Partnership Award, October 2011

Public Schools Perspectives

- **Many competing demands:**
 - Federal Mandates:
Accountability,
Accountability,
Accountability!
 - State Mandated Curriculums
and Benchmarks
 - Testing – End of Course
(EOCs) Exams
 - Transition to Common Core



Public Schools: How do we balance the demands of accountability with community engagement?

- American School Counselor Association (ASCA) Model
- Florida School Counseling Framework
- Miami-Dade County Public Schools Comprehensive Student Services Program Plan (PK-Adult)

Domains

- *Academic/Educational Development*
- *Personal/Social Development*
- *College & Career Readiness/Community Engagement*
- *Health & Wellness Development*

ASCA(2005)



Civic Engagement
Social Entrepreneurship Project
Community
Economy
Sustainability
Innovation

community learning partnership
of GREATER MIAMI SHORES

The Community Learning Partnership invites students to share their innovative ideas for transforming our world through projects that positively impact our community.

Open to Middle & High School CLP Students | Individuals or Groups
Project should propose a solution to a real societal need
Project will be selected based on Social Entrepreneurship Rubric
Project will be funded by CLP Partner Dr. Mark Walker
Accepting proposals through October 1st, 2014
Send Proposals to CLP Mailbox:
CommunityLearningPartnership@barry.edu

Presentations will be made to selection committee for implementation in Fall 2014

Public Schools: Sample Benchmarks (9-12)

- **Educational (Academic) Development Domain**
 - Standard ED 3.0: Students acquire the knowledge, skills, and attitudes that contribute to effective learning.
- **Personal/Social Development Domain**
 - Standard PS 2.0: Students develop effective problem-solving and decision-making skills.
- **College & Career Readiness/Community Engagement Domain**
 - Standard CC 3.0: Students understand how the needs of society and the structure of the economy are related to the nature of work.
- **Health & Wellness Development Domain**
 - Standard HD 4.0: Students know how to use goal-setting and decision-making skills that enhance health.

Lessons Learned

- **The University** is a key asset to partnership development.
- **Institutional leadership** must be committed and provide momentum for engagement.
- Get people on board who **understand the value** of public/private partnerships.
- Experiences for teachers & students **must be value-added**.
- **Relationships and trust** take time to build.
- **Social (less formal) events** are extremely important.
- Understand Worlds of **Differences** vs. Different Worlds.
- **It's worth the effort.**

Creating a CLP | Study Findings

Study participants observed:

- Spirit of collaboration
- Community based perspective
- Significance of the leaders who were invited to collaborate
- Evidence of Mission alignment

Consistent with the literature on effective partnership development

- Define mutual goals early on
- Identified desired outcomes at the onset

(Davies, 2012)



Maintaining a CLP | Study Findings

Study participants observed:

- Transformational Leadership style
- Resources were leveraged
- School calendars and transportation proved challenging
- Community grant support was sought

Consistent with the literature on effective partnerships:

- Collaborative actions from all partners was observed
- Challenge of assessing the impact of assessing impact of partnership

Inconsistent with the literature on partnership challenges:

- Unequal power dynamics were not observed
- Sustained administrative interest among partners was maintained



Sustaining a CLP | Study Findings

Study Participants recommended:

- **Build on the groundwork that has been created**
 - Visible and tangible benefits observed by teachers and community
 - Continue to utilize the CLP model
- **Suggestions for sustaining the partnership**
 - Plan for orientation of new leaders
 - Prioritize projects
 - Secure funding for a Director/more student programming

Davies (2012)



The Partnership's Next Steps

- Develop a plan to orient (secure buy-in) of new institutional leaders
- Expand support of associated partnership projects
 - ✓ School of Education Cohort
 - ✓ Social Entrepreneurial Project
- Develop more effective utilization of data
- Refine student learning outcomes
- Increase use of technology for sharing best practices
- Create stipends for teachers through grant support to reward community engagement
- Consider the development of an elementary school focus

Reflection

Community building and “enhancing group capacity” is a commonly accepted strength of Catholic education emanating from the belief that individuals are called to work for the betterment of all .

(Mayotte, Wei, Lamphier and Doyle, 2013, p. 271).

CLARITY

Questions for reflection:

- How does your school's mission inspire the work of partnership?
- How do you articulate why your school engages in partnership?
- How do you assess the impact of your partnerships?

RECIPROCIITY

Questions for reflection:

- What is the value for each partner in the partnership?
- Where does the partnership occur – in single or multiple locations?
- Is the partnership framed around collaboration, rather than helping?

ENGAGEMENT

Questions for reflection:

- How does your strategic vision encompass partnership & community engagement?
- How many stakeholders are involved in the success of partnerships – students, faculty, administrators, alumni, parents, trustees?
- How does the work of partnership enrich learning?

STRONG RELATIONSHIPS



THANK YOU!!!



[For more information, please visit www.barry.edu/clp](http://www.barry.edu/clp)

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Student Program Design



Each student leadership session has the following structure:

- 1) Teambuilding Activity
- 2) Educational Component
- 3) Service/Advocacy Activity
- 4) Reflection:
 - What did I learn about myself as a leader?
 - How can I take what I learned back to my school community?
 - How can I impact the larger community?





21st Century Student Leadership Development

Cultivating Leadership through Community Engagement

Intellectual and Practical Skills

- Critical/creative thinking
- Written/oral communication
- Teamwork and problem solving

Personal and Social Responsibility

- Civic knowledge and engagement-local & global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations for lifelong learning
- Community Service



(AACU,2007)