



A Compilation of Research on Cross-Sector Education and Career Partnerships

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About REL West

The Regional Educational Laboratory West (REL West) at WestEd, serving Arizona, California, Nevada, and Utah, is part of a national network of 10 RELs whose mission is to provide research, analytic support, and resources that increase the use of high-quality data and evidence in education decision-making. Most REL West work is carried out in partnership with educators—from state and local decision-makers to district and school support providers and practitioners—through nine research partnerships.

One of the REL West partnerships, the Arizona Partnership for Education and Career Success, was the impetus for this inventory of education and career data in Arizona.

More information about REL West, and the Arizona Partnership for Education and Career Success, can be found on this website:

<https://ies.ed.gov/ncee/edlabs/regions/west>

Contact information: REL West at WestEd / 730 Harrison Street / San Francisco, CA 94107-1242 / 415.565.3000/ relwest@wested.org

This Report

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For more information, contact Lisa Le Fevre at relwest@wested.org

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Narrative Background

Literature on partnerships that cut across education and non-education sectors suggests that such cross-sector collaboration can be a key strategy to strengthen education and career pathways, especially for underrepresented or minority students.¹ The literature covered in this compilation focuses on cross-sector collaboration for education improvement, which involves partnerships between education organizations and business, government, or civic organizations,² and on cross-segmental partnerships, which involve collaboration across segments of K-12 and postsecondary education. The literature describes a variety of trends, types, and approaches to partnerships, from public-private partnerships and P-16 or P-20 initiatives, to cradle-to-career efforts and collective impact approaches (Henig, Riehl, Houston, Rebell, & Wolff, 2016; Henig, Riehl, Rebell, & Wolff, 2015). This REL West compilation of research is designed to support a series of conversations about how this literature can inform the development and strengthening of similar partnerships in Arizona. The development of this compilation was led by REL West's Arizona Partnership for Education and Career Success (APECS) Alliance in partnership with the Arizona Department of Education (ADE) and Arizona Career Leadership Network (AzCLN).

The compilation is intended to help APECS partners better understand the literature on education and career-focused cross-sector collaboration and to better understand potential implications for strengthening partnerships and programs, particularly around data use. This compilation taps into the literature on the historical context of education and career partnerships; the ways in which partnerships are created and sustained; and practices that may strengthen collaboration, data use, and data sharing to support the goal of improving students' education outcomes and career outcomes.

Guided by feedback from key APECS partners on the content and usefulness of the findings, REL West has organized information in both narrative and annotated forms. The first part of the document provides narrative summaries of the history and types of cross-sector partnerships; how partnerships have been described and measured; the development and key elements of cross-sector partnerships; and some high-level considerations highlighted by the literature.³ The second part of this document, "Annotated References," provides brief summaries or excerpts from a selection of research reports, literature, and resources that are organized into categories according to their focus on collective impact efforts; cross-sector collaboration (general context, best practices, and historical and current efforts); public-private partnerships;

¹ See, for example, Pace & Edmondson, 2009, on collective impact approaches; Chamberlin & Plucker, 2008, on P-16 education; and Núñez & Oliva, 2009, or Moran et al., 2009, on P-20 benefits for Latino and underrepresented students.

² See, for example, Henig et al., 2016, for an in-depth discussion on cross-sector collaboration.

³ The compilation focuses on cross-sector collaboration. However, some resources draw on cross-segmental educational partnerships or general partnership-building and their relevance to understanding elements of collaborative efforts, particularly those aimed at students' educational or career outcomes. Examples include P-16 or P-20 partnerships, which are primarily intersegmental but can include councils involving partners outside education and include college- and career-readiness efforts.

P-16/P-20 initiatives; school-business partnerships; and school-family-community partnerships. Appendix A outlines the methodology used to develop this compilation document.

1. Education and Career Partnership History and Types

- Cross-sector education collaboratives have existed since at least the early 20th century (Henig et al., 2016; Henig et al., 2015). A recent report from Teachers College (Henig et al., 2016) notes that collaborative efforts and partnerships have included the following:
 - Settlement houses in the early 20th century
 - Federal place-based programs in the 1960s
 - Government and private interests in the 1980s
 - Comprehensive community initiatives in the 1990s and 2000s
 - Collective impact and other “new generation” efforts from 2011 and beyond
- Cross-sector collaboration with a specific focus on education and career can also take many forms (see, for example, Henig et al., 2016, or Kania & Kramer, 2011, on types of cross-sector education collaboratives) and can include collaboration across education segments, such as the following:
 - P-16 or P-20 initiatives
 - Public-private partnerships
 - Cradle-to-career efforts
 - College- and career-readiness efforts
 - Education and career pathways

Some authors describe the diversity that exists within types of partnerships (see, for example, Smith & Wohlstetter, 2006, on public-private partnerships; Gross et al., 2015, on school-community partnerships). Examples of education and/or career collaboration in Arizona include Arizona GEAR UP for college readiness and access,⁴ Achieve60AZ (a community-based alliance),⁵ the Arizona Pathways to Prosperity Initiative,⁶ and efforts such as Thriving Together in Phoenix or Cradle to Career (C2C) in Pima County.⁷

- Since the early 2000s, there has been increasing interest in and establishment of cross-sector collaboration around education (Henig et al., 2015; Henig et al., 2016, on renewed interests for collective impact efforts; Wohlstetter et al., 2003). Various literature and case studies examine these

⁴ For information on Arizona GEAR UP, see <http://nau.edu/COE/Gear-Up/>.

⁵ For information on Achieve60AZ, see <http://www.achieve60az.com/>.

⁶ For information on Arizona’s Pathways to Prosperity initiative, see <http://www.arizonafuture.org/education-we-need/pathways-to-prosperity/>. For information on Pathways to Prosperity, see <http://www.jff.org/initiatives/pathways-prosperity-network>.

⁷ For information on Thriving Together, see <http://www.thrivingtogetheraz.org/>.

For information on C2C, see <http://www.c2cpima.org/>.

efforts for their development, implementation, and lessons learned, such as with collective impact approaches (see, for example, Henig et al., 2015; Henig et al., 2016; Karp & Lundy-Wagner, 2016).

