

# Investment Fund for the Future (IF2) – Entry #173

## A. PROPOSAL SUMMARY

**Title: Partnership Outreach Initiatives**

**Project Lead Name:** Tracy Peterson  
Professional Education Unit

**Project Lead email address:** tpeterson@brockport.edu

**Amount Requested: 16580**

**This proposal is cross-unit; It will be managed by more than one school and/or division.**

**Name of Sponsor 1:** Thomas Hernandez  
Education & Human Services

**Name of Sponsor 2:** Jose Maliekal  
Science & Mathematics

**Name of Sponsor 3:** Mark J. Kittleson  
Health & Human Performance

### A-1. Description of the Initiative

Developing and maintaining high quality partnerships is a required component for CAEP accreditation. Under CAEP Standard 2: Clinical Partnerships & Practice: “The provider ensures that effective partnerships and high-quality clinical practice are central to preparation, so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.”

The SUNY Board of Trustees also recognizes the importance of partnerships in its SUNY TeachNY Policy, “Educator preparation and the full continuum of professional advancement-from novice through expert-are embedded in collaborative endeavors supported by the entire academic community and occurring through intentional, integrated, and mutually beneficial clinical partnerships that are well-resourced.” The important distinction in the Teach NY Policy is that partnerships should be collaborative and supported by the entire academic community.

Increasing the number of partnerships with K-12 schools and increasing campus participation in the community were college goals from the 2011-2016 strategic plan. Partnerships continue to be a priority in the draft of the new strategic plan as outlined below in the strategic plan alignment section.

Although the development and maintenance of high quality partnerships is an established priority, there is currently no budget for this work.

One specific initiative, the Teacher Cadet Program introduces high school juniors and seniors to the teaching profession through a credit-bearing college level course and internship program. Through a partnership with the College at Brockport, those students then enter a teacher certification program at the College at Brockport, either directly out of high school or as a transfer from MCC. The program

mission is as stated: “[to] Encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career and provide the opportunity for schools and districts to identify and recruit homegrown teachers.” The entrance requirements for Teacher Cadets match the requirements for excellent candidates under the new TeachNY Policy. Each Teacher Cadet K-12 school site should partner with a college or university with a teacher preparation program (The College at Brockport) who grants at least 3 hours of transferrable credit to Cadets upon successful completion of the program.

Additional Partnership Outreach Initiatives could include meeting support (food, parking, supplies), professional development/training, and stipends for guest speakers.

## A-2. Impact Statement: What change will this project deliver in the short term? What are the expected longer term impacts?

As articulated in various policies and strategic plans, partnerships need to be much more collaborative and in depth. Developing and maintaining those types of focused relationships require time and opportunities to discover shared interests and needs. The partnership between the College at Brockport and Brockport Central School serves as a model for partnership development and has now reached a point where it has expanded way beyond just being a place where education students go for field experiences, to an opportunity for multiple collaborations across the two institutions such as the upcoming Poverty Conference. Expanded partnerships are being explored with Greece Central School, Rochester City Schools, and East Irondequoit Central Schools next. Those schools have a much more diverse student population and although they are slightly further away, are still in close enough proximity to the College at Brockport to allow for students, faculty, and staff to easily interact with the K-12 institutions.

Funding for these proposed Partnership Outreach Initiatives would not only support partnership development, it would develop a school-to-career pipeline which would recruit teachers and other educational professionals. Engagement in positive experiences in the schools would work to change negative rhetoric surrounding education and education professions. These education pipelines from local area schools could lead to a higher number of applicants to Brockport.

Colleges are also facing a shortage of high quality applicants. Title II data from 2009-2014 shows a 46.5% decline in the number of students entering teacher education programs in NY State. The College at Brockport has room in our programs for many more candidates. NY State faces a teacher shortage and that shortage is even greater for urban schools. Classrooms are becoming increasingly diverse, but teachers are not. (<https://aacte.org/news-room/aacte-in-the-news/347-student-diversity-is-up-but-teachers-are-mostly-white>) Greece Central School is interested in using the Teacher Cadet Program as a true “grow your own” and plans to hire Greece graduates back as teachers in their districts.

