

CALIFORNIA STATE UNIVERSITY, STANISLAUS
College of Education
Doctoral Program in Educational Leadership

EDEL 9008 - DEVELOPING EDUCATIONAL PARTNERSHIPS (3 Units)

Syllabus and Course Outline SUMMER TERM 2009
July 21 through August 18

AS OF JULY 8, 2009

INSTITUTIONAL COURSE DESCRIPTION

The course will examine the importance of and processes for initiating, forming, and expanding educational partnerships. The course explores the various community resources available to form school partnerships, how they can work together toward student success and community recognition, and setting attainable goals for mutual beneficial outcomes.

Edd PROGRAM STUDENT LEARNING OBJECTIVES (SLO)

The student will be able to:

1. Encourage the active participation and shared decision-making of all stakeholders, both educational organizations and external communities, in the development and implementation of policy and program components within the framework for improving teaching and learning. (1.2)
2. Inform external communities of progress towards academic goals and seek input regarding adjustments to instructional policies and programs. (1.3)
3. Establish and maintain educational environments that make all stakeholders feel welcome, create a sense of belonging, guarantee orderliness and safety, encourage sharing and exchanges of ideas, and embody the vision, mission and philosophy that all students can learn and should be given opportunities daily to experience success. (2.1)

Edd PROGRAM CORE ELEMENTS

In order to achieve the above outlined program goals & student learning objectives, this course includes the following core elements, which are threaded throughout the course work offered in the program:

- Systemic Education Reform – I
- Diversity and Equity – R
- Educational Accountability – I
- Curriculum and Instructional Reform – I
- Student Development and Learning – I
- English Language Development – I
- Regional High Needs - A
- Professional Practice – R
- Research - R

Key: I = Element is Introduced R = Element is Reinforced A = Element is Addressed at an Advanced Level

PEDAGOGY

This is a seminar style course where we will focus on specific aspects of educational partnership development, implementation and evaluation; different types of partnerships; and best practices in educational partnerships. We will examine a number of case studies and position papers related to educational partnerships.

This course is divided into five components:

1. An Overview of Educational Partnerships and Institutional Capacity
2. Developing Educational Partnerships
3. Implementing and Sustaining Educational Partnerships
4. Educational Partnerships - Assessment, Evaluation and Research
5. Strengthening Educational Partnerships

This course will involve a variety of written and oral assignments, classroom activities including group and individual work, presentations, discussions and lectures, case study analysis and on-line discussions. Web exploration, student presentations and visiting practitioner presentations will also be part of this course. A typical class session will consist of, but is not limited to the following activities: instructor-led discussions on current trends, innovations, reforms, issues, and problems related to educational partnership; group discussion based around scholarly article readings; group activities, including collaborative problem solving, simulations, and role playing; student-led presentations and discussions; and peer critique of applied projects.

ATTENDANCE AND PARTICIPATION POLICY

Students should be prepared for and attend all class sessions and participate in all on-line discussions. Everyone in the class benefits from each person's contributions. It is not acceptable to miss class except for the most unavoidable reason. Several readings and learning activities have been selected to help orient students to designing, implementing and improving educational partnerships at all levels of education. Students are expected to read and think about the applications of the material, and complete all assignments on or before their due date.

APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. Students have a right to disagree and to debate points of view on the subjects and topics covered. However, criticism of others is not acceptable.

The assignments students turn in for this course must honestly be their work. Plagiarism is unacceptable and may be dealt with in the appropriate codes of conduct violation. A student committing plagiarism may be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course or other action as deemed appropriate by the instructor or the university. Plagiarism is defined as: presenting someone else's work as your own whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else.

COURSE ASSIGNMENTS AND ACTIVITIES

The learning activities and assignments are designed to give students flexibility in exploring areas of interest within the scope of the course. Where appropriate, students are encouraged to focus assignments on future career plans and the development of knowledge and skills that will assist in the writing of a dissertation. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework.

There will be weekly reading assignments and weekly in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be typed, double-spaced and in hardcopy or electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style.