2. Describing Cross-Sector Partnerships and Measuring Outcomes

- Literature on education and career cross-sector collaboration examines partnership structure and development and describes implementation successes, challenges, and lessons learned through a variety of qualitative and quantitative methods, including the following:
 - Case studies involving focus groups and interviews
 - Surveys and questionnaires with key partners and stakeholders, such as school administrators and business leaders
 - Multiyear evaluations of grant-sponsored initiatives
 - Document and artifact reviews, including comprehensive literature reviews and analyses of longitudinal data

Examples include Henig et al.'s (2016) nationwide scan of collective impact and cross-sector collaborations for education, which triangulates and analyzes data from partnership websites, annual reports, newsletters, and other data sources; and Henig et al.'s (2015) literature review on place-based cross-sector collaboration focusing on improved educational outcomes and collective impact. Arizona-based examples of research on education and career cross-sector partnerships include initiative reports for the greater Phoenix area's Thriving Together⁸ and Pima County's Cradle to Career Partnership.⁹

- Partnerships vary in structure and purpose, so there is no universal definition of effectiveness or success. Instead, the literature tends to gauge success in terms of progress on one or more outcomes such as the following:
 - Accomplished goals and/or achieving unanticipated outcomes that extend or positively impact students beyond the partnership's main goals (Hands, 2005, pp. 80–81, on unintended benefits)
 - Measurable outcomes such as increased academic gains, postsecondary completion, or college-access rates
 - Partnerships that grow to scale
 - Sustainment beyond a grant or other funding period
- In the literature on cross-sector collaboration, including education and career cross-sector partnerships, the measures of success can vary depending on which stage of development or particular element of collaboration is being measured. The literature describes criteria to determine stages of development (see, for example, Hanleybrown, Kania, & Kramer, 2012, on phases of

⁸ For information on the Thriving Together initiative, see <http://www.thrivingtogetheraz.org/>.

⁹ For Pima County's Cradle to Career information and annual reports, see <http://www.c2cpima.org/>.

collective impact¹⁰) and offers ways to measure or evaluate the level of functioning of each different element of partnership implementation, such as goal alignment (see, for example, King, 2014).

- Publicly available tools for describing stages of development or that provide element-specific indicators include the Cross-Sector Engagement Rubric,¹¹ the Intersector Toolkit,¹² and the Partnership Effectiveness Continuum.¹³

3. The Development and Key Elements of Cross-Sector Partnerships

The literature on cross-sector collaboration indicates that **partnerships develop for a variety of reasons**, including “financial, political, and organizational catalysts” (Wohlstetter et al., 2003, p. 7).

- Factors that have been found to initiate the creation of partnerships include the partners’ interest in the following (Wohlstetter et al., 2003; Siegel, 2010):
 - Improving resource acquisition
 - Building “legitimacy”
 - Increasing “efficiency”
 - Supporting collaborative problem solving or goal attainment based on mutual benefits (see, for example, Wohlstetter et al., 2003, p. 9, or Kania & Kramer, 2011, p. 40).

Exploring cross-sector education alliances and charter schools, for example, Wohlstetter and colleagues (2003, p. 10) note that charter schools might seek external partnerships for the facilities; resources; information about funding sources, curriculum programs, and management; or the credibility that a partner can provide (for example, within the local community).

Published and publicly available case studies, reports, instruments, and tools outline key characteristics of productive and sustaining partnerships (see, for example, King, 2014, for an example of a research-based tool). The following bullets describe **key elements of partnerships**.

- **Agreements** – Partnerships can be created through informal agreements, formal agreements, or a combination of the two (see, for example, Smith & Wohlstetter, 2006, pp. 260–261; Lee et al., 2013, pp. 4–6). Goldring and Sims note that during the “commitment stage” of cooperative interorganizational relationships, “formal and informal relationships are established and frameworks for joint work are codified” (2005, p. 226).

¹⁰ For the phases of collective impact, see <http://www.fsg.org/publications/channeling-change>.

¹¹ For the Cross-Sector Engagement Rubric, see <http://healthyschoolsbc.ca/healthy-schools-bc-resources/tools-for-cross-sector-partnerships/>.

¹² For the Intersector Toolkit, see <https://www.collectiveimpactforum.org/sites/default/files/The%20Intersector%20Project%20Toolkit.pdf>.

¹³ For the Partnership Effectiveness Continuum (King, 2014), see <http://www.wallacefoundation.org/knowledge-center/Documents/Quality-Measures-Partnership-Effectiveness-Continuum.pdf>.

- **Communication** – Having consistent communication among partners is important for establishing and maintaining partnership efforts (see, for example, Kania & Kramer, 2011, on continuous communication, or Gross et al., 2015, on collaboration and communications). Some scholars list collaboration and communication as creating successful partnerships interdependently (see, for example, findings from Gross et al., 2015, on school-community partnerships).
- **Data** – Effective use of evidence and data is frequently highlighted as critical in creating and maintaining partnerships (see, for example Asera, Gabriner, & Hemphill, 2017, pp. 4-5). The following bullets describe some best data practices and uses that are identified in the literature:
 - **Formal or informal data-sharing partnerships** – In their study of five partner sites within the College Readiness Indicator Systems (CRIS) network, Lee and colleagues (2013) found that partners can have both formal and informal data-sharing arrangements. However, they argue that formal data-sharing agreements (such as having a memorandum of understanding) are particularly critical contractual tools for establishing data-sharing partnerships that also promote shared goals and future collaboration (2013, p. 4).
 - **Regularly using and communicating about data** – Regularly using and communicating about data can help in informing a partnership’s progress and outcomes (see, for example, King, 2014, p. 12, on using data). Uses for data can include informed decision-making for program efficiency improvements (see, for example, Kania & Kramer, 2011; King, 2014, p. 12) or connecting external partners with internal school data systems to help inform evidence-based decision-making (Pace & Edmondson, 2014, p. 9).
 - **Building shared systems or data collaboration** – Lee and colleagues, in their study of collaboration in the College Readiness Indicator Systems (CRIS) network, found that connecting data systems is important in supporting collaboration in college-readiness partnerships, and that disconnected systems can frustrate internal and external partners (2013, p. 12).
 - **Establishing agreed-upon data points and measures** – Kania and Kramer, in their article on collective impact efforts, argue that all community and partner organizations should consistently measure the same key indicators to ensure alignment, accountability, and learning (2011, p. 40).
- **Deep and Sustained Collaboration** – Deep and sustained collaboration is central to developing, implementing, and sustaining partnership efforts (see, for example, Ghysels & Thibodeaux, 2006, on school and business relationships; or Pawlowski, 2007, on “collaborative mindset”). Among findings from a survey of school district and postsecondary leaders, for example, 90 percent of participating school district superintendents and 80 percent of participating postsecondary leaders stated that K-12 and higher education collaboration was “extremely important” or “very important” for achieving aims (edBridge Partners & Hart Research Associates, 2014, p. 6).
- **Flexibility and Adaptability** – Research points to flexibility and adaptability as important characteristics for partnership growth and evolution (see, for example, Coffman, 2005, or Hands, 2005). In an interview with an expert from the National Council for Community and Education Partnerships, focused on seven success factors to look for when evaluating partnerships, flexibility is

listed as important to allow for change in a partnership's structure and membership (Coffman, 2005, p. 18).

