

Community Partners, Overall Data

Session 1 | 9:15 – 10:45am

- I. Question 6:
 - a. On sticky notes – write who you have the most interaction with and share 1 – 2 words that characterizes your interaction with those folks
- II. Question 7 & 8
 - a. Greater clarification of Brown School’s perspective on gentrification and how to avoid community displacement
 - i. May require increased transparency of WashU’s moves to Brown School
 - b. Many universities around country are located near historically black neighborhoods – as university expands, displaces folks in those neighborhoods
 - i. Expansion is largely north for WashU – if Page Blvd. is northern most boundary for WashU, wants greater transparency around the vision for this area moving forward
 - 1. Want to have a clear picture of the role that partners in North St. Louis will play in this expansion – WashU must be very deliberate of how this will occur
 - c. Funding decisions by WashU-connected institutions to WashU-connected institutions draws questions about transparency around decision-making (e.g., investment of InvestSTL planning grant to local partner who has Brown School-educated Executive Director)
 - i. Care should be taken to not cultivate rivalries between WashU-connected orgs, but especially should be careful to not generate conflict between northside partners
 - ii. BFL’s very deliberate, careful connection of Brown to pieces of work stems from a bit of
 - d. Can Brown aggregate all of the initiatives that WashU is supporting and better coordinate connection between all resources and partners?
 - i. Gephardt Institute hired folks to figure out what each school is doing in the community; don’t know where things lie right now
 - ii. BFL has not had contact with them yet; is concerning to them
 - 1. Sounds like social network analysis; build a better connection between partners and not fatigue them
 - iii. Sean Joe and Cynthia’s efforts and supports seemed to be purposefully clashed with university-wide efforts; demonstrated lack of connection
 - 1. Brown School is better placed to be the coordinator of disparate initiatives across university
 - 2. Need to better communicate strategies and connect community partners that are grouped within a strategy

- a. Appears that Brown invests more in location than capacity, want more clarity so BFL can plan accordingly
- e. Move beyond analyzing and sharing results of problems, but not enough time trying and testing new things
 - i. EBP becomes obsolete quickly; don't just want them to analyze a dying community
 - ii. More energy and time on proactive supports, especially on violence reduction
- f. Build a stronger commitment to race and equity on the Brown School staff and students
 - i. While co-location of Brown School at BFL is helpful, may even better to have a staff person physically here to better facilitate the connection between BFL activities and Brown School resources
 - ii. Were initially promised having a staff person(s) present over time
 - 1. It's likely that there are people doing work on behalf of BFL throughout WashU that aren't co-located or connected
- g. Greater clarity on the scope and scale of monetary commitment of Brown School to BFL
- h. Give Sean Joe and Cynthia Williams more space to make decisions for community partners

Session 2 | 11am – 12:30pm

I. 6. Overall, how would you characterize your interactions with the Brown School's:

Faculty

- Proactive, positive interactions, looking for ways to expand our work (Sean, Eddie, Mary)
- Sheretta – involved in the identify development work and racial equity work

Staff

- (Cynthia) – supportive, makes sure we have a strong relationship with the Brown School; invested in our growth and visibility, helping to grow the organization and its work

Students

- Students are resourceful, pragmatic in how they approach information and communicating it back to ensure understanding; overall effectiveness and goal driven
- Reliable and good communicators
- Independent, autonomous workers; take initiative
- Creative
- Native/indigenous practicum students shared their culture by hosting programs, and building relationship
- Overall, nice and kind
- Students are friendly, interactive, don't just limit themselves to this space

National Council

Additional comments:

- Us coming together in this format is great, you are not just interested in management, but a way to hear what people on the ground are doing
- You ask about our needs through management; it would be great to hear from the case managers to learn what the needs are and how the Brown School could help and how other departments/schools at WashU could be involved
- On average, the students and faculty – female have been more responsive overall than male, more engaging
- There is a history – Norman Miller offered to help document it if needed, regarding the prior relationship with the med school (Barbershop health tour – 2-year grant funded program, it was very positive while it lasted and an example of great work between WashU and BFL)

II. 7. What are the key issues within the St. Louis community that the Brown School will need to effectively address over the next five years?