REQUIRED SCHOLARLY ARTICLES

NOTE: ALL REQUIRED SCHOLARLY ARTICLES ARE EITHER POSTED ON BLACKBOARD OR AVAILABLE ON THE INTERNET UNLESS OTHERWISE NOTED. STUDENTS WILL NOT BE REQUIRED TO READ ALL THE ARTICLES, SEE THE WEEKLY TOPIC OUTLINE STARTING ON PAGE 9 FOR THE SPECIFIC READING ASSIGNMENTS.

Week One

Waschak, M. & Kingsley, G. (2006). *Education Partnerships: Defining, Observing, Measuring and Evaluating*. Retrieved June 1, 2009 from www.csulb.edu/projects/california-alliance

Partnerships – What Works

Carlson, P. (2001). A grassroots approach to educational partnerships. *T H E Journal*, 29(3).

Essex, N. (2001). Effective school-college partnerships, a key to educational renewal and instructional improvement. *Education*, 121(4), 732-736.

Week One On-line

California Alliance of Pre K-18 Partnerships (2004, January). *Raising Student Achievement Through Effective Educational Partnerships: Policy and Practice*. Retrieved June 1, 2009 from www.csulb.edu/projects/california-alliance

CASE STUDIES:

Fountain, C. & Wood, J. (2000). Florida early literacy and learning model: A systematic approach to improving learning at all levels. *Peabody Journal of Education*, 75(3), 85-98. [PreK-12 Track]

Bynum, L. (2002, Fall). The Alameda Corridor Industry & College Collaborative. *Successful Partnerships with Business and the Community*. *New Directions for Community Colleges*, 119, 47-58. [Community College/Higher Ed Track]

Week Two

Partnerships – What Works

Amey, M., Eddy, P. & Ozaki, C. (2007, Fall). Demands for partnership and collaboration in higher education. *Collaborating Across Educational Sectors*. *New Directions for Community Colleges*, 139, 5-14.

Johnson-Hoffman, G. (2007, Fall). Seamless transitions in the twenty-first century: Partnering to survive and thrive. *Collaborating Across Educational Sectors*. *New Directions for Community Colleges*, 139, 17-27.

Ward, P. & Franquiz, M. (2004). An integrated approach: Even start family literacy model for migrant families. In Salinas, C. & Franquiz, M. (Eds), *Scholars in the Field: The Challenges of Reports*, Chapter 7. Charleston, WV: AEL.

Week Two On-Line

Valadez, J. & Snyder, J. (2006). Social, cultural, and political influences on the development of educational partnerships. *Journal of Latinos and Education*, 5(1), 29-47.

Bracken, S. (2007, Fall). The importance of language, context, and communication as components of successful partnership. *Collaborating Across Educational Sectors*. *New Directions for Community Colleges*, 139, 41-47.

CASE STUDIES:

School, Family and Community Partnerships TBA [PreK-12 Track]

Middle College High School Programs:

Cunningham, C. & Wagonlander, C. (2000, Fall). Establishing and sustaining a middle college high school. Creating collaborations with local schools. *New Directions for Community Colleges*, 111, 41-51. [Community College/Higher Ed Track]

Farrell, P. & Seifert, K. (2007, Fall). Lessons learning from dual-enrollment partnerships. *New Directions for Community Colleges*, 139, 69-77. [Community College/Higher Ed Track]

Higher Education/Parent Partnership Programs:

Ward-Roof, J., Heaton, P. & Coburn, M. (2008). Capitalizing on parent and family partnerships through programming. *Managing Parent Partnerships*. *New Directions for Student Services*, 122, 43-55.

Week Three

Daniels Fund (n.d.). *School – Business Partnerships: What Works*. Retrieved June 1, 2009 from <http://www.danielsfund.org/sevenstrategies/>

Partnerships – What Works

Abowitz, K. (2000). Democratic communities and business/education partnerships in secondary education. *The Urban Review*, 32(4), 313-341.

