



Great Public Schools for Every Student

Organizing: Building a Meaningful Partnership

Leader demonstrates an understanding of how to build meaningful community partnerships.

Key Method

The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.

Method Components

What is a community partnership?

A community partnership is a relationship between people and organizations to advocate for a specific cause. This partnership could be for a short time on a single issue, or it could be a long-lasting bond between groups that have similar philosophies and overall goals. Community partnerships are created by building relationships between individuals and groups. It involves establishing trust and clearly communicating how the partnership is mutually beneficial. Methods of establishing trust and connection vary from situation to situation. Sometimes, organizations or leaders have established a reputation that makes it easier to foster a partnership. In other cases, there may be a common threat that quickly brings groups together.

Why do we need to engage in community partnerships?

Educators understand that the changing landscape of public education means that they cannot work in isolation as they advocate for themselves, their schools, and their students. In today's political climate of gerrymandered districts and attempts to weaken unions, educators realize they must garner the support of groups and individuals in their community to make an impact. Educators must investigate strategies to create community partnerships around areas of shared interest and find ways to support partners in their endeavors, to make meaningful, lasting relationships.

How do we create community partnerships?

Creating community partnerships is a thoughtful, intentional process. Leaders must consider the issues on which they would like to collaborate with other groups. Then, they must also consider all the groups in their community that they could work with to have an impact on these critical issues. Once potential partners are identified, they must develop a plan to reach out to the groups. For example, leaders need to determine who they should contact within other groups and by what means. They need to investigate existing connections with these potential partners; e.g., maybe a member

of your organization is affiliated with a potential partner organization.

Key elements of building effective partnerships:

- Understand critical racial and social justice issues that affect your community.
- Identify existing organizations and community leaders as potential partners.
- Determine what your organization can offer to community partners.
- Create a strategy for outreach to other community groups and leaders.
- Develop a list of shared areas of concern.
- Determine a scope for each community partnership (e.g., short-term vs. long-term partnerships, single-issue partners).

What is social justice?

Social justice is grounded in the need to advocate for all students, which leads directly to confronting issues of race and class. Three key points of social justice are education reform to serve all children, collaboration with community organizations, and concern for broader issues of equity (Peterson).

What are examples of social justice issues?

- Barriers that block girls of color from opportunities
- Funding cuts that affect minority students
- Discipline policies that target students based on race
- Race affecting AP and honors placement
- Teachers harboring implicit racial bias

Supporting Research

Fawcett, Stephen B. et al. "Using Empowerment Theory in Collaborative Partnerships for Community Health and Development. *American Journal of Community Psychology*, Vol 23, No 5, 1995

https://www.researchgate.net/profile/Vincent_Francisco/publication/14354768_Using_empowerment_theory_in_collaborative_partnerships_for_community_health_and_development

Peterson, Bob. *Survival and Justice: Rethinking Teacher Union Strategy*

https://www.rethinkingschools.org/static/publication/trans_teach_union/RethinkingTeacherUnionStrategy.pdf

National Education Association. *NEA Leadership Competencies Guide*. Washington, DC: 2015. Web.

<https://www.nea.org/assets/docs/CompetencyGuide_2015.pdf>.

Rationale: The competencies are designed to prepare NEA members to lead relevant and thriving education associations and define for our association what leaders should know and be able to do in the areas of professional practice, organizing, advocacy, communications, business, and governance and leadership.

Resources

Racial and social justice:

NEA Edjustice. Social Justice Issues

<http://educationvotes.nea.org/neaedjustice/social-justice-issues/>

Three Frames of Unionism

<http://www.mooneyinstitute.org/sites/default/files/ITUL%20%20Three%20Frames%20of%20Unionsm%20v5.0.pdf>

Survival and Justice: Rethinking Teacher Union Strategy

https://www.rethinkingschools.org/static/publication/trans_teach_union/RethinkingTeacherUnionStrategy.pdf

Developing community partners:

Move to Amend. A Guide to Power Mapping

<https://movetoamend.org/toolkit/guide-power-mapping>

Community Coalitions. The South Dakota Good and Healthy Community Assessment and Improvement Planning Toolkit

<http://goodandhealthysd.org/content/themes/GoodAndHealthySD/communitytoolkit/files/CoreProcess/Step3/GHCommunityStep3-CommunityCoalitions.pdf>

Fathian, Lisa. Organizing for Power, Organizing for Change. Building Alliances Guidebook

<http://organizingforpower.org//wp-content/uploads/2009/06/building-alliances-guidebook.pdf>

Ohio Department of Education, Ohio Community Collaboration Model for School Improvement

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Family-and-Community-Engagement/Models-for-Family-and-Community-Engagement/Community-Partnerships.pdf.aspx>

