



# Title VI Outreach

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# Agenda

- Role of “outreach” in Title VI?
- History and Relevance Today
- Examples from Yale:
  - targeted outreach – main activities
  - broad-gauged outreach
- Organization of outreach on different campuses
- Measuring results
- Conclusion

# Role of “outreach” in Title VI?

- National Resource Center (NRC) mandate -- extend international, area and foreign languages beyond the University.
- priority to train teachers in International Affairs and Foreign Languages (IAFL) at all levels
  - Focus on the multiplier effect of teachers
  - K-12 in-service and pre-service teachers
  - Community and four year college teachers
- Also the business community, media and the general public.

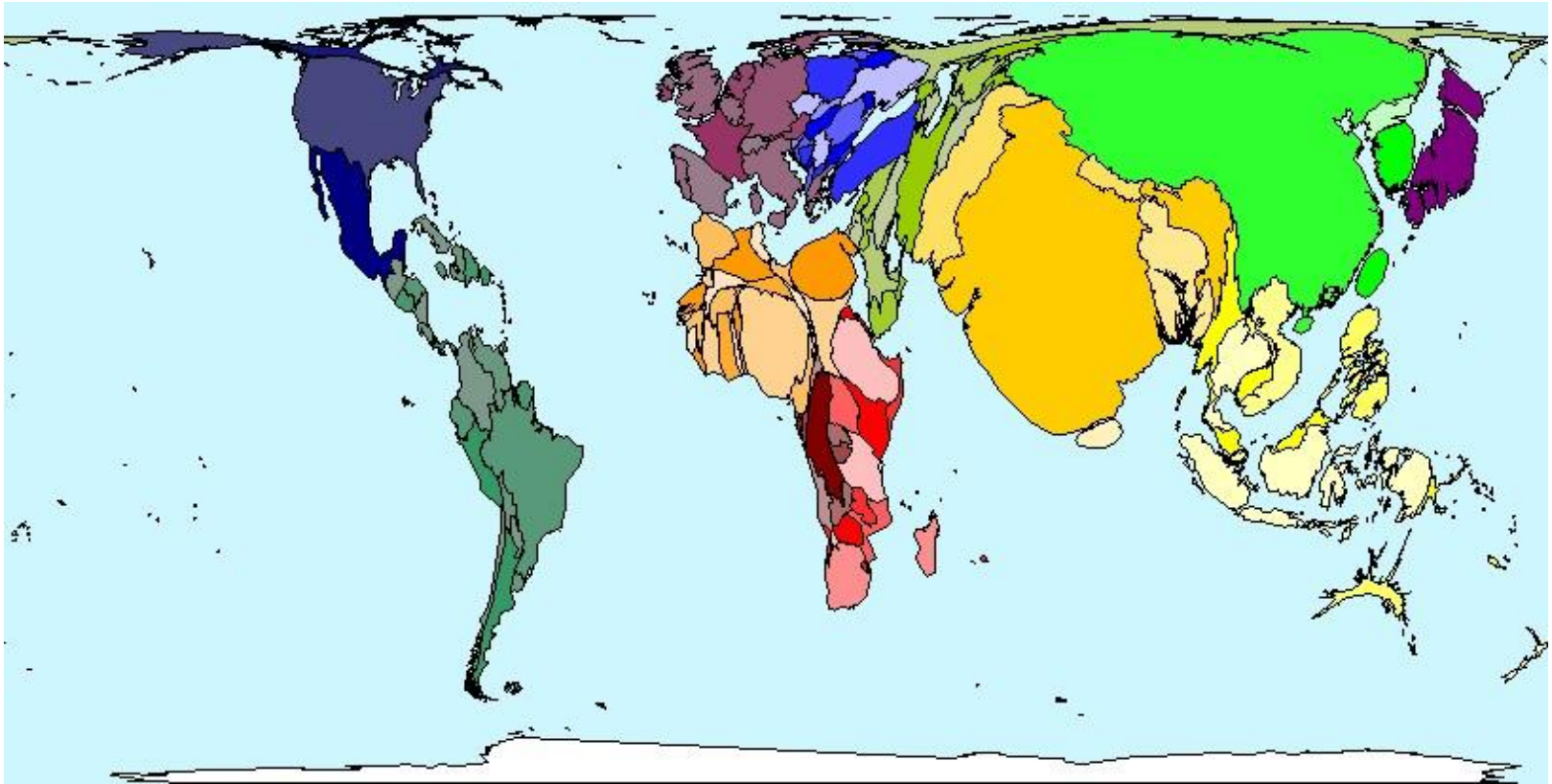