- **Goal and System Alignment** – Alignment can refer to aligned goals, for example, or aligned systems (see for example, King, 2014, on “system alignment, integration, and sustainability,” or IHEP, 2014). Moran and colleagues list “complementary theories aligning goals from childhood through college to careers” as associated with effectiveness for the Educational Partnerships Center at University of California, Santa Cruz (2009, p. 340).
- **Individual Leaders** – Individual leaders can be part of a chain of leadership and/or can serve as advocates. For example, in describing leadership in a university-community-district partnership, Goldring and Sims (2005) note three levels of leaders—“top-level,” “frontline,” and “bridge-building.” Bosma and colleagues (2010) note “champions” and “patron saints” as leadership categories in the LEAD initiative.
- **Intermediary Organizations** – Recent literature highlights how intermediary organizations can help support cross-sector partnerships (see, for example, Lee et al., 2013). Concerning college readiness, for example, Lee and colleagues note that intermediary organizations have played an important role in mediating between different partner organizations and facilitating collaboration (2013, p. 6).
- **Leadership and Organization** – The literature identifies various forms of leadership structures and organization for partnerships, including the following:
 - Shared governance structures
 - Multiple levels of leadership and individual leaders
 - Committees, such as steering committees

In their cross-case study of two cross-sector education partnerships in California, Asera, Gabriner, and Hemphill note that leadership includes both executive and mid-level leaders who are guided by moral imperatives to drive the partnerships' missions and an “existential imperative” for institutional and regional community continuation (2017, p. 4; see also Goldring & Sims, 2005). Leadership can also be driven by a separate organization or entity, such as with “backbone organizations,” organizations which serve to support partnerships and which “embody the principles of adaptive leadership” (Kania & Kramer, 2011, p. 40; see also Asera, Gabriner, & Hemphill, 2017, p. 4).

- **Mutuality** – A common theme in the literature revolves around “mutually beneficial” or “mutually reinforcing activities” (Kania & Kramer, 2011), or recognition of other partners' priorities and goals. Kania and Kramer note that the “power of collective action” comes from coordinating “differentiated activities through a mutually reinforcing plan of action” (2011, p. 40).
- **Reciprocity** – Reciprocity can refer to the benefits that each partner within a collaboration receives, though some scholars also note that reciprocity isn't always equal (see, for example, Smith &

Wohlstetter, 2006, p. 251). Bennett and Thompson found that school district leaders report being motivated by a “commitment to reciprocity” in “formalized implementation of school and business partnerships” (2011, p. 22).

- **Shared Purpose and Outcomes** – A common theme in the literature on partnership development is that partners have shared goals or aims, visions or purposes, beliefs or orientations, decisions, and resources. Summarizing knowledge from prior research for their study on two college readiness partnerships, for example, Lee and colleagues indicate that one of the main qualities of successful partnerships is having shared visions, norms (e.g., cultural norms), and responsibilities (2013, pp. 2–3).
- **Time** – Partnerships and their efforts take time, shift with time, and need time for developing and sustaining relationships. For example, in a study by Smith and Wohlstetter (2006, p. 264), leaders noted that partnerships could shift over time, such as moving from informal arrangements to formalized ones.
- **Trust** – The literature describes trust as an essential component of partnerships and indicates that trust is needed to build and sustain relationships but also can develop in the process of relationship-building (see, for example, Badgett, 2016). Asera, Gabriner, and Hemphill place trust under “relationships”—one of five key themes in their review of the literature on how effective partnerships are created and sustained (2017, p. 7).

4. Considerations Highlighted in the Literature

Research-based literature also offers considerations—including common challenges to anticipate and approaches for addressing the challenges—to inform stakeholders who are interested or involved in developing and sustaining cross-sector partnerships, including education-focused and education and career-focused cross-sector partnerships.

A high-level summary of pertinent considerations for developing and maintaining cross-sector partnerships, with an emphasis on cross-sector education and career partnerships, includes the following points:

- **Gathering the Right People for the Partnership** – Gathering the right people for a partnership involves determining who can best achieve the partnership’s goals and inviting their collaboration (Coffman, 2005, p. 8; see also Hands, 2005). These partners can span a variety of sectors and be selected in various ways. For example, in her study of school-community partnerships, Hands diagrams a seven-stage “lifecycle of the partnership processes” which includes identifying and selecting partners based on needs and goals at the beginning of the process, and ongoing assessments to determine whether needs are being met (Hands, 2005, p. 70).
- **Considering Partnership Timelines and Phases** – Not only do partnerships and collaboration take time, but they can also occur in phases. Preliminary and middle phases can include early implementation in which time is spent establishing shared vision, motivating partners, and building capacity. Later stages include fully implementing, measuring, and adjusting partnership

activities and outcomes. For example, one model of collective impact involves three key phases: initiate action, organize for impact, and sustain action and impact (Henig et al., 2016, p. 7; Hanleybrown, Kania, & Kramer, 2012).

- **Leveraging Investments and Funding** – Partnerships require investments such as resources and funding for scalability and sustainability. For example, Asera, Gabriner, and Hemphill, in comparing the experiences of two regional cross-sector educational partnerships in California, report that cultivating external funding from private and public grants and leveraging local funding helped promote and incentivize change (2017, pp. 26–29). In a guide for federal policymakers focused on improving student outcomes through collective impact efforts, Pace and Edmondson recommend a framework for aligning federal place-based grants to a community’s collective impact stage and to principles of reform (2014, p. 15).
- **Recognizing Partnerships’ Complexities and Contexts** – In a review of seminal literature and frameworks on designing and implementing cross-sector collaborations (including literature on the need for and challenges of collaboration), Bryson, Crosby, and Stone recommend viewing collaborations as complex, dynamic, and part of multilevel systems (2015, p. 1). In a cross-case partnership analysis, Asera, Gabriner, and Hemphill note that the complexities of forming cross-sector educational partnerships limit generalizable findings, though there are patterns in how partnerships emerge, are sustained, and adapt within their local contexts (2017, pp. 5–6).
- **Recognizing Commonly Occurring Challenges** – Through in-depth case studies, evaluations, and documentation of various partnership experiences, the literature has also highlighted commonly occurring challenges, or impediments, to partnership development and sustainability, including the following points:
 - Divergent partner priorities, staff or leadership turnover, and funding constraints can hinder collaboration (see discussions, for example, in Karp & Lundy-Wagner, 2016; Lee et al., 2013).
 - Lack of communication and misconceptions about partners’ goals and investments can thwart efforts, trust, or data sharing (see discussions, for example, in edBridge Partners & Hart Research Associates, 2014; Hands, 2005; Henig et al., 2015, p. 38, on communication’s role in trust; Lee et al., 2013, Núñez & Oliva, 2009).

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A Compilation of Research on Cross-Sector Education and Career Partnerships **Annotated References**

REL West's *A Compilation of Research on Cross-Sector Education and Career Partnerships* documents literature on cross-sector education and career-focused collaboration. The compilation is intended to support conversations about partnerships in Arizona and to identify ways of strengthening those partnerships. Developed by REL West's Arizona Partnership for Education and Career Success (APECS) Alliance in partnership with the Arizona Department of Education (ADE) and Arizona Career Leadership Network (AzCLN), the compilation taps into the literature on the historical context of education and career partnerships; the ways in which partnerships are created and sustained; and evidence-based practices for strengthening collaboration, data use, and data sharing aimed at improving students' education and career outcomes.