Strengthening Nonprofits: A Capacity Builder's Resource Library

<http://www.strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>

Taking Back Our Classrooms! The United Struggle of Teachers, Students and Parents in North Carolina Against High Stakes Testing. P 51-58

http://b.3cdn.net/advancement/4f4190fd682005774d_y1m6vdh9u.pdf

Work Group for Community Health and Development; University of Kansas, Community Tool Box—Creating and Maintaining Partnerships

<http://ctb.ku.edu/en/creating-and-maintaining-partnerships>

Work Group for Community Health and Development; University of Kansas, Community Tool Box—Coalition Building I: Starting a Coalition

<http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main>

Ohio Schools "Community Collaboration" February 2017: 13-18

<http://viewer.zmags.com/publication/95cbb1bc#/95cbb1bc/14>

Examples:

Indiana Coalition for Public Education—Monroe County

<http://www.icpe-monroecounty.org/what-we-do.html>

Northeast Indiana Friends of Public Education

<https://neifpe.blogspot.com/p/who-are-we.html>

Pastors for Texas Children

<http://pastorsfortexaschildren.com/>

Public Education Partners

<https://publiceducationpartners.org/>

We Are Ohio

<http://weareohio.com/about-us/>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score for Parts 1 and 3 and "Proficient" for each component in Part 2.

Part 1. Overview Questions

600 word limit

Please answer the following:

- Why do you feel community partnerships are important for your current situation? What do you hope to gain from establishing partnerships?
- Describe your previous attempts at community partnerships.
 - What caused you to seek those partnerships?
 - With which groups or individuals did you partner?
 - Describe the scope of that partnership. Was it a single issue, or was it a broader partnership?
 - How would you rate your previous success at creating/maintaining partnerships? Explain.
- If you have not previously attempted to create community partnerships and coalitions, explain why. What have been the barriers?

- **Passing:** Responses completely address each of the two questions and provide specific examples and details to illustrate substantive reflection on your current situation and attempts to create community partnerships/coalitions. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following artifacts:

Artifact #1:

Identify five members of your local association that you believe would be good candidates to be involved in creating partnerships/coalitions. Include each person’s first name, role in your organization, and why you chose these individuals. (250-word limit)

Artifact #2:

Create a plan to cultivate community partnerships. Identify 5 existing groups you would like to work with. Explain why you chose each group. Develop a list of shared concerns. Discuss the scope of your relationship with these partners. Explain tactics you plan to use to connect/engage with these groups. (500-word limit)

null	Proficient	Basic	Developing
<p>Artifact 1</p> <p>Members Chosen</p>	<p>Includes five members and their roles, along with a clear, logical, and thorough explanation of why each member was chosen.</p>	<p>Includes five members and their roles, but the explanation given for choosing each member is not sufficient.</p>	<p>Includes fewer than five members, and the explanation given for choosing each member is not sufficient.</p>
<p>Artifact 2</p> <p>Targeted Partners</p>	<p>All the following components are fully addressed:</p> <ul style="list-style-type: none"> ● Five potential partners are identified. Clear explanation of why you would partner with them. ● Shared concerns ● The scope of the relationship with partners is defined. ● Tactics for engaging potential partners ● Writing is grammatically sound and well organized 	<p>Four or three of the following components are fully addressed:</p> <ul style="list-style-type: none"> ● Five potential partners are identified. Clear explanation of why you would partner with them. ● Shared concerns ● The scope of the relationship with partners is defined. ● Tactics for engaging potential partners ● Writing is grammatically sound and well organized 	<p>Two or fewer of the following components are fully addressed:</p> <ul style="list-style-type: none"> ● Five potential partners are identified. Clear explanation of why you would partner with them. ● Shared concerns ● The scope of the relationship with partners is defined. ● Tactics for engaging potential partners ● Writing is grammatically sound and well-organized

Reflection

600 word limit

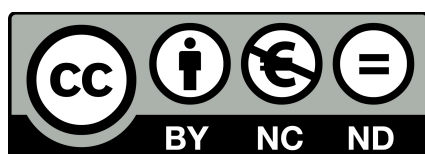
1. Based on what you’ve learned through the Readings and Resources sections, as well as the creation of artifacts (part 2), how have your ideas about community partnerships and coalitions evolved?
2. Identify a social justice topic that you could work with community partners to advance.
 - a. Explain why is this a relevant/important topic in your community.
 - b. Explain the type of action you would like to take on this topic.
 - c. How would you engage community partners in this work?

d. How would you measure the success of your action?

- **Passing:** Part 1. Reflection thoughtfully addresses the impact on the leader's current practice, using personal examples and supporting evidence. Reflection is relevant to the micro-credentialing process. Writing is organized and easy to understand.

Part 2. All the following components are fully addressed:

- Social justice issue is clear, along with rationale for choosing that issue
- Explanation of action you would take on the issue
- Tactics for collaborating with/engaging community partners
- Means to measure the success of the action
- Writing is grammatically sound and well organized.



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