IMPACTING SCHOOLS THROUGH COMMUNITY ENGAGEMENT AND COLLABORATION: A COMMUNITY PARTNERSHIP LEARNING SERIES FOR COMMUNITY LEADERS

“SUPPORTING THE VISION OF STRONG COMMUNITIES”

FROM THE NETWORK FOR CLINICAL RESEARCH, TRAINING, AND COMMUNITY ENGAGEMENT PRESENTS

IMPACTING SCHOOLS THROUGH COMMUNITY ENGAGEMENT AND COLLABORATION: A COMMUNITY PARTNERSHIP LEARNING SERIES FOR COMMUNITY LEADERS
TODAY’S PRESENTERS

Erin J. Bush, Ph.D. CCC-SLP
Assistant Professor
FSU School of Communication Science and Disorders

Lori Livingston Ph.D.
Community Partnership School Director
Children's Home Society of Florida & Jefferson County Schools
AGENDA:

1. Briefly about my background
2. What Community-engaged research is and what it is not
3. The Jefferson County Community Partnership School Needs Assessment
   • Participants
   • Survey Items (Quantitative results sneak peek)
   • Preliminary Qualitative Results
4. Where we are now and what needs to happen next
MY BACKGROUND

- I’m a speech language pathologist (SLP) by training so first and foremost I believe communication is a human right.
- In my SLP career I worked with people who had difficulty communicating usually because of an injury or disorder.
- As I became a researcher I started realizing that people cannot or do not communicate for all kinds of reasons.
- I became a qualitative researcher because of my passion for communication and for people to be heard.
- And so I fell in love with community engagement work because it usually involves elevating voices that have not traditionally been represented.
COMMUNITY ENGAGED RESEARCH

What it is NOT

• Focus groups studies
• Appropriate for all research projects/questions
• A research methodology
• A one-size fits all approach
• Recruitment of minority research participants
• Top-down
• A relinquishing of control by the researchers
• Done quickly

What it is

• Community members as partners
• Community partners on steering committees and involved in decision-making bodies
• Use of community advisory boards
• Compensation for the community's time and other contributions
• Collaboration
• Sharing of results back to the community
• Bottom-up
• Time consuming

Duke University: https://guides.mclibrary.duke.edu/CENR_researchers
Turin TC, Chowdhury N, Haque S, et al
*Meaningful and deep community engagement efforts for pragmatic research and beyond: engaging with an immigrant/racialised community on equitable access to care*
BMJ Global Health 2021;6:e006370. https://gh.bmj.com/content/6/8/e006370
A COMMUNITY PARTNERSHIP NEEDS ASSESSMENT

• How it started

COLLABORATIVE COLLISION @ FSU

Coach and mentor, Dr. Robert Riser
PROVOST’S OFFICE FUNDING

Enabled us to hire a student team, travel to Jefferson Co, and purchase supplies

Alysha Dorcely
Interdisciplinary Medicine

Isabela Diaz
Communication Science & Disorders

Steph Kulenguskey
Communication Science & Disorders

Dr. Jarett Terry
Assistant Provost | Centers, Institutes and Community Engagement
The FSU Needs Assessment Team

Dr. Erica Miller, DSW, LCSW  
Interdisciplinary Medical Sciences

Dr. Selena Snowden, CCC-AuD  
School of Communication Science and Disorders
HOW WE STARTED

• Funding started in early 2023
• Started making contacts and getting any information that we could to inform our surveys and focus group questions
  ➢ Jefferson County Health Department
  ➢ Jefferson County Ministerial Alliance (and began a community contact list)
  ➢ Jefferson County SAC meeting
  ➢ Zoom meeting with Jamia Bradley (United Force of Jefferson County)
CONTINUED EFFORTS

• Continued contact with key community members and received input on our survey (and focus group questions)
• We started a list serv of interested parties’ email addresses
• Continued attending community events
• Established a Newsletter
MIXED METHODS
QUANTITATIVE PHASE

Quantitative Surveys

- We developed our surveys
  - Used resources from other CPS needs assessments
- Recruitment efforts:
  - Made both paper copies and a digital version available
  - We hung flyers, email list servs, put on district social media pages, put inserts in parent/grandparent materials, and attended events.