# History

- 1959. Title VI began with President Eisenhower and Sputnik but did not include outreach
- 1966. International Education Act (IEA) of Pres. Johnson had many ambitious goals, including “citizen education” in foreign affairs
- 1976.
  - The IEA was dead, never funded.
  - Outreach was its legacy, embedded in Title VI

# Relevance to universities

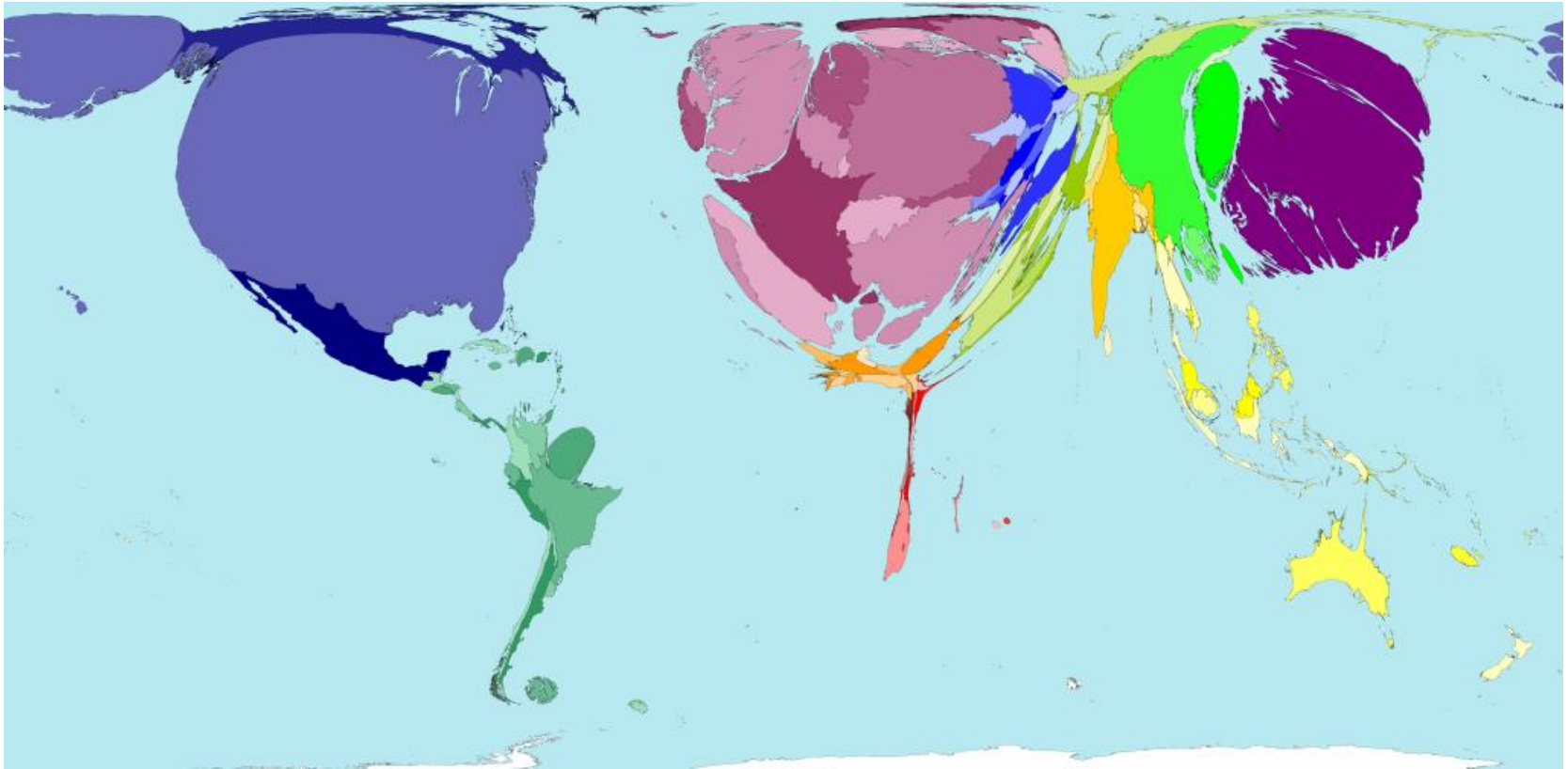
- Is outreach to the larger community a university responsibility? Why does it matter to us?
- International affairs specialists have the obligation to lead and learn
  - Ensuring a pipeline of talent into the university
  - Filling gaps and promoting good teaching
  - Glimpse the tech-savvy next generation of students
- Three quick slides highlight key global forces shaping the world that students will inherit and manage.... And educators must teach.

