

CALL FOR CHAPTERS

Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices

Co-editors:

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Rationale:

In an era of educational accountability and tightening budgets, it is imperative that schools produce tangible educational student outcomes through evidence-based interventions that are time and cost effective. Rather than working in isolation to help students succeed, school-family-community partnerships between educational leaders, families, and key community stakeholders have the potential to maximize schools' effectiveness in achieving their missions. Recognizing the need for a comprehensive text that includes recommendations for establishing and nurturing effective K-12 partnerships, we are creating this edited book.

Purpose:

Partnerships between families and communities, and school based educational leaders (e.g., teachers, school counselors, and administrators) that help Black students prosper are frequently underappreciated and overlooked. Moreover, when examining these partnerships, the voices of the people 'on the ground' who operate outside of the academy in these communities are often silenced. The marginalization of these individuals and the roles they play in these educational partnerships reinforces an elitist approach to educational partnerships that alienates potential allies. We believe it is critical to hear these voices and to appreciate how their emic perspective offers unique insights to educational partnerships with Black educational leaders in ways that engender excellence among Black students.

Thus, this edited book will consist of writings from Black community stakeholders (e.g., activists, agencies, foundations, etc.), academicians, school counselors, teachers, administrators and other educators who work with Black students in urban, suburban and rural educational settings. This text will include research-based (e.g., quantitative, qualitative, mixed-methods) chapters that detail collaboration between teachers, counselors and administrators and community stakeholders that contribute to positive outcomes for Black students. By publishing the works of this diverse cadre of Black intellectuals, the editors seek to learn tangible strategies for successful partnerships that nurture Black students in urban, suburban and rural educational settings.

This text was conceived, in part, to center the voices of Black educational leaders **AND** an array of community stakeholders as they articulate first-hand accounts of effective strategies for effective school-community partnerships. By relying on the narratives and suggestions of exemplary Black educational leaders and community stakeholders, the editors are making a concerted effort to counter the pervasive negative stereotypes about

Blacks being either unwilling or incapable of supporting the educational success of Black K-12 students. We are seeking to highlight promising partnerships, and to illuminate Black voices who are doing the work. Because these are our primary objectives, chapters must include contributions from people working directly in the communities where these schools and students exist and learn.

Recommended Chapter Topics:

- Research studies (e.g., qualitative, quantitative, mix designs) that explore how partnerships between K-12 schools, universities, and community stakeholders increase academic outcomes:
 - How were the partnerships coordinated/organized and sustained
 - What types of educational programs/interventions were created
 - Why were the partnerships' goals deemed appropriate
 - How were barriers to success addressed
- Research studies (e.g., qualitative, quantitative, mixed methods designs) that detail the types of positive outcomes that were achieved as a result of these partnerships:
 - Increase in student activism interest/participation
 - Improved social-emotional well-being
 - Increase in successful academic promotions
 - Increase in college and career readiness

Chapter proposals (1-3 pages) should be emailed to Ahmad R. Washington (arwash04@louisville.edu; arwashington1@gmail.com) no later than February 1, 2016.

Decisions about invitations to submit full chapters will be made by February 15, 2016.

Proposals should include the following information:

- Contact information for all proposed authors
- Objective of the study
- Rationale as to how the proposed chapter contributes to the book
- Contribution of this work to support Black students in K-12 settings

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