

# STRENGTHENING PARTNERSHIPS BETWEEN DURHAM PUBLIC SCHOOLS AND LOCAL UNIVERSITIES

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## RESEARCH QUESTIONS

- Q1 How can our data dashboard give caregivers, educators, students, and partners a holistic understanding of the community resources locally available?
- Q2 Thinking about the 4 pillars of Community Schools, how are universities uniquely positioned to meet the needs of community members inside and outside public school buildings?
- Q3 How can we make sure that college students are more prepared to enter public schools as volunteers?

## BACKGROUND

Through a collaboration between Duke and North Carolina Central University students, staff, and faculty, we have worked with Durham Public Schools (DPS) to advance the university-assisted community schools (UACS) model. We have identified three main areas where universities can partner with schools to address community needs: Data Visualization, Health, and Anti-Racist curriculum.

## Q1: DATA VISUALIZATION TEAM

### Methods

1. Updated data accuracy and expanded existing dashboard to encompass all DPS schools
2. Created informational videos to increase dashboard accessibility
3. Gathered intelligence from community experts to improve dashboard efficacy
4. Strengthened connection with the DPS Foundation to increase promotional capacity of the dashboard

### Findings

After utilizing input to further refine the informational magnitude of the dashboard, we look forward to reflecting these changes through future iterations of this team. There was a need for the dashboard to be sustainable and more language inclusive. DPS principals want the information to be easy to digest and use by parents and community members.



## Q2: HEALTH TEAM

### Methods

1. Conducted an asset needs assessment of health needs in Durham community and schools
2. Interviewed DPS faculty to discuss prevalent needs
3. Examined how UACS have addressed community health
4. Organized an information event to share the benefits of partnership
5. Gathered qualitative and quantitative data to produce a literature review

### Findings

After identifying the top five health needs in Durham including Access to Health Care, Affordable Housing, Poverty, Mental Health, and Food Access, we have researched how UACS's have national responded to the needs in their communities as well as how we can similarly respond based on the needs in Durham. We will continue discovering possibilities for Durham through research, site visits, and meetings/interviews.



## Q3: CURRICULUM TEAM

### Methods

1. Reviewed the previous team's first curriculum and drew from class feedback to develop the curriculum we have today.
2. Brainstormed titles and created nine modules, with each team member drafting a module.
3. Explore a new platform for modules (Notion) which allows for more creativity in lesson display

### Findings

We've identified a growing need for an anti-racist and culturally inclusive curriculum. As we research themes and relevant coursework, we identify gaps in our knowledge of the module's key takeaways. Furthermore, as we edit the modules and gather feedback from community members, we discover more ways to expand our curriculum.



## SITE VISITS

Four groups of students and team leads traveled to either Binghamton University, University of California, Los Angeles (UCLA), University of Pennsylvania Netter Center, or University of Central Florida to interview community schools' faculty about their school partners, development, structure, and experiences as a University Assisted Community School.