

Bonner Congress 2017
Innovative, Community Partner Centered Service Workshop
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1. Introductions
2. Icebreaker
3. Workshop Goals
4. Question 1: How does your Bonner program interact with community partners
 - a. Take a few responses
5. Intro to Bonner purpose and mission
 - a. Poverty alleviation
 - i. Systematic social change
 - ii. **Response to expressed community partner needs → WITH US, collaboration and constant conversation**
 - iii. Proactive development of projects addressing specific community needs
 - b. Develop Students personally and professionally
6. UH Bonner Model
 - a. History
 - i. Started with placements, traditional Bonner model
 - ii. Some lack of interest and commitment
 - iii. Students had ideas for more work and impact they could be doing, directors hearing of needs from community members - had group that could help
 - iv. Community info
 1. 69% black non-hispanic (2012)
 2. 47% below poverty level
 3. 25% income greater than poverty level but less than twice
 4. 45% without high school diploma
 5. 27% with high school diploma only
 6. Employment: 22% unemployed, 45% not in workforce, 33% employed - comp to national average 4.4 umemp (2012)
 - v. These demographics + needs expressed by community partners and willingness of student workers promoted project development

1. City center and demographic influences our process and success of direct service model
 - b. Current Model for service
 - i. Intro to Civic Engagement - learn about causes and effects of poverty and think about ways to solve them
 1. Why we do what we do
 2. Working solutions
 3. Connected to our city and its specific issues
 - ii. CGIU
 1. Final Project for ICE (class named above)
 2. Proposal writing format
 3. Possible seed money mechanism (Campus Kitchen)
 - iii. Discussions with community partners
 1. HIPPO AND TOMATOES STORY
 2. Hear their need, form projects in coordination - brief Writing to Inspire Successful Education (WISE) story
 - a. Mike Fineberg
 - b. Convo with Director Hamilton, coordination with students and back and forth convo for development
 3. Chavez, New Hope, Kipp [and expansions]
 - a. ie. after success of SAT and college prep with Lobo Prep at Chavez, school wanted us to make PSAT prep program to work toward a National Merit Scholar
 - b. WISE to more KIPP schools, YES Prep
 4. Responses to existing partner needs
 - iv. Students dedicated to self-developed projects, more effective for UH Bonner
 1. Encouraged to work outside of major
 2. Research university - many STEM majors
 - a. Bonner Projects and ICE can spawn student research interest, ie. trinity literacy research
 - b. broaden experience
7. Question 2: Front of handout: SMALL GROUPS 6-8 minutes, come back to discuss
- a. What does an innovative model for project development look like for your program?

- b. What needs exist within your current service sites/community that could benefit from a student developed Bonner project?

8. Training and Enrichment

- a. Meetings separated by year, depending on stage of acad career
 - i. Fall: Y1, Y2&3, Y4
 - ii. Spring: Y1&2, Y3&4
- b. Meeting structure
 - i. Personal Development
 - 1. Self-reflection and project reflection
 - a. Service and personal reflection
 - i. Post-harvey
 - ii. Post-spring break
 - iii. LTMFS
 - 2. Goal setting
 - 3. Making changes, etc.
 - a. Changing major/career path
 - b. Talking to parents about changes
 - c. Adjusting to change in city/school
 - 4. Time management and related skills
 - ii. Professional development
 - 1. Networking
 - 2. Presentation
 - 3. Leadership skills
 - 4. Applying skills learned in service to career/future
 - 5. Job search, etc.
 - iii. Project Updates
 - 1. Inter-Project communication
 - 2. Reflect on status, progress, efficacy (more to come on measurement)
- c. Proved models and assessment (Data collection and analysis)
 - i. Component of leadership teams and project planning
 - (1) Integrity Meetings - measure outcomes & success, every 2 weeks, w/ faculty
 - (2) Data Head for each project meets with faculty together
 - ii. See successes and failures, make improvements
 - iii. Test project design

- iv. How we define success - different for each project: WISE looks for ^ in scores and long term
 - v. WISE STATS - commended (above average) 13%^ passing - 16%^
 - vi. Lobo Prep - increase in SAT score
 - vii. CKUH - lbs. Food collected and served
 - viii. Developing new metrics for existing and upcoming projects
 - d. Papers about project efficacy and the model
 - i. Students have to think seriously about model and prove its success
 - ii. Can be shown to community partners - confirm/refute success
 - iii. Opens up expansion to other sites
 - e. Expansion
 - i. To new partners
 - ii. Within existing
 - 1. Ie Lobo Prep - Chavez High asked us to expand to include PSAT program because of SAT program's measured success
9. Question 3: Back of handout: Game - blow up ball?
- a. What does your current training and enrichment look like?
 - b. In what ways do you measure project efficacy? How can your projects improve data collection and project assessment?
10. UH Bonner effect in community/on campus
- a. Stats from projects
 - i. WISE - 16% passing inc on Writing STAAR - KIPP Intrepid, 13% commended increase
 - ii. Lobo - 80-90 pt avg SAT score inc (on 1600pt scale), range up to 220 point increase
 - iii. CKUH ~22,000 lbs food recovered as of 10/5/17
 - b. Promotion of service culture in honors and UH
 - i. Days of service
 - 1. Start with MLK Day run by UH Bonners
 - 2. School now hosts days of service under Center for Student Involvement, bc of success of MLK Day of Service
 - ii. UH CARES
 - 1. Campus-wide service infrastructure developing in response to Hurricane Harvey
 - 2. Dean of Honors College spearheading development because of success of service with Bonner

- iii. Dean's investment
 - 1. Financial support
 - 2. Promotion and advancement
- iv. UH President's support
- v. Current effort to connect service in honors with other colleges