The annotated references in this section of the compilation provide samples of research reports, literature, and other resources. The references are organized by categories focused on collective impact efforts; cross-sector collaboration (general context, best practices, and historical and current efforts); public-private partnerships; P-16/P-20 initiatives; school-business partnerships; and school-family-community partnerships. The entries include full reference information, available links to articles and publications, and abstracts provided by the authors or online sources. In some cases, abstracts for the documents are not available; in such cases, excerpts from the documents have been included.

On collective impact efforts

Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work. *Stanford Social Innovation Review*. Accessible at https://ssir.org/articles/entry/channeling_change_making_collective_impact_work

Excerpt:

As examples of collective impact have continued to surface, it has become apparent that this approach can be applied against a wide range of issues at local, national, and even global levels. In fact, we believe that there is no other way society will achieve large-scale progress against the Urgent and complex problems of our time, unless a collective impact approach becomes the accepted way of doing business.

At the same time, our continued research has provided a clearer sense of what it takes for collective impact to succeed. The purpose of this article, therefore, is to expand the understanding of collective impact and provide greater guidance for those who seek to initiate and lead collective impact initiatives around the world. In particular, we will focus on answering the questions we hear most often: How do we begin? How do we create alignment? And, How do we sustain the initiative?

Henig, J. R., Riehl, C. J., Houston, D. M., Rebell, M. A., & Wolff, J. R. (2016). *Collective impact and the new generation of cross-sector collaborations for education: A nationwide scan*. New York, NY: Teachers College, Columbia University, Department of Education Policy and Social Analysis. Accessible at <http://www.tc.columbia.edu/education-policy-and-social-analysis/department-news/cross-sector-collaboration/CI-corrected-digital-version-3-11-16.pdf>

Excerpt (p. iv):

This report describes developments in the new generation of cross-sector collaborations for education and presents findings from a scan of such initiatives across the United States. We describe the broad ecology of cross-sector collaborations for educational improvement and examine various rationales for the current interest in collaboration. We explore the prominent new model of collaboration known as “collective impact,” review the history of cross-sector collaborations for education, and revisit some reasons for cautious optimism about the changing context for collaboration. Then, using information from public websites, we describe characteristics of the national array of current collaborations. We report an additional analysis, based on multiple data sources, of factors that seem to position some cities to develop cross-sector collaborations while others are less likely to do so. To conclude, we revisit some trends and considerations that are worth watching, acknowledging that new efforts are often layered on the foundation of previous collaborations but also take place in an altered context with new possibilities and challenges.

Henig, J. R., Riehl, C. J., Rebell, M. A., & Wolff, J. R. (2015). *Putting collective impact in context: A review of the literature on local cross-sector collaboration to improve education*. New York, NY: Teachers College, Department of Education Policy & Social Analysis. Accessible at <https://www.tc.columbia.edu/media/news/Putting-Collective-Impact-Into-Context.pdf>

Authors' abstract (p. i):

There has been a broad renewal of interest and investment in local, place-based, cross-sector collaboration as a strategic approach for the improvement of educational outcomes and community development in cities across the United States. These initiatives, many of which have adopted a “collective impact” label, are organized at the school district, city, county, or metropolitan level, and attempt to improve education by promoting collaboration among government, business, and civic sectors; early childhood providers, the K-12 system, and postsecondary education; community-based organizations and private providers of services and supports for young people and their families. They also work to bridge gaps between strategies focused exclusively on schools and those drawing on a wider range of services and programs. Increasingly, these local efforts are being linked into national networks.

To help put this emergent movement into context, this paper (1) provides an orienting conceptual framing to describe the initiatives that are the object of study; (2) discusses a number of relevant historical precursors and underpinnings; (3) situates recent local cross-sector collaborations for education in a contemporary landscape of such efforts and within the context of the debate between those who believe educational improvement requires attention to out-of-school factors and those who believe schools can and must make substantial progress on their own; (4) reviews the research on collective impact initiatives; (5) mines the substantial literature on organizational collaborations of various kinds; (6) and reviews the literature on the politics of local collaboration efforts.

The paper concludes with some preliminary and tentative lessons about the challenges and the possible road forward for local cross-sector collaborations for education. In future reports we will present findings that go more directly to the question of how these contemporary efforts are evolving and identify, where possible, leverage points for increasing their chances of success. Those reports will draw on quantitative analysis of over 180 efforts nationwide, deep case studies in three cities, and more moderately detailed cases studies in an additional five cities that will enable us to consider a broader range of variations and context.

Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 9(1), 36–41. Accessible at https://ssir.org/images/articles/2011_WI_Feature_Kania.pdf

Excerpt (p. 36):

Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations.

Karp, M. M., & Lundy-Wagner, V. (2016). Collective impact: Theory versus reality. Corridors of College Success Series, CCRC Research Brief (61). Teachers College, Columbia University. Accessible at <http://ccrc.tc.columbia.edu/media/k2/attachments/collective-impact-theory-versus-reality.pdf>

Abstract (online, from <https://ccrc.tc.columbia.edu/publications/collective-impact-theory-versus-reality.html>):

Collective impact is an increasingly popular approach to addressing persistent social problems, but such strategic, cross-sector collaboration is challenging. This brief draws on the experiences of five committed collective impact communities participating in the Ford Foundation’s Corridors to College Success initiative to expose some of the practical obstacles to translating the theory of collective impact into action.

The authors highlight three major challenges faced by Corridors stakeholders: developing a shared understanding of collective impact work, maintaining organizational competencies in a coordinated system, and using data to support collective impact work. They also consider whether the incentives for collective impact are sufficient to drive the work despite the funding and capacity constraints faced by participating organizations. Thus, the brief provides a lens for understanding why well-intentioned collective impact efforts may not take root.

Pace, L., & Edmondson, J. (2009). *Improving student outcomes through collective impact: A guide for federal policymakers*. Knowledge Works and Strive Together. Accessible at <http://www.knowledgeworks.org/sites/default/files/Improving-Student-Outcomes-Through-Collective-Impact.pdf>

Abstract (online, from <http://www.knowledgeworks.org/improving-student-outcomes-through-collective-impact-guide-federal-policymakers>):

A promising approach to education reform has emerged in more than 100 communities across the country where partnerships of cross-sector leaders are using evidence based strategies and existing resources to improve outcomes for students. This approach, called collective impact, replaces competing agendas, siloed funding streams and duplicative programs with a shared vision for education reform. As

the largest investor in the nation's education system, the federal government is in a unique position to help scale this emerging framework for reform.