# World Population 2010



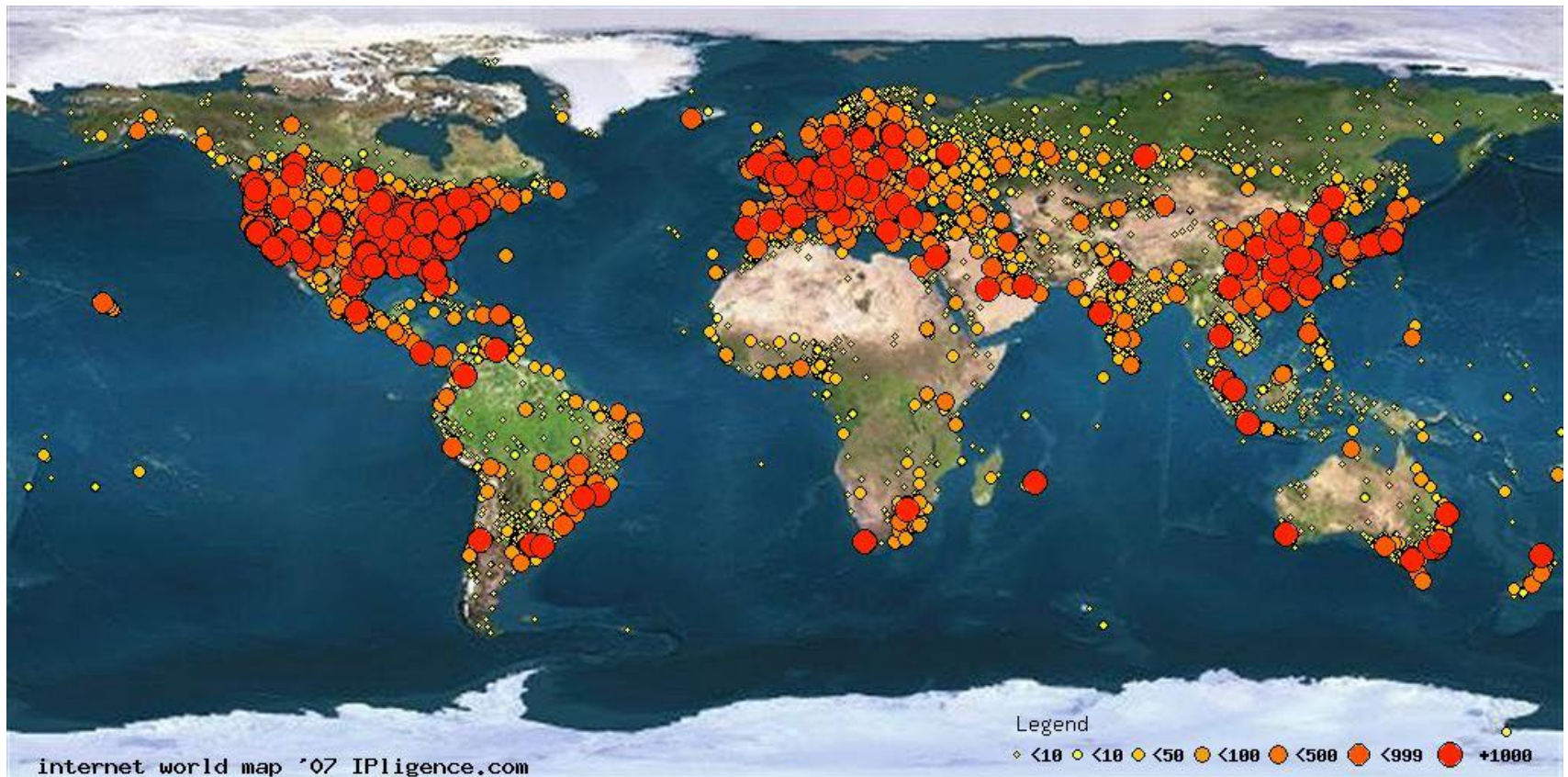
<http://www.worldmapper.org/display.php?selected=169#>