Our Priorities:

- Get a representative sample
- Have respondents from diverse age groups
  - Students at Jefferson County School
  - Adults (different groups of questions)
- Accessibility (readability; succinctness)
ADULT SURVEY RESPONDENTS

- Adults n= 150
- Paper survey • n=95
- Online surveys • n=55

3 Question Sets
- Community members • n=133
- Parents • n=55
- Teachers • n=28

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>Survey Participants (n= 150)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>68%</td>
</tr>
<tr>
<td>Mixed Race</td>
<td>1.3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>18%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3.3%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>n= 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>2%</td>
</tr>
<tr>
<td>23-29</td>
<td>13.3%</td>
</tr>
<tr>
<td>30-39</td>
<td>26.7%</td>
</tr>
<tr>
<td>40-49</td>
<td>19.3%</td>
</tr>
<tr>
<td>50-59</td>
<td>12.7%</td>
</tr>
<tr>
<td>60-69</td>
<td>15.3%</td>
</tr>
<tr>
<td>70-79</td>
<td>4%</td>
</tr>
<tr>
<td>80+</td>
<td>.67%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>6%</td>
</tr>
</tbody>
</table>
STUDENT (PAPER) SURVEY RESPONDENTS

• Students n= 218
  • 3 Different Versions
    • 4-5th graders
      n = 67
    • 6-8th graders
      n = 68
    • 9-11th graders
      n = 83
### Student Survey Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>4–5th graders (n=67)</th>
<th>6–8th graders (n=68)</th>
<th>9–11th graders (n=83)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female 58.2%</td>
<td>Female 34.8%</td>
<td>Female 39.3%</td>
</tr>
<tr>
<td></td>
<td>Male 37.3%</td>
<td>Male 31.9%</td>
<td>Male 39.3%</td>
</tr>
<tr>
<td></td>
<td>Not reported 4.5%</td>
<td>Transgender 1.4%</td>
<td>Nonbinary 2.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not reported 30.4%</td>
<td>Not reported 16.7%</td>
</tr>
</tbody>
</table>

### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>61.2%</td>
<td>61.2%</td>
<td>60.7%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>1.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Mixed Race</td>
<td>7.5%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>16.4%</td>
<td>19.4%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>3.0%</td>
<td>4.5%</td>
<td>6%</td>
</tr>
<tr>
<td>Unsure</td>
<td>0</td>
<td>7.5%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>
Student survey questions

• I look forward to coming to school each day.
• I have a lot of friends at school.
• My parents are proud of me when I get good grades.
• My parents help me with my homework.
• My parents talk to my teachers about my grades.

Adult survey questions

• What needs do you see that other children or families struggle with in Jefferson County?
• Are students required to do school work or study at home using the internet?
• Do families/community members regularly volunteer at the school?
• The school provides learning environments which promote student achievement.
• My child's teacher communicates regularly and provides continuous information on my child's progress.
Questions differed for elementary, middle, and high school students.

<table>
<thead>
<tr>
<th>Questions</th>
<th>MS</th>
<th>HS</th>
<th>MS</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think drugs are a problem at your school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t know</td>
<td>20.3%</td>
<td>20.2%</td>
<td>27.5%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Not at all</td>
<td>17.4%</td>
<td>32.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A little</td>
<td>24.6%</td>
<td>17.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think drinking alcohol is a problem at your school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t know</td>
<td>20.3%</td>
<td>22.6%</td>
<td>43.5%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Not at all</td>
<td>7.2%</td>
<td>13.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A little</td>
<td>24.6%</td>
<td>7.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think smoking/vaping are a problem at your school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t know</td>
<td>13%</td>
<td>17.9%</td>
<td>14.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>20.3%</td>
<td>33.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A little</td>
<td>46.4%</td>
<td>35.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school has many clubs I can be involved in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t know</td>
<td>17.4%</td>
<td>14.3%</td>
<td>47.8%</td>
<td>50%</td>
</tr>
<tr>
<td>Not at all</td>
<td>18.8%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A little</td>
<td>8.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MIXED METHODS
QUALITATIVE PHASE

Qualitative Focus Groups

- We developed our own protocol
- Resources from other Community Research Toolboxes
- Incorporated what we had learned from our community sources