Stringari, T. (2003, March). Community partnership increase services and outcomes for students with psychological disabilities. *Ijournal*, 4. (also reading the attachment “Collaboration with Community Agencies”). Retrieved June 24, 2009 from http://www.ijournal.us/issue_04/ij_issue04_TimStringari_01.htm [Community College/Higher Ed Track]

[PreK-12 Track students will be assigned one of the following chapters from Sailor’s book]

Sailor, W. (2002). Devolution, school/community/family partnerships, and inclusive education. In W. Sailor (ed.) *Whole School Success and Inclusive Education: Building Partnerships for Learning, Achievement and Accountability*, 5-25. New York: Teacher College Press. (Handout)

Gallagher, P. & Tramill, J. (2002). Early childhood legislation: Formation of collaborative, school/community partnerships for serving families of young children with disabilities. In W. Sailor (ed.) *Whole School Success and Inclusive Education: Building Partnerships for Learning, Achievement and Accountability*, 42-60. New York: Teacher College Press. (Handout)

Week Three On-line

Eddy, P. (2007, Fall). Alliances among community colleges: Odd bedfellows or lasting partners. *Collaborating Across Educational Sectors*. *New Directions for Community Colleges*, 139, 59-68.

CASE STUDIES:

Gordon, R. (2004). When Politics and Education Converge – A Case Study. In *The Leadership Dialogues: Community College Case Studies to Consider*. The League for Innovation. (Handout) [Community College/Higher Ed Track]

Prins, E. (2005). Framing a conflict in a community-university partnership. *Journal of Planning Education and Research*, 25, 57-74. [Pre-K-12 Track]

Week Four

UC Santa Cruz Educational Partnership Center Documents, TBA.

Gajda, R. (2004). Utilizing collaboration theory to evaluate strategic alliances. *American Journal of Evaluation* 25(1), 65-77.

Week Five

Lakehead Public Schools (1997). Board Policy 8090 Community/Education Partnership Policy, Procedures and Appendices (3 separate documents).

Eldredge, S., Piha, S. & Levin, J. (2002). Building the San Francisco Beacons. *Youth Development and After-School Time*. New Directions for Youth Development, 94, 89-108. [Pre-K 12 Track]

Community College/Higher Education Track:

Grunder, P. (2004). Expanding Enrollments: Legal Ramifications for Widening the Open Door. In *The Leadership Dialogues: Community College Case Studies to Consider*. The League for Innovation. (handout).

Lugg, E. (2000, Fall). Anticipating legal problems when working with high school students. Creating Collaborations with Local Schools. *New Directions for Community Colleges*, 11, 83-91.

SUPPLEMENTAL ARTICLES, BOOKS AND DOCUMENTS (Not Required)

Amey, M. (Ed.) (2007, Fall). *Collaborations Across Educational Sectors*. New Directions for Community Colleges, No. 139. San Francisco: Jossey-Bass.

Briggs, X. (2002). *The will and the way: Local partnerships, political strategies and the well-being of America's children and youth*. Kennedy School of Government, Harvard University Faculty Research Paper Series. RW P01-050. Retrieved from ERIC Data Base, ED 463 342.

Epstein, J. (2008, February). Improving family and community involvement in secondary schools. *Education Digest*, 73(6).

Kingsley, G. & Waschak, M. (2005). Finding Value and Meaning in the Concept of Partnership. Retrieved June 20, 2009 from <http://mspsquared.mspnet.org/index.cfm/17761>

Kisker, C. & Carducci, R. (2003). Community college partnerships with the private sector: Organizational contexts and models for success collaboration. *Community College Review*, 31, 55-74.

Palmer, J. (Ed.). (2000, Fall). How Community Colleges Can Create Productive Collaborations with Local Schools. *New Directions for Community Colleges*, No. 111. San Francisco: Jossey-Bass.

Prins, E. (2006). Individual roles and approaches to public engagement in a community-university partnership in a rural California town. *Journal of Research in Rural Education*, 21(7), 1-15.

Rand Corporation (2004). *The Challenges of Building Local Collaborative for Sustaining Educational Improvement*. Research Brief. Santa Monica, CA: Rand Corporation. Retrieved June 1, 2009 from <http://sp.mspnet.org/index.cfm/library>.