# World GDP 2010



<http://www.worldmapper.org/display.php?selected=169#>

# The reach of the Internet



<http://cosmicthings.com/wpsblogs/techtalk/files/2009/10/internet-map.jpg>



# MAIN TYPES OF OUTREACH

## ■ Targeted programs

- Designed to reach particular clientele to achieve particular knowledge and dissemination goals
- Teachers at all levels as core clientele
- Business and media also targeted

## ■ Broad gauge programs

- general audience, community
- broad exposure, motivation to learn more

# Targeted outreach at Yale

- Programs for International Education Resources (PIER) at Yale
  - 5 Title VI Centers collaborating
  - over 25 years
- Targeted outreach programs in several areas
  - Professional Development Events
  - Summer Institutes for teachers
  - Student Programs
  - Post-Secondary Programs
  - Links to other Title VI “funding windows”
  - Business Outreach
  - Community Programs

# Professional Development

- “Latin America, the Cold War and Human Rights” – workshop for social studies high school faculty
- “Colonialism through African and European Eyes” for high school world history teachers.
- “French West Africa immersion workshop: Focus on Senegal.” 31 high school, college teachers conducted entirely in French.

# Summer Institutes

- “The European Union: Contemporary Challenges” –9-days, focus on immigration, security, globalization, trade and climate change, from EU perspective.
- “The Southern Cone: Argentina, Chile and Uruguay: 5 days, focus on the region and its global links. Joint with Georgetown University.
- “From Sand to Sea: Cultural Exchange Through Trade on the Silk Road” – 8 days w. optional study tour to China, the United Arab Emirates and Turkey.

# Student Programs – responding to teacher and school needs

- “Cultural Ambassadors Program” –
  - matched 17 Yale international students with teachers and their classes at a local Elementary School.
- “High School Cooperative Language Program”
  - Arabic, Chinese, German, Modern Greek, Italian, Japanese, Swahili and Russian instruction for Connecticut students on the Yale campus.

# Post-Secondary Programs

- Community College Faculty Fellowships –
  - Faculty with strong research and teaching plan
  - Partner with outreach staff, librarians and faculty
  
- Teachers in training
  - “course credit” at partner college nearby
  - by taking intensive summer institutes at Yale
  
- French Ministry of Education certificate of competence in French -- Administered to 13 College Students.