Our priorities:

- Make focus groups available to as many adults as possible
- Hold FGs both face-to-face and online
- 3-10 people per group (ideal size 4-8)
- Compensate participants
CONDUCTING FOCUS GROUPS

MODERATORS

Selena Snowden
Erica Miller
Shaylyn King-St. Remy

Isabela Diaz & Steph Kulenguskey
Annabelle Jajuga
Catherine Steele
Brooke Kubiak
Sophia Dench
Alexandra Wallace
Example Focus group questions:

- What types of things come to mind when I ask what you like about living/working in Jefferson County?
- Are there things that exist in Jefferson County that could be improved (possible assets to be leveraged)?
- What community changes would you make if you had the power?
- What would be the FIRST thing you would do?
## Focus Groups - Online (Zoom)

<table>
<thead>
<tr>
<th>Group</th>
<th>Average age (Age range)</th>
<th>Gender</th>
<th>Race/ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (n= 9)</td>
<td>29.8 yrs (25-34)</td>
<td>7 males 2 females</td>
<td>• 9 African America/Black</td>
</tr>
</tbody>
</table>
| B (n= 11) | 31.25 yrs (24-37) | 7 males 1 female 3 NR | • 10 African American/Black  
• 1 Caucasian/White |
| C (n= 3) | 47 yrs (44-50) | 1 male 1 female 1 NR | • 3 African American/Black |
| D (n= 7) | 33 yrs (28-43) | 5 males 2 females | • 7 African American/Black |
| E (n= 4) | 39.75 yrs (29-49) | 3 males 1 female | • 2 African American/Black  
• 1 American Indian/Alaska Native  
• 1 Caucasian |
| F (n= 4) | 34 years (25-50) | 4 males | • 4 African American/Black |
PRELIMINARY FOCUS GROUP FINDINGS

Benefits:
• Small town
• Sense of community
• Country living
• Ideas for Inclusivity/Representation/Community growth
PRELIMINARY FOCUS GROUP FINDINGS

Benefits:
- Small town
- Sense of community
- Country living
- Ideas for Inclusivity/Representation/Community growth

Challenges:
- Parenting challenges
- Infrastructure
- Food Insecurity
- Racism/Discrimination
- Housing
- Healthcare Challenges
- Mental Health
- Recreation/extracurricular/community activities
- Education
- Employment challenges
- Economy/better pay/lack of stores and small businesses
PRELIMINARY FOCUS GROUP FINDINGS

Three biggest concerns appear to be:

Education
Recreation
Discrimination

Youth
THE PROCESS

- Understand
- Understand and Communicate
- Understand, Communicate, and Involve
- Understand, Communicate, Involve, and Collaborate

Understanding the Community Ecosystem

Reach out to community champions, influencers, and leaders for buy-in & relationship building

Connecting with the women influencers of the community

Joining forces with community-serving organizations

Opportunities for community scholars and citizen researchers

Engaging youths through capacity building

Continuously engage with partners

Needs Assessment

Continued work with CPS partners

Increasing Level of Community Engagement
DR. LORI LIVINGSTON
AGENDA:

1. Briefly about my background
2. Overview of the Community Partnership School Model
3. Highlights of Jefferson K-12 Community Partnership School
   - Family and Community Engagement
   - Wellness Supports
   - Expanded Learning
   - Collaborative Leadership
4. What next?
MY BACKGROUND

• I have 2 decades of experience as a K-12 and post-secondary educational leader.

• Throughout my career, I sought to empower and support the most marginalized and at-risk, both personally and professionally.

• I chose to dedicate my research to helping low-income and first-generation students from rural communities experience success.

• I am passionate about collaborative leadership because there is transformative power in unity.

• If you want to go fast, go alone. If you want to go far, go together.
Video: Community Partnership Schools

CHS Community Partnership Schools 2022 on Vimeo
The Solution: A Community Partnership School

The four or more partners of Community Partnership Schools form a collaborative infrastructure to eliminate barriers and bridge a foundation for success!
Jefferson County School K-12 Core Partners
JEFFERSON SNAPSHOT

713 students

ELL 12%

IEP 18%

Economically Disadvantaged 84%

Black – 60%
White- 18%
Hispanic – 18%
Multi Race – 4%
Other - 1%

Male 52%
Female 48%
A Community Partnership School – 4 Pillars

The model helps to provide the learning environments that offer opportunities and success for all students.
FAMILY AND COMMUNITY ENGAGEMENT

Services and Supports
• Clothing Closet
• Food Pantry
• Community Leadership Council
• Workshops and Events
• Backpack Buddies, Christmas Connection, J.O.Y.

