

# Partnerships for Youth Prevention: References and Resources (January 24, 2013)

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## Curricula, Handouts, Handbooks

### Curriculum

The Examining Community-Institutional Partnerships for Prevention Research Group, 2006. *Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum*. [www.cbprcurriculum.info](http://www.cbprcurriculum.info)

**Excerpt** *As interest in community-based participatory research (CBPR) grows, there is a growing need and demand for educational resources that help build the knowledge and skills needed to develop and sustain effective CBPR partnerships. This [evidence-based](#) curriculum is intended as a tool for community-institutional partnerships that are using or planning to use a CBPR approach to improving health. It can be used by partnerships that are just forming as well as mature partnerships. For an overview of the curriculum, [click here](#).* “

### Handout

Learn and Serve America's National Service-Learning Clearinghouse. <http://www.servicelearning.org/> {This website contains a volume of sources related to service learning partnerships.}

### Handout

Salinas, Epstein, & Sanders, National Network of Partnership Schools, Johns Hopkins University, 2012. *An Inventory of Present Practices of School, Family, and Community Partnerships*. <http://www.naehcy.org/sites/default/files/dl/conf-2012/stahlke-first-teachers-2.pdf>

**Excerpt:** *This inventory will help you identify your school's present practices for each of the six types of involvement that create a comprehensive program of school, family, and community partnerships. At this time, your school may conduct all, some, or none of the activities listed. Not every activity is appropriate for every school or grade level. You may write in other activities that you conduct for each type of involvement.*

### Webinar

Harvard Family Research Project, 2011. *Building Strategic Partnerships to Foster Community Engagement in Education*. <http://www.hfrp.org/family-involvement/projects/achieving-excellence-and-innovation-in-family-school-and-community-engagement-webinar-series/webinar-5-building-strategic-partnerships-to-foster-community-engagement-in-education>.

**Excerpt:** This webinar will examine practical examples of how to build successful strategic partnerships that foster community engagement, including how to select the organizations, people, and services to be included; how to structure communications to ensure ongoing collaboration; and how to build connections with families and schools.

### Handout

Rous, Hallam, Harbin, McCormick & Jung, 2006-2007. [Building and Sustaining Community Partnerships To Support Transition Recommended Practices](#). Published in *Transition Conceptual Framework and Transition Outcomes*. Retrieved from <http://www.hdi.uky.edu/Libraries/NECTC Completed Presentations/Building and Sustaining Community Partnerships Handouts.sflb.ashx>

### Handout

Family Involvement Partnership for Learning, 1995. [How to Build Your Community Partnership for Learning](#). America Goes Back to School: A Place for Families and the Community, Partners' Activity Guide. August 1995. <http://www2.ed.gov/Family/BTS/pt2.html>.

### Webinar

Hough, Brenda; 2007. [Building Community Partnerships: Strengthening the library and your community by working together](#). A webinar presented by Brenda Hough. Retrieved from <http://www.webjunction.org/events/webinars/webinar-archives/articles/content/443167>.

## Toolkits

The Afterschool Alliance, 2010. [Building Community Partnerships to Support Afterschool Programs](#). Many resources available at: <http://www.afterschoolalliance.org/fundingPartnerWebToolKit.cfm>:

Arts Education Partnership, [Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community](#) (PDF). Retrieved from <http://www.aep-arts.org/files/partnership/LearningPartnerships.pdf>

*This internet-based toolkit covers topic such as:*

- *Rationale for establishing partnerships.*
- *Characteristics of good partnerships.*
- *Resources (publications).*
- *Case studies of state and local partnerships, including some involving afterschool programs.*

National Collaboration for Youth: National Youth Development Information Center. [Partnerships for After-School Success: Community-Based Organization and Local Education Agency/State Education Agency Toolkits](#). <http://www.nydic.org/nydic/toolkits/index.htm>

*This is a two-part toolkit for establishing and sustaining collaborative partnerships. The Community-Based Organization toolkit includes research on benefits of community based organization-run afterschool, promising practices and sample forms and checklists. The Local Education Agency/State Education Agency Toolkit covers similar areas, with a special focus on how LEAs and SEAs can recruit community-based organizations to be afterschool providers.*

Youth Policy Institute, [School/Community Partnership Toolkit](#). <http://www.ypiusa.org/Toolkit/Content/index.html>.

*Provides a framework and tools to guide community-based organizations and schools in developing partnerships.*

The Annie E. Casey Foundation Family to Family (F2F) Initiative. [Building Community Partnerships](#), Sacramento County Child Protective Services and California Permanency for Youth Project, 2006. <http://www.f2f.ca.gov/Partnerships.htm>

*Establishing relationships with a wide range of community organizations in neighborhoods where referral rates to the child welfare system are high and collaborating to create an environment that supports families involved in the child welfare system.*

Institute for Educational Leadership, [Building Effective Community Partnerships](#). {PDF}. Retrieved from [http://www.ccitoolsforfeds.org/doc/Building\\_Effective\\_Community\\_Partnerships.pdf](http://www.ccitoolsforfeds.org/doc/Building_Effective_Community_Partnerships.pdf). W.K. Kellogg Foundation, [Community Partnership Toolkit](#). <http://ww2.wkcf.org/Pubs/CustomPubs/CPtoolkit/CPToolkit/default.htm>.