# Links to other Title VI “windows”

- Fulbright-Hays Group Projects Abroad:
  - “Understanding Medvedev’s Russia” –
    - 14 New England teachers on a group project in Moscow and Vladimir
    - 4 follow-up sessions at Yale to create teaching materials about contemporary Russia.
  - Similar projects in Ghana, China and Japan with follow-up seminars

# Business Outreach

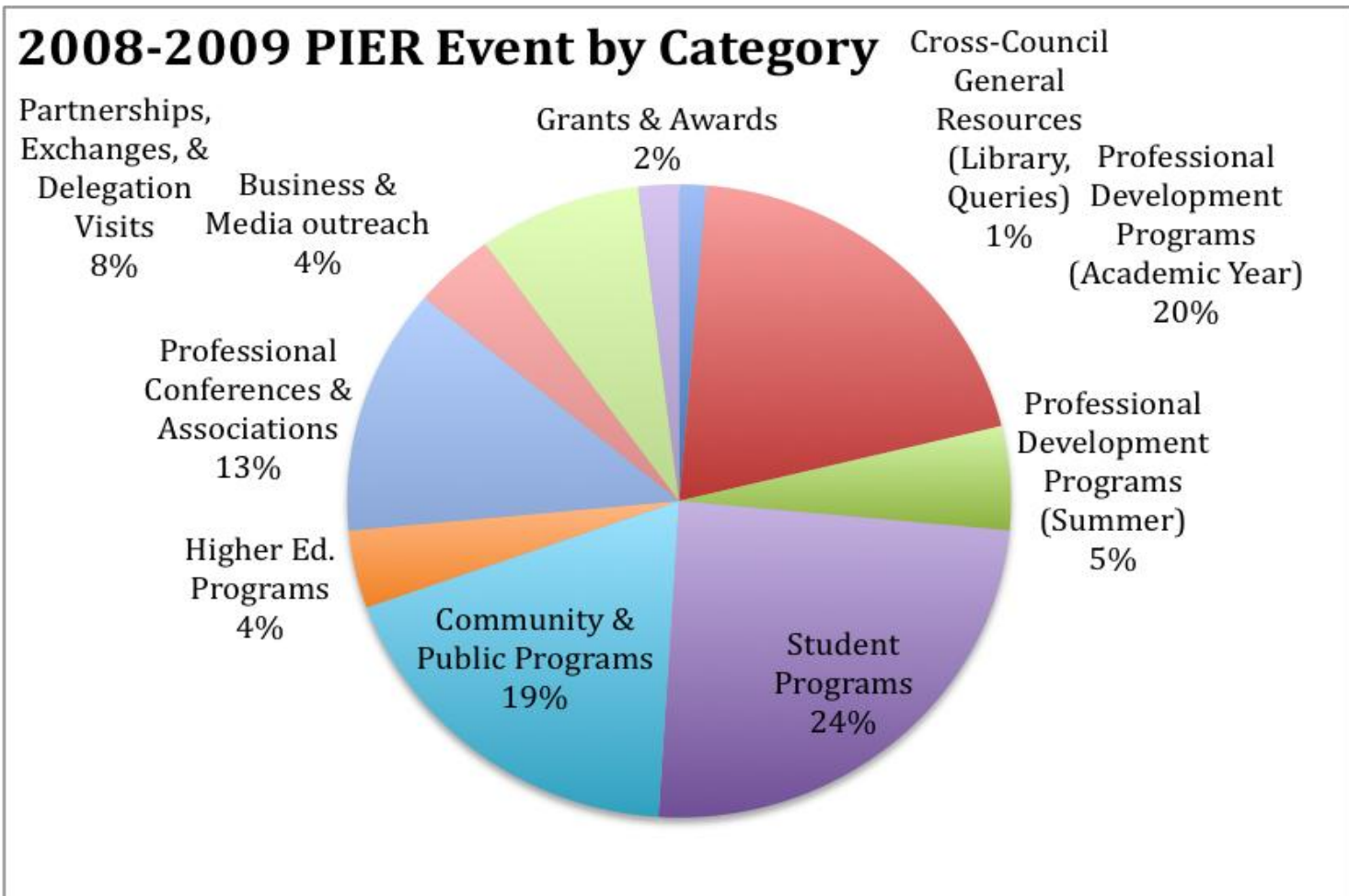
- U.Conn CIBER with Yale School of Management
  - Teaching international business with 25 faculty from two and four year colleges
  
- World Affairs Council lecture-reception events
  - “The United States, the Middle East, and the World”
  - “How Japan Sees America Today”
  - “The United States’ Place in the Global Economy: Which Way Will It Go?”