Russell, J. & Flynn, R. (2000). Commonalities across effective collaborative. *Peabody Journal of Education*, 75(3), 196-204.

Scherer, J. (2008). A review of instruments to evaluate partnerships in math and science education. *Peabody Journal of Education*, 83, 611-636.

Spangler, M. (Ed.) (2002, Fall). *Successful Partnerships with Businesses and the Community*. New Directions for Community Colleges, No. 119. San Francisco: Jossey-Bass.

UCLA Center for Mental Health in Schools (2003, August). *Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit*. Retrieved from ERIC Data Base, ED 478 995.

Emery, M. (2006). *The Future of schools: How communities and staff can transform their school districts*. Lanham, New York: Rowman & Littlefield.

Epstein, J. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*, Third Edition. Thousand Oaks, CA: Corwin Press.

Franklin, Barry, et al. (2003). *Educational partnerships and the state: The paradoxes of governing schools, children, and families*. New York: Macmillan.

Spangler, M. (Ed.) (2002). *Successful partnerships with business and the community: New directions for community colleges*. No. 119. San Francisco: Jossey Bass.

Welch, M. & Sheridan, S. (1995). *Educational partnerships: Serving students at risk*. New York: Harcourt.

ONLINE RESOURCES

Center for Educational Partnerships, UC Irvine <http://www.cfep.uci.edu/>

National Network of Partnership Schools <http://www.csos.jhu.edu/p2000/index.htm>

A Guide to Promising Practices in Educational Partnerships <http://www.ed.gov/pubs/PromPract/index.html>

U.S. Department of State Bureau of Educational and Cultural Affairs -
Educational Partnership Program <http://exchanges.state.gov/education/partnership/>

The Arts Education Partnership (AEP) <http://www.aep-arts.org/>
Business/Education Partnerships – ERIC Digest <http://www.ericdigests.org/1996-1/business.htm>

The Kennedy Center for the Performing Arts Partners in Education Program
<http://www.kennedy-center.org/education/partners/>

National Council for Community and Education Partnerships <http://www.edpartnerships.org/>

Rural Community College Alliance <http://www.ruralccalliance.org/>

Science Education Partnership Award Program <http://www.ncrrsepa.org/>

Urban Education Partnerships <http://www.laep.org/>

GRADED ASSIGNMENTS

Class Attendance and Participation – 10% of final grade

Students are expected to contribute to class discussions in ways which demonstrate their knowledge and understanding of the material and to encourage other students to engage in thoughtful and reflective dialogue. Students are expected to arrive on time, have read the required readings, and be prepared to fully participate in the intellectual pursuits of the class. Absences and tardiness without prior notification of the instructor are detrimental to class participation, and could impede students from fulfilling required assignments.

Online Threaded Discussions - 30% of final grade

There will be three required on-line threaded discussion group assignments. Students will be divided into groups of four to six students. Students should plan to spend a minimum of four hours responding to the discussion questions and reacting to other students' answers and comments. On-line discussions are for the purpose of scholarly discourse and exploration. Students are expected to provide citations from the literature when appropriate and to use on-line discussions to discuss assigned readings and topics related to classroom discussions. In addition, students are encouraged to pose related questions and points for discussion within the

context of the course. The instructor will provide reading assignments and specific related topics for the on-line discussions.

In order to facilitate timely interchange between students, the on-line discussions will be limited to a two day period during the assigned week. Each group will agree on which two days for the assignment. Groups are also encouraged to meet (either in person or through audio/video conferencing) and discuss the on-line assignments and readings. If such meetings do occur, the group is to post a detailed summary of what was discussed. All group members should participate in posting the summary.

The on-line assignments will occur during the weeks of July 21-25; July 28-August 1; August 4-8.

Major Course Project – 60% of final grade

This assignment is designed to give students flexibility in exploring some aspect of educational partnerships. The final course project may be completed as a collaborative project in small groups (2 to 4 students) or individually.