Needs and Opportunities
• School Uniform Items
• Clothing and Shoes of All Sizes
• Volunteers & Mentors
• Connections to Resources
• Event Partners and Sponsorships (food, giveaways, incentives, etc.)
• Guest Speakers
FaCE By The Numbers

• 110 School Uniforms Distributed
• 305 Tiger Closet Visitors
  • 212 Students
  • 93 Community
• 271 Tiger Mart Visitors
  • 69 Students
  • 202 Community
• 3565 lbs of food provided
• $3,400 worth of clothing donated
• 34 FaCE Events
  • Grandparent’s Luncheon
  • First-Time Homebuyers Class
  • Financial Literacy Workshop
  • Parent Meet and Greet
• 742 Volunteer Hours
Holidays Made Special Through Community Support

- Jefferson Outreach for Youth (JOY)
- Christmas Connection
- Backpack Buddies
Jefferson K-12 Tiger Closet
Here’s a Few of Our Special Events

• AKA Tree Planting for Earth Day
• Morning Drop-Off Parent Meet and Greet
• Community Partnership School Ribbon Cutting
Expanded Learning

Services and Supports
• 21st Century Afterschool Program
• First Tee
• New Worlds Reading
• Student Leadership Council
• Tutoring and Student Clubs
• Field Trips/College Tours
• College/Career Readiness
• Workshops
• Senate Page Program

Needs and Opportunities
• Tutors
• Guest Speakers
• Internships and Apprenticeships from Local Businesses
• Volunteers
• Event Sponsors
• Event Hosts
• Educational Materials and Supplies
Expanded Learning in Action

• Early Learning Coalition Literacy Kits
• 2024 Senate Page Program
  • Desmond Whitfield
  • Christina Walker
Expanded Learning in Action

- Community Partnership School Day at the Capitol
- PAEC Teen STAR Summit
Wellness

Services and Supports
• Primary Care
• Dental
• Vision
• Behavioral Health

Needs and Opportunities
• Primary Care Provider(s)
• Dental Provider(s)
• Transportation/Accessibility
• Parental Education and Involvement
• Guest Speakers
Wellness By the Numbers

• Behavioral Health
  • 88 students referred
  • 77 student serviced

• Primary Care
  • 3 students referred
  • 0 students serviced

• Dental
  • 18 students referred
  • 3 students serviced

• Vision
  • 4 students referred
  • 0 students serviced
  (Heiken vision bus serviced over 30 students)
A snapshot of our Impact

**Evans High**  
Orlando, FL  
- **2010**: 64%  
- **2021**: 99%  
- **Average increase**: 30%  

**C.A. Weis Elementary**  
Pensacola, FL  
- **2017**: 425  
- **2021**: 26  

**Eccleston Elementary**  
Orlando, FL  
- **2019**: 34%  
- **2021**: 67%  

**Increased graduation rates**  
**Reduced disciplinary referrals**  
**Increased teacher retention**
What Next?

• Dissemination of Needs Assessment Findings
• Use Data to Drive Strategic Planning and Goal Setting
• Opportunities for Expanded Research
• Potential for New Partnerships
• Continuous Improvement
FSU NETWORK FOR CLINICAL RESEARCH, TRAINING, AND COMMUNITY ENGAGEMENT

ANY QUESTIONS?
THANKS FOR JOINING US!

Please take a moment to take our post-assessment survey:
Contact Us

Follow us on Facebook: Jefferson County Schools K-12, A Community Partnership School

Community Partnership School Contacts:
• Dr. Lori Livingston
• Director, Community Partnership School @ Jefferson K-12
• Lori.Livingston@chsfl.org

• Tosca Williams
• Family and Community Engagement Coordinator
• Tosca.Williams@chsfl.org