## B. STRATEGIC ALIGNMENT

### B-1. To be a Great College at which to Learn

The Partnership Grant aligns with the Excellence Pillar by providing opportunities for continual growth towards recruiting top students into education programs, as well as liberal arts programs. (This matches with the focus area of excellent candidates in Teach NY.) For example, the Teacher Cadet program provides a dual credit course that brings top performing seniors from partnership schools in Monroe County, and eventually expanding across upstate NY, to the college. This grant would also promote excellent performance in relevant field experience by strengthening partnerships between faculty/staff with teachers and administrators in the field. Transformation, as defined in the strategic plan, “is a process signifying deep sustainable and meaningful change and growth – an ongoing journey rather than a destination to be reached in a prescribed timeframe.” These partnership outreach initiatives strive to transform the relationship between the College at Brockport, departments within the college, and Western NY schools. For example, the partnership work with Modern Languages and RCSD #17 was structured for candidates to enter a school prepared with literacy strategies and theories of social justice models in order to focus on literature emphasizing the urban landscape as a positive experience and a strengthening competency for classroom students.

### B-2. To be a College engaged with its Community

“The College at Brockport consists of and fosters a diverse community where every member plays an essential part in ensuring an inclusive and sustainable environment in which to learn, work, and live. We are dedicated to cultivating deliberative communication, enhancing connections across disciplines and cultural differences, and engaging with local and global partners.” Teacher candidates in our programs participate in field experiences in local schools and even international placements with an eye towards these priorities. When the placements are part of a partnership, the experience is enriched beyond the traditional field placement with additional professional development and candidates are provided with experiences that support them to enter the workforce better prepared, mostly because of the mutual understanding of expectations between the college and placement site.

### B-3. To be a Sustainable Institution for the 21st Century

### B-4. To be a Great College at which to Work

Engagement- “The College at Brockport is committed to engagement – faculty and staff engaging students in meaningful, purposeful, and rewarding educational activities; engagement of faculty and staff in their professions and service; engagement of faculty, staff, alumni and students in the activities of the local, regional, national, and/or global communities. We are dedicated to fulfilling our individual; and collective obligation to offer meaningful and intentional learning opportunities that promote intellectual, professional and interpersonal development. The impact of these experiences contributes to the achievement of candidate learning outcomes, scholarly accomplishments, professional growth, and quality of placement. Such engagement contributes to the development and maintenance of our collaborative, inclusive community, based on reciprocal relationships within and outside the classroom.” Partnership opportunities provide ways for faculty and staff to collaborate with K-12 school faculty and staff on research. This work can be motivational and is critical in the field of education. These relationships are collaborative and reciprocal with K-12 partners serving as adjuncts and speakers for the college. These partnerships provide students with an opportunity to explore education through

volunteer opportunities providing much needed support for underfunded and understaffed area schools.

## C. IMPLEMENTATION PLAN AND BUDGET

C-1. Identify the specific activities to be funded from the Investment Fund, estimated time-line for implementation, and for activities anticipated to be ongoing, plans for continued funding.

**Item 1: Training for 10 teacher cadet teachers**

**Item 1 Amount:** 10180

**Item 2: Fall 2017 CERRA Renewal Conference for 3 Participants**

**Item 2 Amount:** 4050

**Item 3: Additional Professional Development/Guest Speakers**

**Item 3 Amount:** 1500

**Item 4: Misc Supplies**

**Item 4 Amount:** 250

**Item 5: Parking and Meeting Costings**

**Item 5 Amount:** 100

**Item 6: food for meetings**

**Item 6 Amount:** 500

**Item 7:**

**Item 7 Amount:**

**Item 8:**

**Item 8 Amount:**

**Item 9:**

**Item 9 Amount:**

**Item 10:**

**Item 10 Amount:**

**TOTAL EXPENSES, ALL ITEMS: 16580**

**Matching Fund:**

**In-Kind Services: Provide FTE and name of personnel who have committed to in-kind services.**

## D. ASSESSMENT PLAN:

### D-1. What are the anticipated outcomes and specific measurements for success?

Recruitment of teacher candidates to Brockport can be tracked through admissions. Participants in the Teacher Cadet Program can be coded in high school and then tracked to see when and if they apply/enter the college.

MOU's will be developed with partnership districts to establish goals. Those goals will form the basis of ongoing assessment.

CAEP Standard 2 Partnership Rubric will be used by all stakeholders to assess the partnership.

Information about specific partnerships and partnership activities will be recorded and shared via the partnerships website and in various reports.

## E. ADDITIONAL INFORMATION

E-1. Please provide any additional information to assist in the review of the proposal, including why the initiative cannot be funded from divisional resources.

**Upload up to three supplemental files here (not required):** [On file]

**Signature of Project Lead:** [on file]

**Email:** tpeterson@brockport.edu

**Signatures of sponsors are on file in the Administration and Finance Division.**

**Sponsor 1 Comments:**

**Sponsor 2 comments:**

**Sponsor 3 Comments:** For a project this valuable, they are requesting a small amount. I support it.

**Date Created:** 2017-03-24 14:58:02