The project topic and scope will be developed in consultation with the instructor. The project must demonstrate appropriate rigor for a doctoral level course and should reflect appropriate fieldwork/research activities, understanding of relevant research literature and best practices, and the limitations and opportunities related to the specific partnership project. The paper should also reflect a working knowledge of the complexity of the issues that surround partnership development, implementations of partnerships, governance and administration of partnership and evaluation of partnerships.

Types of Acceptable Major Course Projects

1. Develop a Comprehensive Proposal for an Educational Partnership.
2. Conduct an In-depth Comparative Analysis of Three (or More) Similar Educational Partnerships to determine strengths, problems and varying approaches between the partnerships.
3. Complete an In-Depth Formative Evaluation of a Partnership.
4. Do a Research Project on an Important Aspect or Type of Educational Partnerships.
5. Develop an In-Depth Case Study of an Educational Partnership using an appropriate case study analysis methodology. The case study should also include teaching and discussion notes.
6. Students may also propose other projects within the scope of this assignment.

PROJECT COMPONENTS:

Problem Statement and Fieldwork/Investigation Plan – A 2-3 page paper discussing the problem that you plan to address with this project, how you plan to complete this assignment including which district or school or college and program you plan to focus your project on, and tentative timelines for all activities. As appropriate, also list individuals you will interview and which documents you plan to review. Group projects need to have a single document for this part of the assignment, however, depending on the scope of the project, the group's paper may need to be a few more pages longer than the 2-3 page requirement.

Due by Monday July 27. Email to the instructor.

Oral Presentations –For individual presentations, students will give a 10-15 minute presentation followed by a 5 minute discussion. For group projects the presentation will be extended to 20 minutes followed by a 5 minute discussion. A one page summary of the presentation will be handed out to each person in the class. The one page handout should be in bullet or outline form. PowerPoint presentations are limited to no more than five slides. The slides should be used for illustrative purposes and emphasis and not as a script. Other students will be assigned appropriate constituent roles during the presentation. The times allocated for these presentations may be amended as needed.

Depending on time availability, it is likely that we will split the class into two groups (PreK-12 Track and CC/Higher Ed Track) for these presentations. Students will give their reports to half the class.

Oral presentations will be given during class on August 11 and August 18.

Major Course Project Paper – The body of the paper should be approximately 10 to 12 pages long. In addition, the paper should have a title page, abstract of approximately 150 words, appropriate references, appendices and other relevant documentation and artifacts. An appropriate number of citations based on the scope and focus of the paper of should be included. The format of the paper should adhere to the APA publication manual, 6th edition or most current edition. The paper will be written for a particular audience. This will vary depending on the topic and scope of the project.

For group projects, each student should have a separate paper. If possible, groups should coordinate how the papers will be written. Groups are encouraged to consider writing each of the papers in such a way that they could serve as either monograph chapters or sections of a large paper document. If a group chooses to do this, the document should be written in a coherent style and be comprehensive.

The Major Course Project paper is due on Thursday, August 20. Email to the instructor.

The instructor will provide assistance and guidelines for various types of projects.

GRADING POLICY

Letter grades will be issued according to the following grading point scale:

A = 93-100 B = 85-92 C = 75-84 D = 65-74 F = <65

Note: Students must earn a grade of C or better to have this course count toward their doctoral studies.

Course Requirements	Percent of Grade
Attendance/Participation	10 pts
On-line Assignments	30 pts
Major Course Project	60 pts
Problem Statement, Fieldwork Plan	10 pts
Oral Presentation	20 pts
Major Course Project Paper	30 pts

Contact Information for the Instructor:

Dr. Jim Riggs, Professor of Education

Phone: 209-664-6789

Cell Phone: 209-559-6550

E-mail: jriggs1@csustan.edu

Contact Address:

CSU Stanislaus, College of Education
Department of Advanced Studies in Education
Doctoral Program in Educational Leadership
DBH 353 - One University Way
Turlock, CA 95382

Office Hours (Summer Term 2009)

Tuesday 2:00-4:00PM

And by Arrangement

NOTE: The course syllabus and outline may be modified by the instructor if the need arises. Students will be informed in writing of any change.