*This is a Tool Kit for building and maintaining partnerships to strengthen communities. It starts with people getting involved and using better information. Each of the tools drives home a critical message learned about partnerships. Success takes time and commitment—picking the right tools, sharpening them with experience and eventually learning how to master the tools.*

The Diabetes Initiative of the Robert Wood Johnson Foundation, [Clinic-Community Partnerships: A Strategy for Building Community Supports for Diabetes Care](#). {PDF} Retrieved from [http://www.diabetesinitiative.org/documents/Partnership\\_1-17-07.pdf](http://www.diabetesinitiative.org/documents/Partnership_1-17-07.pdf).

## **Organization Websites (Some have publications embedded)**

Center for Collaborative Solutions, <http://www.ccscenter.org/afterschool>

*CCS is passionately committed to helping afterschool programs achieve their goals by creating powerful visions, developing capable leaders and high performing teams, constructing authentic partnerships and implementing approaches and solutions that build the capacity of programs to help children and young people succeed in all areas of their lives.*

Interagency Working Group on Youth Programs (IWGYP), [Building and Sustaining Partnerships](#). <http://www.findyouthinfo.gov/collaboration.shtml>

*No one person or organization can provide for all the needs of a community's young people. Supporting them fully requires collaboration among schools, youth-serving organizations, faith-based institutions, businesses, and government agencies.*

*Strong partnerships with relevant organizations and agencies in your community are critical because working together will help you deliver consistent messages and reach youth through a*

*variety of channels. It also presents valuable opportunities to share resources, develop joint goals and objectives, and learn from each other.*

SEDL, Family and Community. [http://www.sedl.org/expertise/family\\_community.html](http://www.sedl.org/expertise/family_community.html). {Many resources available, including the following:}

<http://www.sedl.org/pubs/fam01/planning.pdf>  
[http://www.sedl.org/afterschool/toolkits/partnership\\_research.html](http://www.sedl.org/afterschool/toolkits/partnership_research.html)  
<http://www.sedl.org/pubs/fam95/247.html>  
<http://www.sedl.org/pubs/fam95/306.html>  
<http://www.sedl.org/change/issues/issues32/2.html>  
<http://www.sedl.org/expertise/historical/prep.html>  
<http://www.sedl.org/connections/resources/citations/357.html>

Ohio Youth-Led Prevention Network : Drug-Free Action Alliance.  
<https://www.drugfreeactionalliance.org/ohio-youth-led-prevention-network>

*The Ohio Youth-Led Prevention Network (OYLPN) consists of youth-led substance abuse prevention providers and youth across the state who are committed to the cornerstones of youth-led prevention, peer prevention, positive youth development and community service. The OYLPN fosters partnerships and collaborations among these youth-led prevention programs throughout Ohio.*

The Global Youth Network.  
[http://www.unodc.org/youthnet/youthnet\\_action\\_prevention\\_school.html](http://www.unodc.org/youthnet/youthnet_action_prevention_school.html)

*This page contains tools to help you plan, implement, monitor and evaluate prevention activities that are effective and that involve youth at each stage of the project.*

UNESCO.ORG (United Nations Educational, Scientific and Cultural Organization). FRESH: Focusing Resources on Effective School Health.  
[http://portal.unesco.org/education/admin/ev.php?URL\\_ID=34993&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201](http://portal.unesco.org/education/admin/ev.php?URL_ID=34993&URL_DO=DO_TOPIC&URL_SECTION=201)

*FRESH is an inter-agency initiative for Focusing Resources on Effective School Health. It proposes a framework for designing and implementing effective school health programmes - a 'boiling down' to basics of the partner agencies' combined experience in the area of school health.*

Drug and Alcohol Abuse Prevention Partnership Resources  
<http://www.rwc2020.org/resources>

*Redwood City 2020 (RWC 2020) brings together key public and private organizations in our community in ongoing efforts to ensure the health and success of all children, youth and families served by the Redwood City School District. Together, RWC 2020 partners identify barriers and then implement collaborative approaches that will open the doors to success.*

## Articles from the Field

Vogel, Carl (2006). [Building a Strong Community Partnership](#). Available from: <http://www.districtadministration.com/viewarticle.aspx?articleid=209>

Learn and Serve America's National Service-Learning Clearinghouse, (2003). [School/Community Partnerships Selected Resources](#). Available at: [http://www.servicelarning.org/lsa/lsa\\_page/school\\_cmtty.php](http://www.servicelarning.org/lsa/lsa_page/school_cmtty.php)

## Research Reports

Billett, Stephen; Clemans, Allie; Seddon, Terri. (2005). [Forming, developing and sustaining social partnerships](#). Retrieved from [http://tls.vu.edu.au/vucollege/LiWC/resources/Forming social partnerships.pdf](http://tls.vu.edu.au/vucollege/LiWC/resources/Forming_social_partnerships.pdf)

### *Principles required to sustain social partnerships*

Similar principles are required to sustain effective partnership work over time and through changing circumstances.

