# Southern Education Leadership Initiative
# Host Site Overview

The Southern Education Foundation (SEF) values partnerships with host sites, essential to exposing and training the next generation of education leaders. Through these collaborations, students gain practical experience aligned with their interests, educational goals, and career paths. Over the years, SELI fellows have contributed significantly to over 110 organizations across the South, including nonprofits, school districts, state agencies, and higher education institutions, focusing on advocacy, policy analysis, research, community organizing, and direct service in education.

Since its 2004 launch, SELI has offered motivated undergraduate and graduate students' opportunities to:

- Develop leadership skills
- Engage with community stakeholders
- Acquire practical job skills
- Learn about education issues in the South

**SELI's Purpose: To elevate a new generation of thinkers and leaders with big ideas and hearts to carry on Brown's work and provide them with opportunities where they can grow academically, professionally, and civically.**

| SELI General Programming Timeline | | | | |
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| **Mid-Winter** | **Early Spring** | **Mid-May** | **May -July** | **Mid-July** |
| Host Site Application Due | Fellowship Recipients Notified | Fellowship Orientation | Fellowship at Host Site **\*Approximately 8 weeks** | Fellowship Closing Meeting |

## Application Process and Requirements

Eligible SELI host sites should be school districts, nonprofits, higher education institutions, or state agencies located within the Southern U.S. with a physical location where students can work during the summer term. Host Sites without a physical location are not preferred but will be considered. Host Sites may offer both in-person or hybrid placements, with fellows and host sites deciding the most appropriate arrangement to ensure a safe and effective experience. Fellows, regardless of placement locations, still need to be ensured 40 hours/week of work.

**Interested host sites should review the SELI Student Learning Outcomes below and submit their work plans through the online application form.** The application includes the following questions:

1) In what ways does your organization address racial inequity in education in the South?
2) Please describe the working space to be offered to the fellow (i.e. office, cubicle, collaborative space, etc.). If the work environment will be hybrid, please outline the opportunity you will provide to bring the fellow in-person (i.e. specific conference, staff meeting, professional development seminar, etc.).
3) What large and small education-focused projects would a fellow specifically work on at your organization and what would their responsibilities include? How will this work build organizational capacity and contribute to the broader education field? **Please note: While fellows may be occasionally responsible for some administrative tasks, their primary function is not to serve as an administrative or clerical role.**
4) How would the fellow work towards achieving the SELI Student Learning Outcomes (outlined below)?

5) What special skills or qualifications would you hope that your fellow brings? What skills might the fellow gain as a result of completing the work plan?
6) Please describe the plan for the fellow's onboarding (i.e. planning calls, readings, orientation, etc.).

SEF provides fellows with a stipend to support living costs during the fellowship. **Please note: We do ask placement sites to help identify possible housing options for their fellow, should the fellow need to relocate for the summer.** Each fellow is required to attend an Orientation and Closing Meeting in Atlanta. For more information, please contact Dr. Amber C. Davis, Director of Leadership Development at adavis@southerneducation.org and visit www.southerneducation.org/seli.

### SELI Student Learning Outcomes

**Academic Learning/Knowledge Building:**
1. Appreciate the historical context of race and inequity in Southern education, and particularly its connection to the Civil Rights Movement, in a multi-generational and diverse learning environment.
2. Gain knowledge of current education issues and trends facing the South and nation.
   o *Issues may include but are not limited to: racial equity, early childhood education, school finance, teacher recruitment & retention, dropouts, school-to-prison pipeline, increased minority student population, merit based financial aid for higher education, college access, retention and completion rates, college accreditation, education and the modern economy, and the federal government's role in education.*
   o *Trends may include but are not limited to: charter school expansion, expansion of school vouchers, community-school partnerships, school climate, social- emotional learning, out-of-school time, implementation of the Every Student Succeeds Act, personalized learning, and performance-based funding in higher education.*
3. Gain exposure to potential careers in the education field.
4. Develop a sharpened racial equity lens and understanding of the importance of centering race in equity discussions.

**Citizenship and Political Process Learning:**
1. Develop better insight into the key components of a strong democracy, the methods of policymaking, and balance of power between key stakeholders, including the nonprofit sector, state and federal agencies, and elected officials.
   o *Stakeholders include but are not limited to: students, parents, teachers, school administration, the business sector, government officials, community partners, lawyers, nonprofits, foundations, advocates, and academia.*
2. Understand strategies for impacting education policy and practice, addressing community needs, and putting theory into practice. Students will develop a sense of how they fit into the bigger picture of advocacy and an appreciation for community inclusion, diversity, critical thinking, civic responsibility, creativity, confidence, leadership, and agency.
   o *Strategies include but are not limited to: policy, advocacy, litigation, community organizing, civic and political participation, and research.*

**Leadership and Skills Development Learning:**
1. Recognize the importance of developing inter- and intra-personal skills, a peer network, and the hard and soft skills needed to work in the field professionally. Students will develop higher-order thinking skills, presentation skills, communication skills, and self-awareness which will help them in their coursework and in identifying a professional path.