On cross-sector collaboration (general context, best practices, and historical and current efforts)

Asera, R., Gabriner, R., & Hemphill, D. (2017, March). *What makes a partnership work?* Report commissioned by College Futures Foundation. Accessible at <https://collegefutures.org/wp-content/uploads/2017/04/What-Makes-A-Partnership-Work-2017.pdf>

Excerpt (p. 3):

This report compares the experiences of two regional cross-sector educational partnerships in California—the Long Beach College Promise and the Inland Empire partnerships in San Bernardino and Riverside Counties—that are building educational pathways to support student success in higher education. The initial catalyst for this study was the Governor's Incentive Award (GIA), established in the California Governor's 2014 budget. The awards were aimed to support educational partnerships comprising schools, community colleges, and universities.

In this context, the College Futures Foundation commissioned a comparative case study in order to gain insights into strategies for developing and sustaining multi-sector partnerships that are positioned to increase student success along the educational pipeline from high school to degree achievement. The main goals for this study were the following:

- Learn about the reasons for which the case study institutions opted for partnership strategy
- Understand how partnerships evolve and grow to scale
- Discover how the partnerships pursued their goals
- Explore the role of investment by external funders in promoting cross-sector partnerships.

Bosma, L. M., Sieving, R. E., Ericson, A., Russ, P., Cavender, L., & Bonine, M. (2010). Elements for successful collaboration between K–8 school, community agency, and university partners: The Lead Peace partnership. *Journal of School Health*, 80(10), 501–507. Accessible at https://www.researchgate.net/publication/46272409_Elements_for_Successful_Collaboration_Between_K-8_School_Community_Agency_and_University_Partners_The_Lead_Peace_Partnership

Authors' abstract (p. 501):

BACKGROUND: Researchers, schools, and community organizations are increasingly interested in forming partnerships to improve health and learning outcomes for adolescents. School-based service learning programs with young adolescents have been shown to improve students' health and educational outcomes. Quality school-based service learning practice requires partnerships that are collaborative, mutually beneficial, and address community needs. This article examines core elements of a community-school-university partnership engaged in implementing and evaluating Lead Peace, a service learning program for urban middle school youth.

METHODS: The partnership was assessed through (1) semistructured group interviews with program facilitators at each school at the end of the 2006 to 2007 and 2007 to 2008 school years; (2) key

informant interviews with school administrators; and (3) participant observations of partnership meetings. Qualitative analysis was conducted to identify common and emerging themes that contribute to the success of the Lead Peace partnership.

RESULTS: Ten themes were identified as keys to the success of the Lead Peace partnership: (1) communication; (2) shared decision-making; (3) shared resources; (4) expertise and credibility; (5) sufficient time to develop and maintain relationships; (6) champions and patron saints; (7) being present; (8) flexibility; (9) a shared youth development orientation; and (10) recognition of other partners' priorities.

CONCLUSIONS: Partnerships that are essential to quality service learning practice require deliberate planning and ongoing attention. Elements of the successful Lead Peace partnership may be useful for other collaborators to consider.

Bryson, J. M., Crosby, B. C., & Stone, M. M. (2015). Designing and implementing cross-sector collaborations: Needed and challenging. *Public Administration Review*, 75(5), 647–663. Retrieved on August 28, 2017 from <https://www.researchgate.net/publication/280974217>

Authors' abstract (p. 1):

Theoretical and empirical work on collaboration has proliferated in the last decade. The authors' 2006 article on designing and implementing cross-sector collaborations was a part of, and helped stimulate, this growth. This article reviews the authors' and others' important theoretical frameworks from the last decade, along with key empirical results. Research indicates how complicated and challenging collaboration can be, even though it may be needed now more than ever. The article concludes with a summary of areas in which scholarship offers reasonably settled conclusions and an extensive list of recommendations for future research. The authors favor research that takes a dynamic, multilevel systems view and makes use of both quantitative and qualitative methods, especially using longitudinal comparative case studies.

Coffman, J. (2005). Evaluating partnerships: Seven success factors. *The Evaluation Exchange: A Periodical on Emerging Strategies in Evaluation*, XI(1). Retrieved on August 14, 2017, from <http://www.hfrp.org/var/hfrp/storage/original/application/9aa95169b0118cf821e26167fa55769d.pdf>

Excerpt (online, from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/complementary-learning/evaluating-partnerships-seven-success-factors>):

HFRP asked Dr. Hector Garza, president of the National Council for Community and Education Partnerships (NCCEP), to describe what he looks for when evaluating educational partnerships and their work. While the evaluation design used by NCCEP spans programming, partnership development, strategic planning, and academic outcomes, Dr. Garza shared lessons that can be of use for educators engaged in or establishing K–16 education partnerships. Here, based on his organization's evaluation of the W.K. Kellogg Foundation's ENLACE initiative, he describes seven factors related to the importance of planning, leadership, and partnership development.

edBridge Partners & Hart Research Associates. (2014, January). *The collaboration imperative: Findings from a survey of school district and post-secondary leaders*. Retrieved on August 14, 2017, from <https://www.aascu.org/WorkArea/DownloadAsset.aspx?id=7705>

Abstract (online from <http://hub.mspnet.org/index.cfm/26734>):

Today's most intractable educational issues and greatest opportunities to raise student achievement require sustained, intentional collaboration between schools and colleges. To understand what education leaders need most to collaborate effectively, telephone interviews were conducted from October 17 to November 14, 2013 with a national sample of public school district superintendents and public and private college and university chancellors, presidents and deans.

The Collaboration Imperative, a report based on these interviews represents a partnership between edBridge Partners and Hart Research Associates; and with AASA, The School Superintendents Association of State College & Universities providing valuable contributions and insights to the content and recommendations of this report.

Goldring, E., & Sims, P. (2005). Modeling creative and courageous school leadership through district-community-university partnerships. *Educational Policy*, 19(1), 223–249. Available at <http://journals.sagepub.com/doi/abs/10.1177/0895904804270777>

Authors' abstract (p. 223):

This article examines the Principals Leadership Academy of Nashville (PLAN) to explore the question, How do university-community-district partnerships develop as successful cooperative endeavors? Interviews conducted with key stakeholders are analyzed to study critical aspects of the partnership's governance structure, guiding principles, and political decision-making processes. PLAN demonstrates that cooperative interorganizational relationships can take firm root and flourish under an innovative leadership structure that is grounded in principles of shared power and shared learning. Such a partnership requires strong commitment and leadership from three levels of leaders. Top-level leaders (the public school superintendent, the dean of the college of education, and key community leaders) must be highly visible in their support of the partnership. Frontline leaders must design and implement the partnership's programs and must be champions within their respective organizations. Finally, the critical role of a bridge-building leader (boundary spanner) is discussed.

Institute for Higher Education Policy [IHEP]. (2014, November). *Aligning systems to ensure college readiness for all students*. Accessible at http://www.ihep.org/sites/default/files/uploads/docs/pubs/ihep_factsheet_college_readiness.pdf

Abstract (online, from <http://www.ihep.org/research/publications/aligning-systems-ensure-college-readiness-all-students>):

In an effort to support community-based collaborations among key sectors—education, business, policy, and nonprofit and community organizations—IHEP planned a series of primer fact sheets that will help communities increase their postsecondary attainment. This primer explains the college readiness

challenge and how different sectors can support student progress, starting in middle school, along the pathway to college readiness and success. . . .