- *Maintaining shared purposes and goals* involves the partners actively reflecting upon, reviewing and revising goals, identifying achievements, and renewing commitment.
- *Maintaining relations with partners* involves endorsing and consolidating existing relationships, recognising partners' contributions, and facilitating new and strategic relationships.
- *Maintaining capacity for partnership work* involves securing and maintaining partners who engage effectively with both community and external sponsors, and managing the infrastructure required to support staff and partners.
- *Maintaining governance and leadership* involves developing and supporting close relations and communication between partners, and effective leadership.
- *Maintaining trust and trustworthiness* involves focusing on partners' needs and expectations, and ensuring that differing needs are recognised and addressed.

Bray, Mark; Comparative Education Research Centre, The University of Hong Kong, (2000). [Community partnerships in education: Dimensions, variations and implications](#). Retrieved from <http://www.paddle.usp.ac.fj/collect/paddle/index/assoc/misc002.dir/doc.pdf>

## Scholarly Articles

### **Partnerships for Youth Prevention:**

Bogenschneider, Karen, (1996). [An Ecological Risk/Protective Theory for Building Prevention Programs, Policies, and Community Capacity to Support Youth](#). *Family Relations*, Vol. 45, No. 2 (Apr., 1996), pp. 127-138. Published by: [National Council on Family Relations](#). <http://www.jstor.org/stable/585283>.

**Abstract** Although scientific knowledge of youth development has grown dramatically over the last 2 decades, theoretical frameworks for translating research into more supportive environments for youth have lagged. This article proposes a risk/protective theoretical perspective grounded in ecological and developmental contextualist theories. Principles extrapolated from the theory are illustrated with the success of Wisconsin Youth Futures, a campus/community partnership that has built 18 community coalitions to promote positive youth development and prevent problem behaviors.

Galano, Joseph; Credle, Walter; Perry, Douglas; Berg, S. Willia; Huntington, Lee; & Stief, Elizabeth. (2001). [Report from the Field: Developing and Sustaining a Successful Community Prevention Initiative: The Hampton Healthy Families Partnership](#) . The Journal of Primary Prevention, Vol. 21, No. 4 (June 2001), pp. 495-509. Published by: Springer Netherlands. Retrieved from <http://www.springerlink.com/content/g76352nh38147875/>.

**Abstract** This article documents the processes behind a community-based prevention initiative. It describes how city leaders used a crisis created by increasing demand for services and decreasing resources to shift to an investment in prevention. Support for better parenting was identified as the strategic investment most likely to ensure school success and later workforce participation, and a new partnership and organizational structure was developed to implement the initiative. Key components of the organization are described and critical elements of the program model and evaluation results are presented. Specific attention is paid to the community's plan for taking the initiative to scale through system conversion—a comprehensive reorganization of city services. To provide useful information for others interested in developing sustainable community-based prevention initiatives, lessons learned that transcend this specific model are described.

Fagan, A., Hawkins, David J. [Engaging communities to prevent underage drinking](#). Alcohol Research and Health. 34:2. Retrieved on Jan 20, 2013 from <http://pubs.niaaa.nih.gov/publications/arh342/167-174.htm>.

**Abstract:** Community-based efforts offer broad potential for achieving population-level reductions in alcohol misuse among youth and young adults. A common feature of successful community strategies is reliance on local coalitions to select and fully implement preventive interventions that have been shown to be effective in changing factors that influence risk of youth engaging in alcohol use, including both proximal influences and structural and/or environmental factors related to alcohol use. Inclusion of a universal, school-based prevention curriculum in the larger community-based effort is associated with the reduction of alcohol use by youth younger than 18 years of age and can help reach large numbers of youth with effective alcohol misuse prevention.

