DUKEENGAGE IN BOSTON
Addressing social inequities by advocating for children and families

Dates: May 24 - July 20, 2018
(Dates subject to change up until the point of departure.)

Service Themes
- Children & Youth Services
- Education & Literacy
- Public Policy
- Race & Ethnic Relations

Program Focus
Working with Boston nonprofit agencies to implement innovative strategies and document effective and scalable models addressing issues important to children, families, and communities.

Curricular Connections: While all students are welcome to apply, this program may be of particular interest to students studying children, social equity, teaching, race, public policy or educational equity. (See below for additional details about connecting this program to your academic work.)

Program Leader
Dr. Martin P. Smith, Assistant Professor of the Practice, Duke Program in Education; Director of Duke’s Secondary Teacher Preparation Program. Dr. Smith teaches Race, Power and Identity: From Ali to Kaepernick and Education 101: Social and Philosophical Foundations of Education. Primary interests include race, culture, identity and equity in the realms of education and sport.

Program Overview
Boston faces the challenging social problems and resulting needs of any major city: education, poverty, health, and social inequity. For two months, we will work with local nonprofits to address challenges in the areas of social and educational equity.

DukeEngage-Boston students will work together in teams to create significant results for their community partners. Students will be coached by the program leader and the site coordinator. One important program priority will be the development of a strong sense of the students being a cohort – living and working together in a supportive, helpful, engaged community.

Given the combination of engaged students, active support, clear goals, accountability, and a supportive cohort, students can create significant results, learn from the process, and have a great and productive immersive summer experience.

Student Learning Objectives/Outcomes
For students:
- Enhanced ability to be self-reliant in a new community environment and highly productive in an organization
- Experiences in applying skills and knowledge to community problem solving
- Practice in reflecting, making meaning from experiences, and being contemplative
• Clarified (and possibly enhanced) efficacy, agency, and identity regarding social values and personal competencies
• First-hand experiences and knowledge about important social issues, as well as different nonprofit models, organizations, and careers
• Deeper understanding of the social change process – particularly as it relates to the healthy development of children and youth in and out of school
• Important new relationships established with community partners, with community members, and with each other
• Possibly, the realization of alternative career options and greater confidence and courage to pursue unanticipated passions and opportunities

For community partners and the community:
• Real and beneficial results valued by all stakeholders
• An established base for future DukeEngage-Boston programs

Partnership Opportunities
In response to social challenges, a vibrant nonprofit community has developed in Boston, with a variety of innovative organizations acting to create social change. The community partners who work with DukeEngage-Boston are all committed to addressing Boston’s needs. They include a Boston-based national youth mentoring program, a family independence initiative, and organizations that address education issues. Thus, student participants in DukeEngage-Boston will have exposure to a variety of innovative leaders and approaches to creating social change.

Students will work with a community partner to define, design and implement a project important to the community partner and beneficial to the Boston community. As these team projects are most effective when they address a pressing community partner problem or active idea, the specific priorities and projects will not be defined until we arrive in Boston. Some of the anticipated partners include:

• Mentor: The National Mentoring Partnership (MENTOR) is the unifying champion for expanding quality youth mentoring relationships in the United States. For nearly 25 years, MENTOR has served the mentoring field by providing a public voice, developing and delivering resources to mentoring programs nationwide and promoting quality for mentoring through standards, cutting-edge research and state of the art tools.
• Family Independence Initiative: Family Independence Initiative (FII) is a national nonprofit which leverages the power of information to illuminate and accelerate the initiative low-income families take to improve their lives. Using hard data and compelling stories, we are sparking a movement to transform the stereotypes, beliefs, practices, and policies that undermine families’ efforts to get ahead.
• Raising a Reader: Raising A Reader's mission is to engage caregivers in a routine of book sharing with their children from birth through age eight to foster healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success.
• Citizen Schools: Citizen Schools partners with public middle schools in low-income communities to provide an expanded learning day, rich with new opportunities. Citizen Schools creates deep partnerships with schools put young adults on track to succeed by connecting the resources of communities, companies, governments, and philanthropies.

Past projects have included:
• Working with the marketing division of a nonprofit to develop a public brand and social media forum
• Developing cell phone strategies to promote early childhood literacy
• Examining and interpreting data for a national campaign regarding Black male academic achievement

Placements will be determined based on the alignment of community partners’ needs with students’ interests and qualifications. Student projects are likely to focus on contributing to the overall impact of the program and helping to shape the program’s future. More details will be shared with students once they arrive on the site.

DukeEngage 2018 Program Profile – Boston
Students are expected to act with their community partners, in Boston, and with each other in a manner that reflects well on themselves and Duke University. More specifically students are expected to:

- Commit 40 hours per week to their placement (not including transportation time). Community partner schedules may require flexibility and sometimes night and weekend commitments.
- Participate in pre-departure activities important to a successful summer experience.
- Participate in enrichment activities throughout the program, including conversations with alumni and social change leaders, cohort social activities, and cultural outings.
- Participate in reflection sessions and a final debriefing.

**Program Requirements**

**Language:** None

**Coursework:** Courses in education and public policy are recommended but not required. There are no required readings before applying, but there may be assigned articles during pre-departure meetings and perhaps a book selection and journal articles during the summer.