WEEKLY TOPIC OUTLINE

WEEK ONE: JULY 21 - 26

OVERVIEW OF EDUCATIONAL PARTNERSHIPS AND INSTITUTIONAL CAPACITY

Class Meeting – July 21, 5:00-10:00PM

Main Topics and Discussions

I. Course Overview and Introduction

II. Understanding and Assessing Organizational Capacity for Partnerships

III. Introduction to Educational Partnerships

- A. Defining Important Educational Partnerships Terms and Types of Partnerships
- B. Overview of Concepts, Principles and Practices Related to Educational Partnerships
- C. Methods of Studying Educational Partnerships
- D. Stage Framework and Partnership Formulation, Implementation and Evaluation

IV. Over-arching Purposes for Partnerships

Why do we need educational partnerships?

V. Applied Concepts – See the Waschak and Kingsley Article

VI. Review of Major Assignments for the Course

- A. On-Line Case Studies in Educational Partnerships
- B. Major Course Project

Focused Partnership: *School to College Partnerships*.

Assigned Reading

Waschak, M. & Kingsley, G. (2006). *Education Partnerships: Defining, Observing, Measuring and Evaluating*. Retrieved June 1, 2009 from <http://sp.mspnet.org/index.cfm/14327>. (we will focus on this article during the first class meeting, be sure to read it thoroughly before class.)

Partnerships – What Works (These are brief examples of partnerships, and are not in-depth readings)

Carlson, P. (2001). A grassroots approach to educational partnerships. *T H E Journal*, 29(3).

Essex, N. (2001). Effective school-college partnerships, a key to educational renewal and instructional improvement. *Education*, 121(4), 732-736.

WEEK ONE: ON-LINE (July 23 – July 25)

Major Topic

Educational Partnerships: Identifying Key Elements That Lead to Successful Partnerships

Case Studies

Florida's Early Literacy and Learning Model [PreK-12 Track]

The Alameda Corridor Industry & College Collaborative [Community College/Higher Ed Track]

Activities and Assignments

Activities and assignments are posted on Blackboard

Assigned Reading

California Alliance of Pre K-18 Partnerships (2004, January). *Raising Student Achievement Through Effective Educational Partnerships: Policy and Practice*. Retrieved June 1, 2009 from www.csulb.edu/projects/california-alliance (Briefly review this report and select one of the partnerships for your group on-line discussion)

CASE STUDIES:

Fountain, C. & Wood, J. (2000). Florida early literacy and learning model: A systematic approach to improving learning at all levels. *Peabody Journal of Education*, 75(3), 85-98. [PreK-12 Track].

Bynum, L. (2002, Fall). The Alameda Corridor Industry & College Collaborative. *Successful Partnerships with Business and the Community*. *New Directions for Community Colleges*, 119, 47-58. [Community College/Higher Ed Track]

WEEK TWO: July 28 – August 2 **DEVELOPING EDUCATIONAL PARTNERSHIPS**

Class Meeting - July 28, 5:00-10:00PM

Main Topics and Discussions

I. On-line Assignments Reports from Week One – All Students

II. Identifying and Defining Policy/Program Problems, Issues and Opportunities that Can Be Effectively Addressed through Educational Partnerships

III. Framework, Structure and Process for Planning, Formulating and Developing Educational Partnerships

IV. Major Actors and Their Roles in the Development of Educational Partnerships

A. Power and Cooperation in Educational Partnership Development – Sharing the Agenda

B. Federal and State Policy Pressures to Develop Educational Partnerships

C. Boards of Trustees and Other Local Policy Makers

D. Educational Leaders

E. Internal Groups and Their Influence on the Development of Educational Partnerships

F. Education Partnership Planning and the Role of the Research Community and Grant Making Organizations.

V. Cost Benefit Analysis of Educational Partnerships

VI. Applied Concepts for Week Two

Administrative Processes and Actions at Each Stage of Educational Partnership Planning, Development and Adoption.