Brazg, T., Bekemeier, B., Spigner, C., & Huebner, C. E., 2011. [Our Community in Focus The Use of Photovoice for Youth-Driven Substance Abuse Assessment and Health Promotion](#). Health Promotion Practice, 12(4), 502-511. Retrieved from <http://hpp.sagepub.com/content/12/4/502.abstract>

**Abstract:** The successful development and implementation of prevention curricula requires seeking strategies that combine the strengths of researchers and community members. Because young people are considered to be the experts in their own lives, it is important to determine effective ways to engage them in substance abuse assessment and prevention initiatives. The

community-based participatory action research methodology of photovoice is one way to engage youth in assessment of this public health issue. "Our Community in Focus" was a project that used the photovoice methodology to engage high school youth in a community-based assessment of adolescent substance use and abuse. Through the photovoice method, youth were able to reflect their community's strengths and concerns with regards to adolescent substance abuse, as they took photographs to answer the question "What contributes to adolescents' decisions to use or not to use alcohol and other drugs?" The youth and the community were highly receptive to the project and its methodology, and photographs taken by photovoice participants presented a compelling argument for action.

### School-Community-Family Partnerships:

Epstein, J. L. & Sanders, M. G. (2006). [Prospects for Change: Preparing Educators for School, Family, and Community Partnerships](#). *Peabody Journal of Education*, 81(2), 81-120. doi:10.1207/S15327930pje8102\_5.

**Abstract** This study explores the preparation of future teachers and administrators to conduct school, family, and community partnerships. Based on a sample of 161 schools, colleges, and departments of education (SCDE) in the United States, the survey examined not only the courses and content presently offered to prospective educators, but also leaders' perspectives and projections for the future. The results extend previous studies by identifying structural, organizational, and attitudinal factors associated with differences in SCDEs' coverage of partnership topics, preparedness of graduates to conduct family and community involvement activities, and prospects for change. Specifically, SCDE leaders' beliefs that partnership skills were important, required by accreditation organizations, and preferred by school districts hiring new teachers and administrators were significantly associated with more content covered on partnerships, better preparation of graduates, and future plans to require courses on partnerships for undergraduate and graduate students. SCDE leaders pointed to factors that may limit program change including faculty attitudes, university procedures, and state restrictions on additions to graduation requirements. The data suggest that SCDE leaders must be active change agents and team builders to guide their institutions to prepare future educators to conduct effective family and community involvement programs and practices.

Bauch, Patricia A., (2001). [School-Community Partnerships in Rural Schools: Leadership, Renewal, and a Sense of Place](#). *Peabody Journal of Education*, Vol. 76, Issue 2, April 2001 , pages 204 – 221. DOI: 10.1207/S15327930pje7602\_9

Epstein, Joyce L. [School/family/community Partnerships: Caring for the Children We Share](#). *Phi Delta Kappan*, Vol. 76, 1995. Available at: <http://www.questia.com/googleScholar.qst?docId=5000295700>

**Excerpt:** "...There are many reasons for developing school, family, and community partnerships. They can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. However, the main reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents,

*teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work....”*

Davies, Don. [Schools Reaching out: Family, School, and Community Partnerships for Student Success](#). *The Phi Delta Kappan*, Vol. 72, No. 5 (Jan., 1991), pp. 376-380, 382. Published by: [Phi Delta Kappa International](#). <http://www.jstor.org/stable/20404409>

**Abstract** The Kentucky Education Reform Act of 1990 established a system of statewide coordination of child-serving agencies through a school-linked collaborative arrangement. Kentucky family resource centers (FRCs) are designed to assist families and improve ...

Chrispeels, J. (1996). [Effective Schools and Home-School-Community Partnership Roles: A Framework for Parent Involvement](#). *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 7(4), 297-323. doi:10.1080/0924345960070402

**Abstract** *The increased interest in parent involvement as a strategy for school reform stems from two bodies of parent involvement research. One set of studies examined family learning environments; the other investigated the impact on student learning of school-initiated parent involvement programs. This article reviews these two bodies of research, which have influenced current discussions about home-school partnerships, shows the relationship between practices of successful home-learning environments and effective schools research, and uses this relationship to propose a typology of home-school-community partnership roles and activities. When the research on effective family practices is combined with effective schools research and placed within a typology of partnership roles, schools have a framework for examining current parent involvement practices and exploring strategies that will enhance student learning both at home and at school.*

Epstein, J. L. & Hollifield, J. H. (1996). [Title I and School--Family--Community Partnerships: Using Research to Realize the Potential](#). *Journal of Education for Students Placed at Risk (JESPAR)*, 1(3), 263-278. doi:10.1207/s15327671espr0103\_6.