King, C. L. (2014). *Quality measures™ partnership effectiveness continuum*. Waltham, MA: Education Development Center, Inc. Accessible at <http://www.wallacefoundation.org/knowledge-center/Documents/Quality-Measures-Partnership-Effectiveness-Continuum.pdf>

Excerpt (p. 4):

The Partnership Effectiveness Continuum (PEC) is a tool designed to help school districts and training program providers develop a clearer understanding of the indicators of effective partnerships, as described in the research literature. It is intended to guide team reflections on partnerships using a set of concrete criteria to prompt discussions about ways to strengthen existing partnerships and form new ones. The PEC is part of a suite of Quality Measures™ tools and protocols, developed by EDC and funded by The Wallace Foundation to guide and support the collaborative self-assessment of program quality by school districts and their training provider partners.

Lee, J., McAlister, S., Mishook, J., & Santner, G. (2013). *Partnerships for college readiness. College readiness indicator systems*. Annenberg Institute for School Reform at Brown University. Accessible at <http://www.annenberginstitute.org/sites/default/files/PartnershipReport.pdf>

Excerpt (p. 1):

As more partners collaborate with each other and work with students, many have begun to recognize that sharing data among the different organizations can help measure the impact of their strategies, reduce redundancies in their efforts, and provide targeted student aid. But, while there is a robust literature around district-community partnerships and their sharing of data, there is much less written about such partnerships specifically designed to bolster college readiness. Thus, our interest in this exploratory study was to learn how districts and their external partners collaborate through data sharing and systems of early indicators of progress toward college readiness goals in five sites where the Annenberg Institute for School Reform (AISR) at Brown University and its partners are supporting the College Readiness Indicator System (CRIS) initiative.

Siegel, D. J. (2010). Why universities join cross-sector social partnerships: Theory and evidence. *Journal of Higher Education Outreach and Engagement*, (26), 249–268. Accessible at <http://files.eric.ed.gov/fulltext/EJ905419.pdf>

Abstract (online, from <https://eric.ed.gov/?id=EJ905419>):

Cross-sector partnerships are an increasingly popular mode of organizing to address intractable social problems, yet theory and research have virtually ignored university involvement in such activity. This article attempts to ascertain the reasons universities join networks of other social actors to support a common cause. Theories on the formation of interorganizational relationships have tended to emphasize efficiency, resource dependence, legitimacy, leverage, and mutuality as central motivators or concerns. These only partially describe motivations for cross-sector social partnerships, however, which often focus on the issue or problem itself as an organizing principle. Evidence from an empirical study

of the LEAD (Leaderships Education and Development) Program in Business, a pipeline development initiative to introduce underrepresented students to business education and careers in business, support this problem domain-based view of cross-sector social partnering. Implications for theory and practice are discussed.

Wohlstetter, P., Malloy, C. L., Smith, J., & Hentschke, G. (2003, June). *Cross-sectorial alliances in education: A new approach to enhancing school capacity*. Presented at the annual meeting of the American Educational Research Association, Chicago IL. Accessible at https://www.researchgate.net/publication/254682102_Cross-Sectorial_Alliances_in_Education_A_New_Approach_to_Enhancing_School_Capacity

Authors' abstract:

In this exploratory study, the authors examine the recent emergence of cross-sectorial alliances—groups of organizations voluntarily working together to solve issues of mutual concern—in K–12 education. This working paper focuses on alliances in charter schools and seeks to 1) analyze the extent to which policy conditions encourage or discourage alliances; 2) examine the types of organizations that form alliances with charter schools and the range of contributions they provide; and 3) assess the various motivations that lead charter schools and other organizations to form alliances. Implications of the findings for educational practice and policy as well as future research are discussed.

On public-private partnerships

Smith, J., & Wohlstetter, P. (2006). Understanding the different faces of partnering: A typology of public-private partnerships. *School Leadership and Management*, 26, 249–268. Retrieved on June 12, 2017, from https://www.researchgate.net/publication/228379968_Understanding_the_different_faces_of_partnering_A_typology_of_public-private_partnerships

Authors' abstract (p. 249):

The popularity and prevalence of public/private partnerships for problem-solving has been well documented in prior research. While there is widespread agreement that all partnerships are not the same, the partnership hierarchies offered by past research assume that some alliances are somehow “better” than others. This article offers a new typology based on findings from our research on partnerships in education, in which we conducted a national study of schools in the United States. We found that partnerships can be differentiated based on how they are initiated, what services are provided, the form of partnership and the depth of the organizational involvement.

On P-16/P-20 initiatives

Chamberlin, M., & Plucker, J. (2008, March). P-16 education: Where are we going? Where have we been? *Phi Delta Kappa International*, 89(7), 472–479. Accessible at https://www.researchgate.net/publication/270666212_P-16_Education_Where_are_We_Going_Where_Have_We_Been

Excerpt (p. 472):

The education reform known as P-16 intended to provide greater continuity to students' entire school career and entry into the work force. To introduce this special section, Ms. Chamberlin and Mr. Plucker provide a detailed overview of the reform's objectives, the mechanisms used to create P-16 systems, and the progress that specific states have made toward achieving the ideal of "seamlessness."

Moran, C., Cooper, C. R., López, A., & Goza, B. (2009). Developing effective P-20 partnerships to benefit Chicano/Latino students and families. *Journal of Hispanic Higher Education*, 8(4), 340-356. Available at <http://journals.sagepub.com/doi/10.1177/1538192709347845>

Authors' abstract (p. 1):

To consider how interdisciplinary P-20 partnerships increase college-going rates among Chicano/Latino youth, the authors highlight evidence from the Educational Partnership Center (EPC) at the University of California, Santa Cruz, a P-20 partnership that builds academic achievement and college and career pathways. Three elements advance EPC effectiveness: collaborative governance structures sustaining shared vision, mission, and goals; innovating with data-driven decision-making; and complementary theories aligning goals from childhood through college to careers. Three studies, guided by these theories, illuminate such effectiveness.

Núñez, A. M., & Oliva, M. (2009). Organizational collaboration to promote college access: A P-20 framework. *Journal of Hispanic Higher Education*, 8(4), 322-339. Accessible at https://www.researchgate.net/publication/249631121_Organizational_Collaboration_to_Promote_College_Access_A_P-20_Framework

Authors' abstract (p. 322):

P-20 collaboration between the P-12 and higher education sectors has been increasing in recent years as a strategy to promote college access, particularly among underrepresented students. This article provides an overview of the current state of P-20 scholarships and practice in the field, offers an approach to conceptualizing the study and practice of P-20 collaboration, suggests strategies for refining research and practice in the field, and offers directions for further inquiry.

