

# University-Assisted Community Schools (2019-2020)

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## Introduction & Objectives

**Project Objectives.** This project aims to establish an equitable and sustaining partnership between Duke, NCCU, and Durham Public Schools (DPS) by:

- understanding the Community Schools model on local and national levels
- understanding University Assisted Community Schools models
- understanding community-driven and community-responsive actions for school reform
- conducting Duke and NCCU assets and needs assessments (ANAs) regarding support of DPS
- synthesizing, analyzing, and sharing information from the ANA to begin to improve DPS-facing initiatives



## Context

The Bull City Community Schools Partnership (BCCSP) was formed as a grassroots effort to support and transform DPS schools. Community Schools are “center[s] of the community that bring together academics, health and social services, youth and community development and community engagement under one roof, leading to improved learning, stronger families, and healthier communities” (NEA, 2018).

## Site Visits

In order to learn more about existing models, team members visited the following sites and cities:

- New Mexico State University, Las Cruces, NM
- Milwaukee Public Schools Community Schools Partnership, Milwaukee, WI
- United Community Schools, New York City, NY
- University of Central Florida, Orlando, FL
- University of Pennsylvania, Philadelphia, PA

## Assets & Needs Assessment (ANA)

Replicating the ANA methods utilized by the Community School Organizers at each of the four community schools in Durham, we conducted an Assets and Needs Assessment gathering data from the following:

60 peer interviews with NCCU and Duke students

Focus group interview with 10 DPS educators

20 NCCU & Duke faculty & staff interviews

## Findings

- Undergraduate students and DPS teachers report a **need for more tutor preparation** in pedagogy, specifically behavior management, academic content, teaching strategies, cultural competence, and community background.
- Undergraduate students with prior experience working with PK-12 students report feeling **more competent**.
- Undergraduate students report building **fulfilling relationships** with DPS students through their tutoring experience.
- Undergraduate students are motivated to tutor DPS students because of a **sense of responsibility** for the community, a desire for **personal relationships** with DPS students, and a chance to explore potential **careers in education**.

## Conclusions & Next Steps

- Although many students cited clear intrinsic motivation for engaging in local schools, early data revealed gaps in training and preparation, particularly with regard to cultural competency training, context-setting, and content and teaching strategy.
- The 2020-2021 project team will conduct additional data analysis, refine asset maps of resources, and compile a database to match identified needs with identified resources.
- Using the data collected from the asset mapping project, the team will compile a database of relevant resources found at Duke and North Carolina Central to match the identified needs of the community schools to the identified resources present at each university.

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