**Abstract** *Title I's requirements for parent and community involvement in both schoolwide programs and targeted assistance schools, along with requirements for funding such involvement, challenge Title I schools to think seriously about and to plan for involvement that will help make a difference in children's learning. In this article, we (a) review the requirements and how they may be interpreted (especially the requirement for school-parent contracts); (b) briefly summarize recent research on the effects of school-family partnerships on students, teachers, and parents; and (c) discuss two major research-based comprehensive programs for building school-family-community partnerships that provide a foundation upon which Title I schools could develop, in conjunction with parents, their own comprehensive and effective programs.*

Brown, E. Glyn; Amwake, Carolynn; Speth, Tim; & Scott-Little, Catherine (2002). [The Continuity Framework: A Tool for Building Home, School, and Community Partnerships](#). {PDF}. Published by ECRP {Early Childhood Research & Practice}. Fall 2002, Vol. 4, No. 2. Retrieved from [http://www.peeearlyyears.com/pdf/The Continuity Framework.pdf](http://www.peeearlyyears.com/pdf/The%20Continuity%20Framework.pdf)

**Abstract** *In the face of today's challenging social and family issues, many new efforts are*



*underway to help children and families. One solution that many communities have adopted is the establishment of a collaborative partnership that involves all the relevant partners--home, school, and community--in the planning and monitoring of services for children. Unfortunately, achieving a strong partnership with meaningful participation can often be difficult and time-consuming. This article focuses on a set of training materials that has been developed to assist community partnerships in their efforts. These materials highlight eight elements of continuity and successful partnerships: (1) families as partners, (2) shared leadership, (3) comprehensive/responsive services, (4) culture and home language, (5) communication, (6) knowledge and skill development, (7) appropriate care and education, and (8) evaluation of partnership success. Results from a field study that included more than 200 reviewers and 8 pilot sites are summarized. Results indicate that a majority of reviewers found the training materials easy to understand, relevant to their work, and up-to-date. In addition, data gathered from the pilot sites indicate that the partnerships found the materials practical and useful for addressing a variety of issues, including time constraints, communication gaps, differences in professional training, and funding limitations.*

Burkhauser, M.A., Mary; Bronte-Tinkew, Ph.D. Jacinta; & Kennedy, B.A., Elena. [Building Community Partnerships: Tips for Out-of-school Programs](#). Published by Child Trends, #2008-13 March 2008. Retrieved from [http://www.childtrends.org/Files/Child Trends-2008\\_03\\_12\\_PI\\_CommunityPartner.pdf](http://www.childtrends.org/Files/Child_Trends-2008_03_12_PI_CommunityPartner.pdf).

## Partnership Sustainability:

### For health:

Alexander JA, Weiner BJ, Metzger ME, Shortell SM, Bazzoli GJ, Hasnain-Wynia R, Sofaer S, Conrad DA, {2003}. [Sustainability of collaborative capacity in community health partnerships](#). *Med Care Res Rev.* 2003 Dec;60(4 Suppl):130S-160S.

**Abstract** Sustainability is a key requirement for partnership success and a major challenge for such organizations. Despite the critical importance of sustainability to the success of community health partnerships and the many threats to sustainability, there is little evidence that would provide partnerships with clear guidance on long-term viability. This article attempts to (1) develop a conceptual model of sustainability in community health partnerships and (2) identify potential determinants of sustainability using comparative qualitative data from four partnerships from the Community Care Network (CCN) Demonstration Program. Based on a grounded theory examination of qualitative data from the CCN evaluation, the authors hypothesize that there are five primary attributes/ activities of partnerships leading to consequential value and eventually to sustainability of collaborative capacity. They include outcomes-based advocacy, vision-focus balance, systems orientation, infrastructure development, and community linkages. The context in which the partnership operates provides the conditions for determining the appropriateness and relative impact of each of the factors related to creating consequential value in the partnership.

### For child welfare:

Bremond, Deborah; Milder, Teddy; Burger, Janis, (2006).

[Sustaining Community Partnerships on Behalf of Young Children and Families](#). Published by *Zero to Three*, v27 n2 p5-10 Nov 2006. Retrieved from:  
<http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ840023>.

**Abstract** *Another Road to Safety (ARS) is a prevention and early intervention program of family support services for children who are at high risk for abuse and neglect in Alameda County, California, funded by Proposition 10 of the Children and Families Act of 1998. ARS is a collaboration between First 5 Alameda County's program Every Child Counts, the Alameda County Social Services Agency, and two community-based organizations. This article describes how these entities worked collaboratively to facilitate systems change in six areas: (1) strengthening prevention as part of a continuum of care; (2) improving service quality through reflective supervision; (3) improving provider capacity to deliver quality services; (4) increasing coordination and communication between agencies; (5) developing infrastructure to support high-quality coordinated services; and (6) leveraging resources for sustainability. The collaborating agencies discovered that sustaining a community-based model of prevention required a thorough understanding of the risk levels of families, the ability to fully engage families in the program, and the ability to triage families to the appropriate levels of care.*

### **University-community partnerships and research utilization in partnership:**

Provan, Keith G.; Veazie, Mark A.; Staten, Lisa K.; & Teufel-Shone, Nicolette I. (2005). [The Use of Network Analysis to Strengthen Community Partnerships](#). *Public Administration Review*, Vol. 65, No. 5, pp. 603-613, 2005. <http://dx.doi.org/10.1111/j.1540-6210.2005.00487.x>