On school-business partnerships

Abowitz, K. K. (2000). Democratic communities and business/education "partnerships" in secondary education. *Urban Review*, 32(4), 313. Retrieved on June 9, 2017 from <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=e33c115c-9bc6-4e8f-b90a-ca1e4dbee7b0%40sessionmgr4008&hid=4107>

Author's abstract (p. 313):

Democratic ideals of equality, freedom, and common problem-solving help ensure that schools are governed as communities, in Dewey's sense of the term, wherein all members share in defining the purposes and processes of the group. In this paper, qualitative case study data of a **business**-public school partnership is examined in order to describe, analyze, and evaluate this partnership based upon democratic criteria established by Deweyan pragmatism. The analysis of the business/education

partnership enables educators to better understand the potential for, and inhibitors of, the kind of genuine social growth among school and corporate partners that can serve public agendas rather than private profits.

Badgett, K. (2016). School-business partnerships: Understanding business perspectives. *School Community Journal*, 26(2), 83–105. Accessible at <http://www.schoolcommunitynetwork.org/SCJ.aspx>

Author's abstract (p. 83):

School-business partnerships have been shown to enhance educational experiences for students. There has, however, been limited research demonstrating the priorities and perspectives of for-profit business leaders on those partnerships. In order to address that gap, the researcher interviewed business leaders in two different areas of Texas. After reviewing interview transcripts, the research identified seven themes that emerged in two distinct constructs. Interviewed leaders reported that relationships, communication, trust, and the future of students are important considerations within a construct of collaboration and common purpose, while return on investment, integrity, and responsibility are important within the construct of results and follow-through.

Bennet, J. V., & Thompson, H. C. (2011). Changing district priorities for school-business collaboration: Superintendent agency and capacity for institutionalization. *Educational Administration Quarterly*, 47(5), 826–868. Available at <http://journals.sagepub.com/doi/10.1177/0013161X11417125>

Authors' abstract (pp. 1–2):

Background: School district superintendents continue to favor collaborative relationships with their local business communities amid concerns over free-market competition, maintaining public legitimacy, and scarce financial resources. Prior research is inadequate regarding the development, implementation, and institutionalization of school and business collaboration, with respect to current institutional and market pressures, and the unique contributions of superintendents. **Purpose:** The purpose was to examine the superintendent's role in the development and institutionalization of school and business partnerships in a district without prior history of collaborative relationships and to assess capacity for sustainability. **Setting:** A medium-sized (12,850 students) metropolitan-area school district in the U.S. Southwest that also includes one local chamber of commerce was the setting. **Participants:** Two district superintendents (transition in leadership occurred), a chamber of commerce CEO, and 13 other school district officials and business leaders (i.e., principals, chamber members, partnership coordinator) directly involved in partnerships or providing administrative oversight participated. **Research Design:** Qualitative case study was the research design. **Data Collection and Analysis:** Data were obtained using semi-structured interviews, observations, and document analysis. A conceptual model for developing business partnerships and neo-institutionalism theory guide this qualitative analysis. **Findings:** Superintendent agency and district capacity for action (i.e., lack of professional development, departure of key roles, overdependency on myth and ceremony) both enables and constrained partnership development, implementation, and capacity for institutionalization in the context of current institutional and market pressures. **Conclusions:** This study demonstrates the complimentary usefulness of the conceptual model and neo-institutionalism theory for studying leadership of school district and business partnerships and building school and community capacity for educational change.

Ghysels, M., & Thibodeaux, K. (2006). A new approach to business partnerships. *Leadership*, 36(2), 18–21. Retrieved on June 9, 2017, from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=2e06a72b-d4b2-4033-9bd5-1448fa30cb2b%40sessionmgr101&hid=123>

Abstract (online, from <http://web.ebscohost.com/ehost/detail/detail?vid=8&sid=e5735f1a-5983-4cfc-ba52-c4e1817e2e60%40sessionmgr103&bdata=JnNpdGU9ZWwhc3QtbGl2ZQ%3d%3d#AN=EJ771712&db=eric>):

Beyond the need for many school districts to pull out of the death spiral of declining enrollment, educational leaders throughout California must foster a culture of change and accelerate creative self-renewal to provide students with an education for the world ahead. Businesses demand and expect much more from public education as the global economy has become increasingly competitive. They want public education to provide them with highly qualified employees, and they want to feel confident that their local schools can offer their employees' children a world-class education. The heat is on public education to find ways to reinvent schools so they can deliver academic excellence and meet the needs of the global economy while also providing an inclusive education for all students regardless of income, religion, race, or ability. This article discusses the need for business and education to work together on a level that goes far beyond traditional partnerships. It describes a deeper and more sustainable interdependent relationship between public schools and businesses, and suggests four steps that should be included in any partnership model: (1) building strong relationships with companies; (2) researching and aligning with a company's business plan; (3) developing education solutions for all students; and (4) implementing and managing change.

Hoff, D. (2002). School-business partnerships: It's the school's turn to raise the grade. *School Community Journal*, 12(2), 63–77. Retrieved on June 9, 2017, from <http://www.adi.org/journal/fw02/Hoff.pdf>

Author's abstract (p. 63):

This article reports on research on school-business partnerships, elucidating how such partnerships have tended to function on the fringe of educational issues, rarely tackling the more gnarly issues of genuine educational improvement. The research focuses on the causes of this phenomenon, including the goals and intention of businesses in forming partnerships, as well as the schools' role in perpetuating the non-substantive nature of these collaborations.

Pawlowski, B. (2007). Partnering with business coalitions. *Techniques: Connecting Education and Careers (J1)*, 82(8), 16–19. Retrieved on June 9, 2017, from <http://files.eric.ed.gov/fulltext/EJ779059.pdf>

Author's abstract (online, from <https://eric.ed.gov/?id=EJ779059>):

Many career and technical education (CTE) programs rely heavily on support from the business community to serve their students. However, there is very little information available on building solid business-education partnerships. Most people in the business world will say that they care about education, but how can educators find the people willing to pay education more than lip service by committing their time and resources to support schools? What do those people want to accomplish? What can they bring to the table? And how can one build sustainable partnerships that meet the needs of all parties over time—those of educators, business people and, most importantly, students? Coalition

leaders represent the interests and efforts of businesses across the country, and these stakeholders are keenly interested in working with educators to prepare young people for success in life. These coalitions are collaborative, focused on results, and able to bring the time and talents of accomplished people to bear. They are also satisfied with the results of their previous partnerships and looking for new opportunities to make an impact. CTE professionals can benefit greatly by taking the initiative to develop relationships with these supporters of education. This article takes a close look at how to build solid and sustainable partnerships with the business community that benefit schools, students, and business partners.