Focused Partnerships: *Multi-Institutional Collaboratives, Associations, Alliances, Networks and Consortia*.

Assigned Reading

Partnerships – What Works

Amey, M., Eddy, P. & Ozaki, C. (2007, Fall). Demands for partnership and collaboration in higher education. *Collaborating Across Educational Sectors*. *New Directions for Community Colleges*, 139, 5-14.

Johnson-Hoffman, G. (2007, Fall). Seamless transitions in the twenty-first century: Partnering to survive and thrive. *Collaborating Across Educational Sectors*. *New Directions for Community Colleges*, 139, 17-27.

Ward, P. & Franquiz, M. (2004). An integrated approach: Even start family literacy model for migrant families. In Salinas, C. & Franquiz, M. (Eds), *Scholars in the Field: The Challenges of Reports*, Chapter 7. Charleston, WV: AEL.

WEEK TWO: ON-LINE (July 29 – August 2)

Major Topic

Planning and Developing Effective Educational Partnerships – Functional, Political and Symbolic Issues and Considerations

Activities and Assignments

Activities and assignments are posted on Blackboard

Assigned Reading

(each on-line group will select one of the two following articles for their on-line discussion)

Valadez, J. & Snyder, J. (2006). Social, cultural, and political influences on the development of educational partnerships. *Journal of Latinos and Education*, 5(1), 29-47.

Bracken, S. (2007, Fall). The importance of language, context, and communication as components of successful partnership. *Collaborating Across Educational Sectors*. New Directions for Community Colleges, 139, 41-47.

CASE STUDIES:

TBA School, Family and Community Partnerships [PreK-12 Track]

Middle College High School Programs:

Cunningham, C, & Wagonlander, C. (2000, Fall). Establishing and sustaining a middle college high school. Creating collaborations with local schools. *New Directions for Community Colleges*, 111, 41-51. [Community College/Higher Ed Track]

Farrell, P. & Seifert, K. (2007, Fall). Lessons learning from dual-enrollment partnerships. *New Directions for Community Colleges*, 139, 69-77. [Community College/Higher Ed Track]

Higher Education/Parent Partnership Programs:

Ward-Roof, J., Heaton, P. & Coburn, M. (2008). Capitalizing on parent and family partnerships through programming. *Managing Parent Partnerships*. *New Directions for Student Services*, 122, 43-55.

WEEK THREE: AUGUST 4 - 9 ***IMPLEMENTING AND SUSTAINING EDUCATIONAL PARTNERSHIPS***

Class Meeting – August 4, 5:00-10:00PM

Main Topics and Discussions

- I. On-line Assignments Reports from Week Two – All Students
- II. Effective Implementation Strategies for Educational Partnerships
- III. Institutionalizing, Sustaining and Improving Educational Partnerships
- IV. Guest Speaker: Developing Partnerships to Create Inclusiveness and to Meet Special Needs of Students
- V. Panel Discussion – Partnerships with Businesses and Community Based Agencies

VI. Applied Concepts for Week Three – Conflict Resolution in Educational Partnerships

Focused Partnerships – *Partnerships with Businesses and Community Based Agencies*

Assigned Reading

Daniels Fund (n.d.). *School – Business Partnerships: What Works*. Retrieved June 1, 2009 from <http://www.danielsfund.org/sevenstrategies/> (briefly review the information on this web-site for the class discussion on partnerships with businesses)

Partnerships – What Works

Abowitz, K. (2000). Democratic communities and business/education partnerships in secondary education. *The Urban Review*, 32(4), 313-341.