**Abstract** *Community partnerships or networks of collaborating public and nonprofit organizations are an important way of addressing a wide range of problems and needs that communities face. In the academic literature, network analysis has been used to analyze and understand the structure of the relationships that make up multiorganizational partnerships. But this tool is not well-known outside the small group of researchers who study networks, and it is seldom used as a method of assisting communities. This article briefly discusses network analysis and how community leaders can use the results generated by this tool to strengthen relationships among public and nonprofit organizations, thereby building the community's capacity to address critical needs in areas such as health, human services, social problems, and economic development.*

Spoth R, Greenberg M, Bierman K, Redmond C., (2004). [PROSPER community-university partnership model for public education systems: capacity-building for evidence-based, competence-building prevention](#). *Prev Sci*. 2004 Mar;5(1):31-9. 10.1023/B:PREV.0000013979.52796.8b

**Abstract** This paper presents a model to guide capacity-building in state public education systems for delivery of evidence-based family and youth interventions-interventions that are designed to bolster youth competencies, learning, and positive development overall. Central to this effort is a linking capacity agents framework that builds upon longstanding state public education infrastructures, and a partnership model called PROSPER or PROMoting School-community-university Partnerships to Enhance Resilience. The paper presents an

overview of the evolving partnership model and summarizes positive results of its implementation over a 12-year period in an ongoing project.

Minkler, (2005). [Community-based research partnerships: Challenges and opportunities](#). *Journal of Urban Health*, 2005, Volume 82, Supplement 2 / June, 2005, pp. ii3-ii12. Published by Springer, New York. DOI 10.1093/jurban/jti034.

**Abstract** *The complexity of many urban health problems often makes them ill suited to traditional research approaches and interventions. The resultant frustration, together with community calls for genuine partnership in the research process, has highlighted the importance of an alternative paradigm. Community-based participatory research (CBPR) is presented as a promising collaborative approach that combines systematic inquiry, participation, and action to address urban health problems. Following a brief review of its basic tenets and historical roots, key ways in which CBPR adds value to urban health research are introduced and illustrated. Case study examples from diverse international settings are used to illustrate some of the difficult ethical challenges that may arise in the course of CBPR partnership approaches. The concepts of partnership synergy and cultural humility, together with protocols such as Green et al.'s guidelines for appraising CBPR projects, are highlighted as useful tools for urban health researchers seeking to apply this collaborative approach and to deal effectively with the difficult ethical challenges it can present.*

### **Community Coalition-Building:**

Foster-Fishman, Pennie G. ; Berkowitz, Shelby L.; Lounsbury, David W.; Jacobson, Stephanie; & Allen, Nicole A., (2004). [Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework](#). *American Journal of Community Psychology*, Volume 29, Number 2 / April, 2001, pp. 241-261. Published by Springer Netherlands. DOI 10.1023/A:1010378613583.

**Abstract** *This article presents the results of a qualitative analysis of 80 articles, chapters, and practitioners' guides focused on collaboration and coalition functioning. The purpose of this review was to develop an integrative framework that captures the core competencies and processes needed within collaborative bodies to facilitate their success. The resulting framework for building collaborative capacity is presented. Four critical levels of collaborative capacity—member capacity, relational capacity, organizational capacity, and programmatic capacity—are described and strategies for building each type are provided. The implications of this model for practitioners and scholars are discussed.*

Chavis, David M., (2001). [The Paradoxes and Promise of Community Coalitions](#). *American Journal of Community Psychology*. 10.1023/A:1010343100379.

**Abstract** *Community coalitions, as they are currently applied, are unique organizations whose ability to promote community change is different from other types of community organizations. This article explores those differences and elaborates how community coalitions can use those differences to transform conflict into greater capacity, equity, and justice. Concerns are also raised in this article about how community coalitions can intentionally and unintentionally protect the status quo and contain the empowerment of grassroots leadership and those of marginalized groups. There is a need for more theory, research, and discourse on how*

*community coalitions can transform conflict into social change and how they can increase the power of grassroots and other citizen-lead organizations.*

Zakocs, Ronda C.; Edwards, Erika M., (2006). [What Explains Community Coalition Effectiveness? A Review of the Literature](#). *American Journal of Preventive Medicine* - April 2006, Vol. 30, Issue 4, Pages 351-361, DOI: 10.1016/j.amepre.2005.12.004.