On school-family-community partnerships

Bryan, J., & Henry, L. (2012, October). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling & Development*, 90, 408–420. Retrieved on July 7, 2017, from https://www.researchgate.net/publication/262828672_A_Model_for_Building_School-Family-Community_Partnerships_Principles_and_Process

Authors' abstract (p. 408):

The extant literature documents the importance of school counselors' roles in school-family-community partnerships, yet no model exists to guide school counselors through the process of building partnerships. The authors propose a model to help school counselors navigate the process and principles of partnerships. They define partnerships; discuss the principles of democratic collaboration, empowerment, social justice, and strengths focus that should infuse partnerships; enumerate a partnerships process model; and discuss implications for practice and research.

Gross, J. M. S., Haines, S. J., Hill, C., Francis, G. L., Blue-Banning, M., & Turnbull, A. P. (2015). Strong school-community partnerships in inclusive schools are “part of the fabric of the school...We count on them.” *School Community Journal*, 25(2), 9–34. Accessible at <http://files.eric.ed.gov/fulltext/EJ1085646.pdf>

Authors' abstract (p. 9):

School-community partnerships play an essential role in successful schools, often providing supports and resources to meet staff, family, and student needs that go beyond what is typically available through school. Reciprocally, community partners benefit from their relationships with schools, including learning about schools' inclusive culture. To better understand strong community partnerships and what fosters their development, we conducted focus groups with community partners of five schools. The first main finding presented in this article is that these schools have a variety of partners and partnerships, but all partnerships are reciprocal in that they are mutually beneficial. The second set of findings presented include the school factors that were facilitators of successful school-community partnerships: strong school leadership, an inviting school culture, educator commitment to student success, and the ability to collaborate and communicate with community partners. The community partners in many of these schools emphasized how the culture of including all students and providing all students with an excellent education profoundly influenced how they perceived disability and how they used their new knowledge in other settings. Implications for practice and future research are discussed.

Hands, C. (2005). It's who you know *and* what you know: The process of creating partnerships between schools and communities. *School Community Journal*, 15(2), 63–84. Retrieved on June 9, 2017, from <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=2e06a72b-d4b2-4033-9bd5-1448fa30cb2b%40sessionmgr101&vid=14&hid=123>

Author's abstract (p. 63):

Based on qualitative research, this article aims to clarify the process of creating school-community partnerships. Two secondary schools with numerous partnerships were selected within a southern Ontario school board characterized by economic and cultural diversity. Drawing on the within- and cross-case analyses of documents, observations, and 25 semi-structured interviews with 2 principals, 1 office manager, 8 teachers and 19 community partners, the process of creating partnerships is discussed from educational and ecological perspectives. The findings indicated that the majority of the partnerships were teacher-initiated, and the liaison types sought were based on their determination of their students' and programs' needs. The most effective partnering strategy was to promote the benefits of liaising from the initial contact. Meetings in person and the negotiation of partnership activities created "win-win" relationships. The influence of school and community contexts on partnership development is also discussed. The principals' support created school cultures that built staff capacity and were conducive to partnerships. The nature of the community influenced the types of partners available for collaborating. Issues of partner proximity, limited time and money, and personal capacities were potential challenges to partnering, while networking facilitated the process. The article aims to assist both educators and researchers to better understand the partnership process and to enable educators to effectively establish partnerships with community members.

Willems, P., & Gonzalez-DeHass, A. (2012). School-community partnerships: Using authentic contexts to academically motivate students. *School Community Journal*, 22(2), 9–30. Retrieved on July 7, 2017, from <http://files.eric.ed.gov/fulltext/EJ1001611.pdf>

Authors' abstract (p. 9):

The opportunities school-community partnerships pose for students' learning continue to generate the attention of educational stakeholders. Children learn through a variety of social and educational contexts, and the goals for student academic success are best achieved through the cooperation and support of schools, families, and communities. The purpose of this article is to examine several instructional approaches that use diverse contexts to facilitate students' meaningful learning of academic subject matter: Authentic instruction, problem-based learning and service learning. Building upon the premise of a community of learners, school-community partnerships within each of these approaches are discussed.

Appendix A: Methodology

Purpose and Focus

REL West's *A Compilation of Research on Cross-Sector Education and Career Partnerships* highlights the historical context of education and career-focused partnerships and how they are created and sustained. It describes the measurements of quality partnerships and practices that strengthen collaborations, and it focuses on the importance of strong cross-sectoral partnerships for education programs and students' academic and career outcomes. It also examines key elements, considerations, and challenges found within education and career partnerships, including ways that data have been shared or used.

The compilation includes information requested by members of REL West's APECS Alliance. It provides tailored information to help partners strengthen current partnerships and develop new education and career cross-sector partnerships. Specifically, REL West's APECS partners wanted to know what evidence can be found in the research regarding the elements associated with building and sustaining strong education and career partnerships, particularly around data use.

APECS partners also wanted to know how the information found in the literature could be applied in developing and strengthening cross-sector data-sharing partnerships, analyzing cross-sector student success programs, and improving the capacity of current and future partnerships across Arizona.

Literature and Time Frame

To respond to APECS members' request, REL West examined the literature on cross-sector education and career collaboration, including research studies, reports, and tools on establishing and implementing cross-sector education partnerships and initiatives. The documents that REL West examined for this compilation include articles in academic journals, reports and evaluations from higher education centers, case studies, and tools that guide and evaluate education partnerships.

REL West examined literature that spans a range of 20 years of research in order to cover different types and trends of education partnerships, including education and career cross-sector partnerships; to identify measures and elements associated with partnerships; and to identify important considerations and useful tools, tips, and suggestions.

Databases and Keyword Searches

The literature review was conducted primarily online through publicly available and reliable search engines, information databases and repositories, and websites. Databases and search engines used included:

- EBSCO Host
- ERIC
- Google and Google Scholar
- Initiative websites, such as Arizona GEAR UP, Thrive Together in Phoenix, and Achieve60AZ, to access reports and information on Arizona-based examples
- SAGE Journals (journals.sagepub.com)

- Research centers, such as the Community College Research Center at Teachers College, Columbia University, to access studies and literature scans
- Researchgate.net

Keywords and phrases used to conduct online research on the literature included variations such as:

- Cross-sector education and career collaboration
- Cross-sector education partnerships
- Cross-sectoral partnerships + K-16
- Cross-sectoral partnerships + student success
- Successful cross-sector education partnerships in Arizona

Organization and Limitations

Guided by feedback from APECS partners on the content and usefulness of the findings, REL West organized information into both narrative and annotated forms. The annotated references were further arranged into categories that highlight and facilitate references to:

- types of sector partners and collaboration involved in the selected literature, such as with public-private partnerships or P-16/P-20 initiatives;
- information and resources that respond to APECS partners' interests in understanding, building, and sustaining partnerships both in a general context and specific to cross-sector collaboration.

The compilation focuses on cross-sector collaboration, though some resources that are included highlight information about forming or strengthening partnerships from literature involving cross-segmental educational partnerships or general partnerships, when relevant. Because the compilation is tailored to APECS partners' interests, it is limited in its scope and does not encompass all the literature on cross-sector education partnerships and education and career partnerships.