Food Desserts and urban agriculture

Bringing healthcare practitioners to the neighborhoods

Delmar Divide

- Perceived as a race and class issue; infamous divide dictates the politics
- First step – the subsidy being offered for WashU employees did not originally this area and now it does
- A portion of the campus located in this area – on this side of Delmar; buy land and build something good for the neighborhood
- Presence is important; it would lift up the image, perception of the neighborhood; makes it more likely that other entities would invest in this area
- Example: St. Louis Community College satellite facility (Harrison Center) near Vashon

Increase access to high quality post-secondary education for youth in this area; revitalize the idea of the education zone – The University would have facilities and programming, start engaging youth and establishing a crib to college pipeline

Prevent and address violence and crime, particularly among youth, by diffusing that early on and linking them to educational/job training opportunity; Brown School has the resources, BFL has the relationships

III. 8. What is the one thing you recommend the Brown School change (e.g. do more of, do less of, do differently) if we are to be successful in the future?

- Be more vocal and visible about the relationship with BFL – put it out there, make it clear that this is your commitment; stand behind the work and the words (association with WashU helps to build prestige and legitimize the mission of BFL)
- Help bridge other schools to BFL and to the neighborhood; an arts program in this neighborhood with WashU
- Be a facilitator of relationships and resources for community partners
- Compensate students for practicums with strategic partners; attract more students to do the direct practice work and being engaged with youth
- Help facilitate employment and apprenticeship of participants in their programs with WashU – such as guaranteed interviews
- Be more active in the community, in partnership with BF:
- Brown School and WashU – be partners in going after grants together and share that, be transparent about it and even if its

- Reciprocity – BFL have space at WashU or at least access to it

Session 3 | 1 – 2:30pm

- I. Question 6: Interactions
 - a. Faculty & staff have been pleasant, easy to work with, helpful (Cynthia Williams, Sean Joe)
 - i. Sean Joe has helped a lot – HomeGrown STL has been really influential
 - ii. Von Nebbit has been helpful with data collection
 1. Gives space for BFL staff to set direction for projects (e.g., Cultural Arts)
 - iii. Cynthia is great to work with
 - b. Student experience:
 - i. Largely are polite, but some are skittish and don't communicate well
 - ii. Overall have been great
- II. Question 7: Key Issues in St. Louis Community
 - a. Intergenerational poverty and wealth disparities
 - i. Policy solutions to address poverty
 - b. Violence – a public health issue
 - i. Address the root causes – not just the symptoms
 - ii. We know that the crime is a result of lack of resources, education to actualize their potential, their “American Dream
 - iii. Small businesses in a community are an engine to propel community; we should support entrepreneurship
 - iv. Addressing mental illness in our communities
 - c. Cultural identity and racial equity
 - d. Family interactions: strengthening families and helping them access resources; strengthening family networks and networks of families
 - e. Investing in neighborhoods; beautifying neighborhoods, north of Delmar
 - f. Restructure practicums; create more long-term engagement with students for continuity and consistency; revamp training of practicum supervisors to be more sensitive to supervisors
- III. Question 8: Recommendations for change if Brown School is to be successful
 - a. BFL and Brown School identify a core project that can be built upon over the full course of the 10-15 year partnership
 - i. Possible topics: violence prevention (e.g., youth-focus), housing development
 - ii. Help financially sustain initiatives; reduce tokenism of BFL name and community credibility
 - b. Consider the types of investments that Brown School/WashU can provide outside of aesthetic investments in the campus
 - c. Build BFL into our curriculum; Vice President of each division come into the classrooms to share with students

- d. Recognize value of grassroots organizers, service providers despite lack of advanced degrees; less emphasis on prestige of the degree and tap into wellspring of knowledge/experience from people in the field with demonstrated success
 - e. Provide funding/financial support of BFL programs
 - f. Provide more opportunities for BFL youth clients to engage in a campus experience and be connected to WashU; expose them to the possibilities especially as they relate to an education career with WashU
 - g. More cultural experiences (BFL participates in the Pow Wow)
 - h. Greater visibility of partnership through shared programming and shared facilities; reciprocal use of facilities; Brown School host more programming at BFL/BFL can host programs at Brown School
- IV. Note: BFL staff is interested in learning more about the intention and purpose of the partnership; the goals, outcomes, and expected results and outcomes; the current structure of the partnership and what each partner brings to the partnership