Learning to Dance: Lessons Learned from Established and Expanding Regional Networks in PA and NY

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Outline

- Overview of Partnerships

- PACC/NYCC Consortium

  1. Strategy

  2. Successes and Best Practices

  3. Challenges

  4. Lessons Learned

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Types of Community Partnerships

Type	DESCRIPTION	ELEMENTS	EXAMPLE
Networking	Sharing information	• Open • Low commitment/risk • Separate	Volunteer Center puts a teacher on a mailing of youth volunteer opportunities
Coordination	Sharing information and altering activities for mutual benefit	• Open • Low commitment/risk • May be joint may be separate	Two agencies planning schedule for service projects so they build off of one another and are not competing for volunteers. May schedule joint activities
Cooperation	Sharing resources, as well as information and altering activities for mutual benefit	• Open • Higher commitment • Work together	No one school can hire a Service Learning Coordinator, so two schools hire a service learning coordinator to find service opportunities for students at both schools
Collaboration	Sharing resources, information and altering activities to enhance the capacity of other partners for mutual benefit	• Open • Very high commitment • Work hand-in-hand • Seek joint funding	School and multiple agencies form a collaboration to engage young people as leaders. The new collaboration gets a grant to fund youth led projects with sponsoring agencies

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Transactional and Transformative Relationships

Criteria	Transactional	Transformative
Basis of relationship	Exchange-based and utilitarian	Focus on ends beyond utilitarian
End goal	Satisfaction with exchange	Mutual increase in aspirations
Purpose	Satisfaction of immediate needs	Arouses needs to create larger meaning
Roles played by partners	Managers	Leaders
Support of existing institutional goals	Accepts institutional goals	Examines institutional goals
Boundaries	Works within systems to satisfy interests of partners	Transcends self-interest to create larger meaning
Partner identify	Maintains institutional boundaries	Changes group identity in larger definition of community
Scope of commitment	Limited time, resources, personnel to specific exchanges	Engages whole institutions in potentially unlimited exchanges

Enos, S. and Morton, K. (p. 25) "Developing a Theory and Practice of Campus-Community Partnerships" from "Building Partnerships for Service-Learning", Jossey-Bass, 2003.

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Pennsylvania

http://www.pennsylvania-mapsite.com/
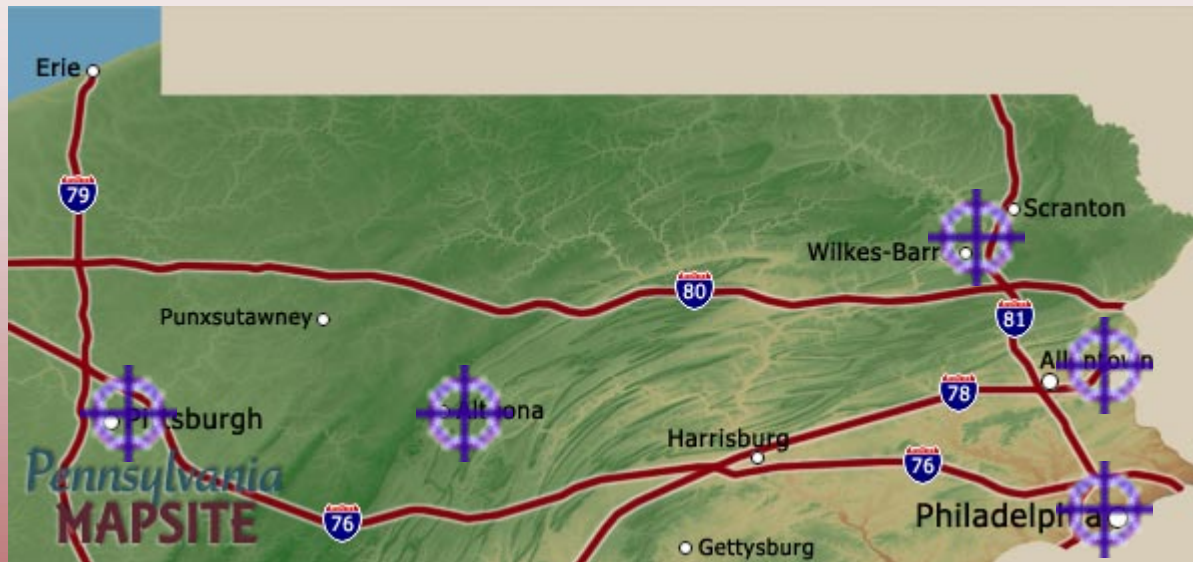
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New York

http://www.new york-mapsite.com/

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Regional Networks

- **PHENND**—Philadelphia Higher Education Network for Neighborhood Development
- **NYMAPS**—New York Metro Area Partnership for Service-Learning
- **WNYSLC**—Western New York Service Learning Coalition
- **SPRING**—Southwestern PA Regional Network for Growth of Service-Learning

Regional Networks

- **SALSA**—Southern Alleghenies Learn & Serve Alliance

- **Binghamton Area**

- **5 CC**—Northeast Regional Community College Collaboration

- **SLIC NEPA**—Service Learning Intercollegiate Consortium of Northeast PA

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Why Regional Networks?

- Shared activities
- Practitioner leadership development
- Leveraging institutional support

- Builds upon existing partnerships
- Service-learning inherently supports collaboration
- Community partners involved initially

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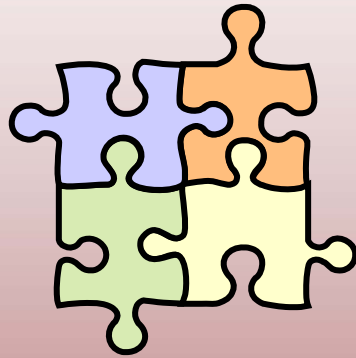
Successes & Best Practices

- Personal ask
- Resource development
- Student engagement
- Technology
- Community assets
- Raising the bar
- Meaningful experience
- Partnerships
  - at outset
  - formal and reciprocal

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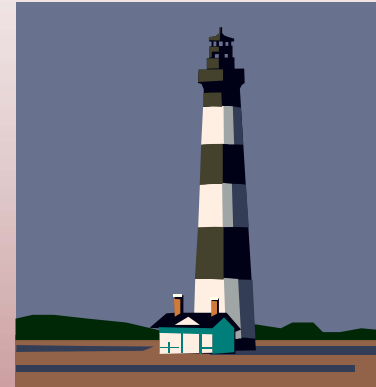
Challenges

- Collaboration in competitive environment
- Faculty knowledge of service-learning
- Promotion and tenure process
- Time constraints for faculty
- Academic and community calendars
- Partner attrition

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Lessons Learned

- Relationships
- Student engagement
- Language
- Common goals
- Communication
- Evaluation

- Partnerships
- Technology
- Institutional awareness
- Best practices

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Thank you

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