Stringari, T. (2003, March). Community partnership increase services and outcomes for students with psychological disabilities. *Ijournal*, 4. (also reading the attachment “Collaboration with Community Agencies”). Retrieved June 24, 2009 from http://www.ijournal.us/issue_04/ij_issue04_TimStringari_01.htm [Community College/Higher Ed Track]

[PreK-12 Track students will be assigned one of the following chapters from Sailor’s book]

Sailor, W. (2002). Devolution, school/community/family partnerships, and inclusive education. In W. Sailor (ed.) *Whole School Success and Inclusive Education: Building Partnerships for Learning, Achievement and Accountability*, 5-25. New York: Teacher College Press. (Handout)

Gallagher, P, & Tramill, J. (2002). Early childhood legislation: Formation of collaborative, school/community partnerships for serving families of young children with disabilities. In W. Sailor (ed.) *Whole School Success and Inclusive Education: Building Partnerships for Learning, Achievement and Accountability*, 42-60. New York: Teacher College Press. (Handout)

Conflict Resolution in Organizations Handouts

WEEK THREE: ON-LINE (August 5-9)

Major Topic

Building Positive Relationships and Strong Partnerships – Preparing for Challenges and Conflicts in Educational Partnerships

Activities and Assignments

Activities and assignments are posted on Blackboard

Assigned Readings

Eddy, P. (2007, Fall). Alliances among community colleges: Odd bedfellows or lasting partners. *Collaborating Across Educational Sectors*. New Directions for Community Colleges, 139, 59-68.

CASE STUDIES:

Gordon, R. (2004). When Politics and Education Converge – A Case Study. In *The Leadership Dialogues: Community College Case Studies to Consider*. The League for Innovation. (Handout) [Community College/Higher Ed Track]

Prins, E. (2005). Framing a conflict in a community-university partnership. *Journal of Planning Education and Research*, 25, 57-74. [Pre-K-12 Track]

WEEK FOUR: AUGUST 11 - 16
EDUCATIONAL PARTNERSHIPS: ASSESSMENT, EVALUATION AND RESEARCH

Class Meeting August 11, 5:00-10:00PM

Main Topics, Discussions and Activities for Week Four

I. On-line Assignments Reports from Week Three – All Students

II. Overview of Assessment and Evaluation Processes and Practices Applicable to Educational Partnerships

III. Acting on Assessment and Evaluation Results

IV. Oral Presentations on Major Course Projects

V. Panel Discussion – Partnership with Other Schools and Colleges

VI. Research Efforts and Needs Related to Educational Partnerships

Focused Partnerships: *Joint Powers Authorities* and *Inter-School Specific Focus Partnerships*

Assigned Readings

Program Assessment and Evaluation Handouts

UC Santa Cruz Educational Partnership Center Documents, TBA.

Gajda, R. (2004). Utilizing collaboration theory to evaluate strategic alliances. *American Journal of Evaluation* 25(1), 65-77.

WEEK FIVE: AUGUST 18 - 20
STRENGTHENING EDUCATIONAL PARTNERSHIPS

Class Meeting August 18, 5:00-10:00PM

Main Topics, Discussions and Activities for Week Five

I. Leadership Issues, Challenges and Opportunities Related to Educational Partnerships

II. Oral Presentations on Major Course Projects

III. Getting Past the Divisional and Department Silos to Create Meaningful Internal Partnerships

IV. Challenges and Possibilities for School/College Foundations and Booster Clubs

V. Future Trends and Emerging Issues in Educational Partnerships

VI. Course Evaluation

Focused Partnerships: *Intra-Institutional Partnerships* and *School or College Based Foundations and Booster Type Organizations*

Assigned Reading

Lakehead Public Schools (1997). Board Policy 8090 Community/Education Partnership Policy, Procedures and Appendices (3 separate documents).

Information about School/College Foundations TBA

Article on Intra-Institutional Partnerships TBA

Partnership – What Works

Eldredge, S., Piha, S. & Levin, J. (2002). Building the San Francisco Beacons. *Youth Development and After-School Time*. *New Directions for Youth Development*, 94, 89-108. [Pre-K 12 Track]

Community College/Higher Education Track:

Grunder, P. (2004). Expanding Enrollments: Legal Ramifications for Widening the Open Door. In *The Leadership Dialogues: Community College Case Studies to Consider*. The League for Innovation. (handout).

Lugg, E. (2000, Fall). Anticipating legal problems when working with high school students. Creating Collaborations with Local Schools. *New Directions for Community Colleges*, 11, 83-91.