**Abstract** *Community coalitions have become popular vehicles for promoting health. Which factors make coalitions effective, however, is unclear. The study's aim was to identify coalition-building factors related to indicators of coalition effectiveness through a review of the empirical literature.*

*Published articles from 1980 to 2004 that empirically examined the relationships among coalition-building factors and indicators of coalition effectiveness were reviewed. Two indicators of coalition effectiveness were examined: coalition functioning and community-wide changes. A two-phase strategy was employed to identify articles by reviewing citations from previous literature reviews and then searching electronic reference databases. A total of 1168 non-mutually exclusive citations were identified, their abstracts reviewed, and 145 unique full articles were retrieved. The review yielded 26 studies that met the selection criteria. Collectively, these studies assessed 26 indicators of coalition effectiveness, with 19 indicators (73%) measuring coalition functioning, and only two indicators (7%) measuring changes in rates of community-wide health behaviors. The 26 studies identified 55 coalition-building factors that were associated with indicators of coalition effectiveness. Six coalition-building factors were found to be associated with indicators of effectiveness in five or more studies: formalization of rules/procedures, leadership style, member participation, membership diversity, agency collaboration, and group cohesion. However, caution is warranted when drawing conclusions about these associations due to the wide variations in indicators of coalition effectiveness and coalition-building factors examined across relatively few studies, discrepancies in how these variables were measured, and the studies' reliance on cross-sectional designs.*

### **Emancipatory Partnerships:**

Nelson, Geoffrey ; Prilleltensky, Isaac; & MacGillivray, Heather, (2004). [Building Value-Based Partnerships: Toward Solidarity With Oppressed Groups](#). *American Journal of Community Psychology*, Vol. 29, No. 5 / October, 2001, pp. 649-677. Published by Springer Netherlands. DOI: 10.1023/A:1010406400101.

**Abstract** *We propose a value-based conceptualization of partnership, defining partnership as relationships between community psychologists, oppressed groups, and other stakeholders, which strive to achieve key community psychology values (caring, compassion, community, health, self-determination, participation, power-sharing, human diversity, and social justice). These values guide partnership work related to the development of services or supports, coalitions and social action, and community research and program evaluation. We prescribe guidelines for building such partnerships and conclude by considering some of the challenges in implementing value-based partnerships.*

## Community Development Partnerships and Campaigns

Cavaye J.M. (2000) [The Role of Government in Community Capacity Building](#). Department of Primary Industries and Fisheries Information Series, Queensland Government, 2000.

Rudd, R. E., Goldberg, J. & Dietz, W. (1999). [A Five-Stage Model for Sustaining a Community Campaign](#). *Journal of Health Communication: International Perspectives*, 4(1), 37-48. doi:10.1080/108107399127084.

**Abstract** *The Sisters Together, Move More Eat Better pilot communication program focuses on young Black women in three inner-city communities to encourage improved nutrition and increased physical activity. The design for Sisters Together is based on an expansion of a public health campaign that combines social marketing with community building efforts. The pilot program design comprises five phases: design, promotion, demonstration, transfer, and sustained activity. The proposed five-stage model holds potential for increasing the life span of a campaign and contributing to community building. Partnerships and coalition development promise to maintain the campaign beyond the limited budget period. This descriptive article illustrates the elements of a hybrid model for the design of a communication program with examples from Sisters Together, Move More Eat Better, a pilot program currently in the last year of implementation.*

## Books and Book Chapters

Epstein, Joyce L.; Sanders, Mavis G.; Sheldon, Steven B.; Simon, Beth S.; Clark Salinas, Karen; Rodriguez Jansorn, Natalie; Van Voorhis, Frances L.; Martin, Cecelia S.; Thomas, Brenda G.; Greenfeld, Marsha D. ; Hutchins, Darcy J.; & Williams, Kenyatta J. (2008). [School, Family, and Community Partnerships: Your Handbook for Action, Third Edition](#). Corwin Press.

**Abstract** *This user-friendly handbook guides school, district, and state leaders to organize and implement positive and permanent programs of school, family, and community partnerships. The Third Edition includes research summaries and useful tools for developing and evaluating programs of family and community involvement.*

*A CD comes with the Third Edition. It provides a PowerPoint presentation to conduct the NNPS One-Day Team Training Workshop, copies of workshop handouts, activities, planning and evaluation forms, and selected Spanish translations of workshop materials.*

*The handbook focuses on schools because that is where the children are. It is designed to guide the work of Action Teams for Partnerships (ATPs) consisting of teachers, parents, administrators, and others. The information, forms, and activities in the handbook also enable district and state leaders support, facilitate, and reward the work of their schools.*

Auerbach, Elsa (Ed.) (2002). [Community Partnerships](#). *TESOL*, Pp. vii + 186.

**Abstract** *Community Partnerships is an interesting collection of twelve case study chapters and overview chapter edited by Elsa Auerbach. The articles tell about successful collaborations between schools and universities, community groups, and government departments in five*

countries. This book is part of TESOL's Case Studies in TESOL Practice Series. This series describes twenty teaching contexts, the contexts' issues and demands, and practical suggestions for addressing these situations.

Booth, Alan; Dunn, Judith F. (Eds), 1996. [Family-School Links: How Do They Affect Educational Outcomes?](#) (Penn State University Family Issues Symposia Series). Routledge.

