CADRE Learning Series
Partnerships in Research
Panelist Slides, Resources, and Advice
for Developing and Maintaining Research Partnerships

Part 1

This list of resources and advice was compiled from the CADRE Learning Series webinar on March 7 and is organized by panelist in presentation order.

View a recording of the March 7 webinar.

Introduction
Slides | Introduction by Ilana Horn, Vanderbilt University

Emily Weiss, University of California, Berkeley
Slides | Improving Practice Together
Learn more about Emily's DRK-12 work: cadrek12.org/users/emily-weiss

Partnership Advice
The context in which a partnership is established is likely to change, and projects will need to be ready to learn how to adapt in a flexible manner that sustains the value of the work in a changed or changing context.
- It is not uncommon for school district leadership to change, and for there to be an associated change in district priorities.
- For our project, like many others working with schools, the pandemic forced a re-evaluation of teacher and leader needs, what could be done in terms of data collection and professional learning and which aspects of the work might be most valued.
- It is important to be nimble and willing to redefine overall project goals and refocus activities.

Remember, partnerships involve humans, and people are complicated. We're also working with people who exist in a context different from our own–different pressures, priorities, needs, concerns, and timelines.

A great resource for supporting partnership work and managing power dynamics is the Partnerships for Impact workbook: https://www.agu.org/-/media/Files/CommunityScience/Resource-Library/Partnerships-Science-Outreach-to-Diverse-Communities.pdf

William McHenry, Jackson State University
Slides | STEM Stars: A School/University Partnership
Learn more about William's DRK-12 work: https://cadrek12.org/users/william-mchenry | Project website: mystemstars.com

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Partnership Advice
(Source: [10 Ways to Create Effective Community Partnerships](#))

- Establish a personal connection
- Be honest
- Show up
- Schedule regular check-ins
- Take time to grow relationships
- Practice the power of the pause
- Consciously uncouple
- Offer incentives to people with lived experience who share their story
- Prepare to have some uncomfortable conversations
- Craft community agreements

Angelina Castagno, Northern Arizona University

[Slides](#) | DINÉ (Diné Institute for Navajo Nation Educators)
Learn more about Angelina's DRK-12 work: [cadrek12.org/users/angelina-castagno](#) | Educator-authored curriculum units: [in.nau.edu/ine/curricula-resources/](#)

Partnership Advice

- Partnerships are never neutral
  - Partnerships can't be acontextual or ahistorical. Context and history always matter.
  - Partnerships usually benefit White institutions (including White people who make up the majority of those institutions). So an intentional disruption of this pattern is necessary.
  - Partnerships are often understood as a benevolent act, extended from the more dominant, to the more marginalized. We need to work against generations of settler-colonial actions and patterns of operating.

Lani Horn, Vanderbilt University

[Slides](#) | From Friendship to Partnership in Educational Research
Learn more about Lani's DRK-12 work: [cadrek12.org/users/ilana-horn](#)

Partnership Advice

- Especially when you are working with systems, understand the locus of the partnership and where changes are possible.
- Start with a shared problem and work together to address it.
- Partnerships take trust, mutual care, mutual investment in shared problems.

Part 2

This list of resources and recommendations was compiled from the [CADRE Learning Series webinar](#) on March 28, 2023.

Resources
- 5 Whys protocol: https://miro.com/blog/5-whys/
- Ishimaru, A.M. (2020). Just Schools: Building Equitable Collaborations with Families and Communities.
- "Problem with Problems" by Equity Meets Design: https://medium.com/@equityXdesign/racism-and-inequity-are-products-of-design-they-can-be-redesigned-12188363cc6a
- Research and Practice Partnerships, teacher leadership development, research, and evaluation tools: https://ipt.lawrencehallofscience.org/ (site still under development)
- Tending to power dynamics between partners: https://www.agu.org/-/media/Files/CommunityScience/Resource-Library/Partnerships-Science-Outreach-to-Diverse-Communities.pdf

Discussion
How do we build relationships in a new place, being mindful of dynamics of power and race?
- Be explicit and intentional about values and goals, and what a partnership means.
- Offer free work to build relationships.
- Learn about the local context/history/relationships.
- Create a one-pager of ideas to start conversations.
- Leverage existing structures/groups/etc., to serve as brokers.
- Consider multiple roles/hats within communities.
- Name joint values/commitments (e.g., equity, sustainability).
- Be aware of access to resources of various partners.
- Build sustainability into partnerships.
- Involve partners in writing, publishing, and presenting.

How do you think about site selection?
- Establish relationships and look for common goals.
- Create vertical relationship-building within a school district to reduce turnover.
- Consider sustainability and be aware of who will help and hinder the work.

How do we get started/building a relationship in a partnership?
- Acknowledge power dynamics.
- Identify who you want to do the work with.
- Choose partners carefully.
- Spend time in classrooms to build relationships.
- Listen carefully to needs and prioritize.
- Find a problem of mutual interest.

How do you maintain relationships?
- Build in a relationship-building year.
- Work vertically within a district to build relationships with multiple teachers and teacher leaders.
- Hire a consultant or external evaluator to monitor the power dynamics.

How/to what degree do you engage teachers in the design process for a grant?
- Try to build relationships before writing the proposal.
- Talk to colleagues about districts they have had success with.
- Attend staff meetings to talk to teachers with the help of a district admin or an existing site.

How do we center on competing demands?
- Buy teacher time.
- Get admin buy-in for work with teachers.
- Create structures that give teachers more think-time.
- Consider the impact of taking away personal time.
- Utilize subs, budget for extra stipends, and plan regular times.
- Seek to lessen burden on teachers as much as possible.

How do we bring on doctoral students/post-docs/staff, and especially building a team that is representative of the community we are working with?
- Advocate for admissions criteria/values/processes that promote equity and build strong partnerships.
- Create spaces and networks that support students to thrive.
- Be prepared for trauma and historical harm to emerge.
- Engage in emotional and relational work.

How do we center youth voices?
- Involve youth directly or indirectly through families/classrooms.
- Utilize intergenerational settings to engage younger youth.
- Leverage existing structures such as schools/after school programs.
- Develop capacity for youth leadership.
- Recognize and value youth ideas/knowledge/experiences.
- Design projects to center youth voices.
- Read materials together with youth.
- Co-author and co-present with youth.