# Community Interest – Responding to Demand

- Contemporary Middle East cinema, including expert commentary, often at the public library.
- “Not Just Tango: The Music of Argentina” – a public concert with discussion.
- “International Festival of Arts and Ideas: Village of Villages” – a set of international activities for children during a major week-long festival on the New Haven green.

# Targeted programs – breakdown



# Broad-gauge outreach

- 500+ events open to the public at Yale – film, music, workshops, conferences
- The MacMillan Report -- Video interviews with Professors and policy practitioners.  
Recent topics include:
  - Implications of unipolarity
  - Accountability for war crimes
  - Leadership transitions in an out of dictatorship
- <http://www.yale.edu/macmillanreport/>

# Reaching larger communities

- Podcasts and I-Tunes University
- Links with museums and NGOs
- TV and radio programming
- ‘classrooms in the community’ with local ethnic communities -- oral histories and language focus

# How is outreach organized?

- There is not a single model for conducting outreach. Different campuses adopt different approaches and mixes of targeted and broad-gauge programming.
- Consider different campuses on a few criteria:
  - Number of National Resource Centers (NRCs)
  - Private vs. public, land-grant or not
  - Large or mid-size urban or rural setting
  - School of Education or not, other professional schools

# Large land-grant university, rural setting

- Multiple National Resource Centers (NRCs)
- Coordinating Committee: staff and faculty “volunteer” to lead and/or run weekly/monthly outreach events plus summer institutes.
- Governance model of decentralized autonomy.
- Relationship with the School of Education positive and reinforcing.
- Leverage outreach for other grants – SSRC, Carnegie, Visions & Voices on NPR

# Private University with a few NRCs in major urban center

- Outreach staff in each NRC grantee – 50-50 split with other Center program management duties
- Leverage for grants engaging faculty with K-12 teachers – migrant oral histories
- Web video of key campus lectures integrated into teacher workshops and classrooms
- No school of education -- work directly with museums, schools and school districts

# Public university in major urban area, multiple NRC's

- Faculty leadership and active involvement in outreach programs
- Combined outreach-program management posts
- Cross-NRC teams for summer institutes
- Community-based for-credit courses
  - local citizens as experts and students
  - local funding for costs including faculty
- Yes, School of Education on campus
  - “aggressively domestic”
  - NRC certification credit with school district



# Public University with several NRCs near a large urban area

- One “outreach director” as executive for council of NRCs setting direction of outreach programs
  - Nurture relationships, solid common administration
  - Sustain creativity and energy of programs with NRC faculty, students and staff as “program providers”
- “multiplier with a twist”
  - Leverage local links to extend program reach
  - Teachers, museum staff, local NGO’s become the “experts”

# Measuring Results

- Title VI main metric -- the “multiplier-effect”
  - if you reach X teachers through an Outreach activity, then they will reach Y students with that knowledge
  - 28:1 ratio of students reached per teacher
  - in 2004-05, PIER reached 205,710 students through 6,857 teachers participating in outreach events
- Client and event monitoring and tracking
- Qualitative information – client satisfaction, shared materials and professional presentations

# Beyond tracking to measuring against goal?

- Outcome questionnaires – post-event
  - clear learning and/or performance goals
  - participants' expected use of lessons learned in their work or classrooms
- Impact surveys – 2 to 4 years later
  - what was the actual application of the lessons or skills gained
  - did the outreach program matter

# Concluding thoughts

- No single model for outreach. The approach must fit the home university.
- Assessment tools generally under-developed but could be very useful
- Things to consider:
  - What activities might work on your campus?
  - What are the advantages and disadvantages of the various approaches for internationalization?
  - Could outreach programs relate to national efforts such as Carnegie's community engagement initiative or larger service learning programs on campus?