**Description** Based on the presentations and discussions from a national symposium on family-school links held at the Pennsylvania State University, this volume brings together psychologists, sociologists, educators, and policymakers studying the bidirectional effects between schools and families. This topic -- the links between families and schools, and how these affect children's educational achievement -- encompasses a host of questions, each of key social and educational significance.

- How far does parental involvement in schools affect children's experiences and achievement at school?
- What explains the great differences between schools, families, and communities in the extent of such involvement?
- Are these differences a matter of school practices, or do they reflect much broader social and cultural divisions?
- What is the nature of the impact schools have on children and their families? How can family-school-partnerships be fostered in a way that helps children?

Epstein, Joyce; & Sanders, Mavis G. (2002). [Family, School and Community Partnerships](#), (Chapter 16.) In Bornstein, Marc H. (Ed), *Handbook of Parenting: Practical Issues in Parenting, Volume 5*. Psychology Press.

**Description** Completely revised and expanded from four to five volumes, this new edition of the *Handbook of Parenting* appears at a time that is momentous in the history of parenting. Parenting and the family are today in a greater state of flux, question, and redefinition than perhaps ever before. We are witnessing the emergence of striking permutations on the theme of parenting: blended families, lesbian and gay parents, and teen versus fifties first-time moms and dads. One cannot but be awed on the biological front by technology that now not only renders postmenopausal women capable of childbearing, but also presents us with the possibility of designing babies. Similarly on the sociological front, single parenthood is a modern day fact of life, adult child dependency is on the rise, and parents are ever less certain of their own roles, even in the face of rising environmental and institutional demands that they take increasing responsibility for their offspring.

The *Handbook of Parenting* concerns itself with:

- \***different types of parents**--mothers and fathers, single, adolescent, and adoptive parents;
- \***basic characteristics of parenting**--behaviors, knowledge, beliefs, and expectations about parenting;
- \***forces that shape parenting**--evolution, genetics, biology, employment, social class, culture, environment, and history;
- \***problems faced by parents**--handicap, marital difficulties, drug addiction; and
- \***practical concerns of parenting**--how to promote children's health, foster social adjustment and cognitive competence, and interact with school, legal, and public officials.

Sanders, Mavis G.; Epstein, Joyce L, (2000). [Building School-Family-Community Partnerships in Middle and High Schools](#), (Chapter 15.) In Sanders, Mavis G.; and Jordan, Will J. *Schooling Students Placed at Risk: Research, Policy, and Practice in the Education of Poor and Minority Adolescents*. Routledge.

**Description** *This book examines historical approaches and current research and practice related to the education of adolescents placed at risk of school failure as a result of social and economic conditions. One major goal is to expand the intellectual exchange among researchers, policymakers, practitioners, and concerned citizens on factors influencing the achievement of poor and minority youth, specifically students in middle and high schools. Another is to encourage increased dialogue about policies and practices that can make a difference in educational opportunities and outcomes for these students. Although the chapters in this volume are not exhaustive, they represent an array of theoretical and methodological approaches that provide readers with new and diverse ways to think about issues of educational equality and opportunity in the United States. A premise that runs through each chapter is that school success is possible for poor and minority adolescents if adequate support from the school, family, and community is available.*

*\*The conceptual approach (Section I) places the research and practice on students placed at risk in a historical context and sets the stage for an important reframing of current definitions, research, policies, and practices aimed at this population.*

*\*Multiple research methodologies (Sections II and III) allow for comparisons across racial and ethnic groups as well as within groups, and contribute to different and complementary insights. Section III, "Focus on African-American Students," specifically addresses gender and social class differences among African-American adolescents.*

*\*Current reform strategies presently being implemented in schools throughout the United States are presented and discussed (Part IV). These strategies or programs highlight how schools, families, and communities can apply research findings like the ones this book presents, thus bridging the often wide gap between social science research and educational practice.*

Brice Heath, Shirley; McLaughlin, Milbrey W., (1996). [The Best of Both Worlds: Connecting Schools and Community Youth Organizations for All-Day, All-Year Learning](#) (Chapter 4). In Cibulka, James G., Kritek, William J.; Linden Duke, Daniel. *Coordination Among Schools, Families, and Communities: Prospects for Educational Reform*. State University of New York Press.

**Description** *Improving the connection among schools, families, and communities has emerged as a recent focus of the education reform movement posing many challenges for educators, social service professionals, community activists, and parents. This book provides information on the diverse goals of the coordinated services movement and the problems of reconciling competing goals within the movement. The political environment surrounding coordinated services reforms is discussed, including efforts to scale-back the scope of "the welfare state." Different models of coordination are presented, such as Kentucky's Family Resource Centers, the Nation of Tomorrow project in Chicago, a community-school coalition in Philadelphia, community youth organizations, and programs for the homeless as well as organizational and*

*management issues surrounding coordination drawn from programs throughout the United States and Canada.*