



School and University Partnerships: Selected Resources

The following resources explore school-university partnerships and cover topics such as types of program models, sustainability of such partnerships, program goals, and program impacts. Several documents address college readiness and may be relevant to grants that fall within the “College Access and Success” i3 priority. This list is intended to provide a starting point for those interested in the issue and does not attempt comprehensive coverage of all research on the topic. We encourage grantees to share additional resources on this topic.

[Preparing High School Students for College: An Exploratory Study of College Readiness Partnership Programs in Texas](#)

This 2012 report from the National Center for Postsecondary Research presents results from a study of college readiness partnership programs in Texas including program goals, program features, targeted students, and program goals. This may be of most interest to grantees working with college preparation in Texas and others seeking to improve college readiness for students in the “academic middle.”

[Three Configurations of School-University Partnerships: An Exploratory Study](#)

This 2011 article is from the journal *Planning and Changing*, which includes peer-reviewed articles on education policy topics geared toward educational leaders, practitioners, and policy makers. The authors focus on the strengths and weaknesses of three different school-university partnership structural configurations. It offers an exploratory typology of 1) single tier partnerships in which in which university professors work directly with classroom teachers in the school, 2) multi-tier partnerships which involve active participation by many actors at various levels of authority and decision-making, and 3) complex brokered partnerships in which expertise intended to enhance the technical core does not emanate from the university partner. This article may be of particular interest to those in the design phase of a school-university partnership or those seeking to address challenges that may be common to many such efforts.

[Characteristic Collaborative Processes in School-University Partnerships](#)

This 2011 article is from the journal *Planning and Changing*, which includes peer-reviewed articles on education policy topics geared toward educational leaders, practitioners, and policy makers. The authors present findings from an evaluation of STEM-focused school-university partnerships. The Center for the Study of Education Policy (CSEP) developed and used three models of partnership configurations, also described in the previous article, to examine partnership projects. In particular, the CSEP examined project processes and structures that impact long-term sustainability, which may be of interest to all i3 grantees involved in school-university partnerships.





[Better Together: Coeur d'Alene Reservation Communities and the University of Idaho](#)

This 2011 article from the *Journal of Higher Education Outreach and Engagement* discusses a partnership between the University of Idaho and the Coeur d'Alene Reservation Communities. The authors provide an overview of the partnership, impacts and overall lessons learned. This article could be particularly useful for grantees working with American Indian communities.

[School Districts-University Partnerships: A College-Readiness Program](#)

This 2010 paper presented at the AERA Annual Conference Denver, Colorado, examined a school-university partnership that sought to reduce the need for remedial classes for incoming freshman in mathematics and English. This program "...improved both one- and two-year retention for first-year, first-time-in-college students." Therefore, this resource could be particularly useful for grantees working with a population shown to have high risk of leaving college in the first year, which often includes first generation college students.

[After the Funding Flees: A How-To Model for Sustaining the Professional Development School Partnership](#)

This 2009 article from *School-University Partnerships*, explores the successful creation of a sustainable professional development school partnership, once funding was lost. The PDS partnership described "...provides a model for those in PDS partnerships who are seeking ways to empower teachers, students, and administrators through strong collaborations without funding." Of particular interest may be Table 2 which illustrates challenges and successes experienced by people in different roles within the partnership.

[Inside School-University Partnerships: Successful Collaborations to Improve High School Student Achievement](#)

This guide sponsored by the *Building Educational Success Through (BEST) Collaboration in Los Angeles County* initiative provides best practices for educators involved in college readiness school-university partnerships. The guide was created using contributions of participants from the "Together for High School Success: Learning from Our Partnerships" conference held in November 2005. This may be of particular interest to those working with contributing conference participants: Antelope Valley Union High School District, Antelope Valley College, CSU Bakersfield, and UC Los Angeles; Centinela Valley Union High School District and UC Los Angeles; Compton Unified School District, Compton Community College, and UC Irvine; Long Beach Unified School District, CSU Long Beach, and Long Beach City College; Los Angeles Unified School District Local District 7 and UC Los Angeles; and Los Angeles Unified School District Local District 7 and the University of Southern California. It may also be useful to grantees seeking to enhance secondary student achievement and cultivate college going cultures to help close the opportunity and achievement gaps that separate groups of students.