**Personal Qualities:** Students who want to be a part of DukeEngage-Boston should be highly motivated to be an active participant in a robust individual, team, and cohort learning adventure. Terrific community program partners, meaningful opportunities for student contributions, effective program design, and valuable human interactions are the foundation for a very good summer program. However, a great summer experience requires motivated, engaged, enterprising students and a great student group dynamic. The students are the key to creating a memorable summer experience.

Given the nature of DukeEngage-Boston, valued knowledge, skills, and dispositions include: passion for supporting, advocating, and promoting the healthy development of children and families, motivation to work for social justice and equity, desire to build effective empowerment models, marketing, event management, website development, database management, documentary experience, and other attitudes, understandings, and skill sets that effective nonprofit organizations value. Student candidates need to be excited about the opportunities and highly motivated to contribute to their community partner, to their team, and to their group. Students from a wide variety of disciplines are encouraged to apply.

**Curricular Connections**

Any course that focuses on issues of children, youth, social equity, or education equity will be beneficial to students in this program. The following specific courses, research projects, and/or people at Duke are connected to the theme of this program:

Faculty and Staff: Amy Anderson, David Malone, Sandy Darity, Susan Wynn, Jann Riggsbee, Kisha Daniels, Zoila Airall, Alec Greenwald

Academic Programs: Minor in Education, Elementary Teacher Preparation program, Secondary Teacher Preparation Program

**Courses:**
- **EDUC 101** - Social and Philosophical Foundations of Education
- **EDUC 2015** - Introduction to Engaged Citizenship and Social Change (Gateway Course)
- **EDUC 209FS** - Digital Documentary Photography: Education, Childhood, and Growth
- **EDUC 220** - Race, Power, and Identity: From Ali to Kaepernick
- **EDUC 240** - Educational Psychology (C, D)
- **EDUC 303S** - De/Re/Segregation in Education: A Case of Back to the Future?
- **EDUC 310S** - School Dropout and Educational Policy
• EDUC 446S - From Reconstruction to No Child Left Behind: The Challenges of Reform in a Nation Divided
• EDUC 542S - Schooling and Social Stratification
• EDUC 338S - Race, Class and the Rise of the American Charter School
• EDUC 234S - Anthropology and Education
• AAAS 549S - Schooling and Social Stratification
• AAAS 551S - Race and Ethnicity
• AAAS 548S - Poverty, Inequality, and Health
• AAAS 420S - The Role of Race and Culture on Development (C, D, S)
• SOCIOL 215 - Sociology of Racism in America
• PUBPOL 235 - Gender, Race, and Ethnicity in Politics and Public Policy
• PUBPOL 338S - Race, Class and the Rise of the American Charter School
• PUBPOL 290 - Race and Higher Education in the South

Program Details
Description of Community: As the region’s social and commercial hub, Boston is known for its world-class educational institutions, entrepreneurship, cultural resources, as well as its place at the very forefront of U.S. history. Students live and work in the very heart of the city.

Housing, and Meals: Students will reside at Suffolk University in multi person-shared dormitory suites. They will not have a meal plan; they will cook their own food. However, in previous years, Suffolk University has provided free breakfast and weekend brunch. It is important that students learn to budget, find local food deals, and use the kitchen that is provided. Program leaders will organize a weekly dinner for students and staff.

If you do not eat certain types of food for cultural, religious or personal reasons, please contact the DukeEngage office, dukeengage@duke.edu, to discuss whether or not your dietary needs can be reasonably accommodated at this program site.

Transportation: Participants will be given a “Charlie Card” for unlimited public transportation within the city. Most students will use public transportation to travel to and from their placement sites.

Communication: It is anticipated that students will have access to wireless internet on the college campus where they will reside. We assume all students will have a cell phone for emergencies; please notify the program staff if this is not the case. Students can decide to bring their laptops, but DukeEngage is not responsible for the loss, theft, or damage of personal property or electronic devices.

Local Safety and Security; Cultural Norms, Mores and Practices: As part of their planning, DukeEngage strongly advises all prospective applicants to familiarize themselves with the common challenges travelers encounter at this program site in order to make an informed application decision that is right for them. We recommend starting with the Diversity, Identity and Global Travel section of the DukeEngage website.

Opportunities for Reflection: Students will meet once a week for a group meal and reflection. The program director and site coordinator will hold individual meetings with students for coaching and feedback and students will contribute to a program blog. Students reflect on issues of social and educational equity.

Other Opportunities: Students will have a set of keys/card to where they are staying, providing ample personal freedom and private space. Students spend a great deal of time together as group. We will meet with Duke alumni and nonprofit leaders in Boston. The placements with community partners will be supplemented by an enrichment program that will connect participants with Boston’s rich history, cultural diversity, arts, and intellectual life. Dinner discussions will focus on a variety of themes from local education issues, to child and family policy, to ethical issues related to service, to reflections on living a life of meaning and purpose. Additionally, each student team and partner will host an after-work
meeting at the partner site to allow all participants to have a chance to learn about a variety of community change organizations and approaches. Ocean swimming will not be allowed in any DukeEngage program.

More Information
Viewing the films “The Lottery” and “Waiting for Superman”, and reading the book Common Ground will provide insight into the nature of this program.