

## MUSEUM & COMMUNITY PARTNERSHIPS

# Collaboration Guide

*For museums working with community youth-serving organizations*

By Catherine McCarthy and Brad Herring



 **EXPLORE  
SCIENCE**

PLANNING MATERIAL



The Nanoscale Informal Science Education Network (NISE Net) is a national community of researchers and informal science educators dedicated to fostering public awareness, engagement, and understanding of nanoscale science, engineering, and technology.

This report was based on work supported by the National Science Foundation under Award Number 0940143. Any opinions, findings, and conclusions or recommendations expressed in this report are those of the authors and do not necessarily reflect the views of the Foundation.

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By Catherine McCarthy and Brad Herring on behalf of the Science Museum of Minnesota for the Nanoscale Informal Science Education Network (NISE Net).  
[www.nisenet.org](http://nisenet.org)

Suggested citation: McCarthy, C. and Herring, B. (2015). *Collaboration guide for museums working with community youth-serving organizations*. Retrieved from:  
<http://nisenet.org>

Design and layout: Emily Maletz

#### PHOTO CREDITS:

Tierney Farrell (*cover, pages 3, 8, 12 left, 24*)  
Location: Marbles Kids Museum, Raleigh, NC

Kyle Gronostajski (*pages 5 right, 9 left*)  
Location: Philadelphia Science Festival, Philadelphia, PA

Chris Guerra (*page 13*)

Brad Herring (*pages 4, 5 left, 7, 10, 11, 13 bottom, 15, 16 right, 18*)

Gary Hodges (*pages 9 right, 16 left, 17 right*)  
Location: Sciencenter, Ithaca, NY

Gary Hodges (*page 12 right*)  
Location: Milton J. Rubenstein Museum of Science & Technology, Syracuse, NY

Emily Maletz (*page 17 left*)  
Location: Museum of Science and History, Jacksonville, FL



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# Introduction

## NISE Network

The Nanoscale Informal Science Education Network (NISE Net) is a national community of researchers and informal science educators dedicated to fostering public awareness, engagement, and understanding of nanoscale science, engineering, and technology (“nano”). The goals of NISE Net are to create a national community of partners to engage the public in nano, to develop and distribute educational experiences that raise public awareness and understanding of nano, and to generate knowledge about public and professional learning through evaluation and research.

NISE Net includes over 500 museums, universities, and other organizations. The Network is organized into regions, each with a regional hub leader that serves as primary point of contact and provides advice, encouragement, and support to partners. Network partners work together to engage the public in new topics related to science, engineering, and technology. Collectively, our efforts give the Network broad reach to diverse public audiences across the United States.

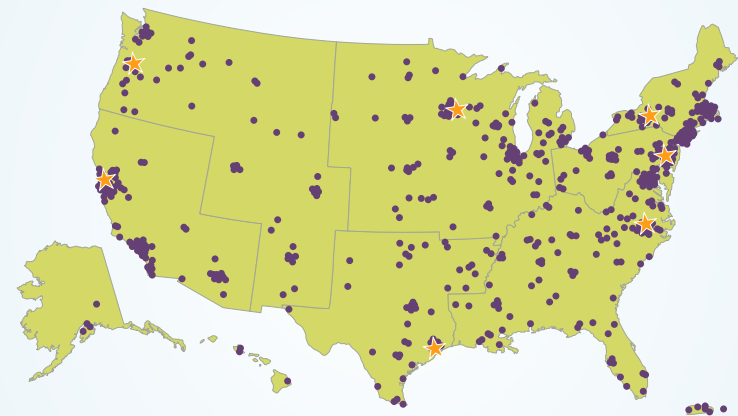
## About this Guide

This guide offers an introduction to collaborations between museums and youth-serving community organizations. While this guide is designed specifically for museums and community organizations, much of the content contained in this document can be applied to all kinds and levels of partnerships. This guide includes an overview of why to collaborate, levels of partnerships, how to start a partnership, and a variety of resources to sustain and deepen your collaborative relationships.

Sprinkled throughout this document is advice from experienced collaborators as well as examples of different ways museums and community organizations are collaborating to increase access for underserved audiences, improve STEM equity, increase school readiness, support family learning, and engage different audiences.

## 555 ORGANIZATIONS

regularly participate in Network activities



**322**  
museums

**192**  
universities

**41**  
industry,  
other

★ Regional hub



# Why Collaborate

## *Why collaborate? To achieve something you can't do on your own!*

Collaboration occurs when organizations and individuals make a commitment to work together and contribute resources and expertise to achieve a common, long-term goal.

There are a many reasons to collaborate, but they can be boiled down to just a few:

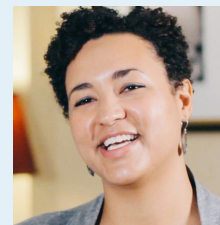
1. To share resources, expertise, and connections
2. To build upon existing strengths
3. To reach new audiences

Communities face a variety of challenging and complex problems that can be addressed through collaborative public, private, and nonprofit partnerships. Many of these challenges simply cannot be addressed effectively by one organization acting alone, and require the diverse resources and expertise of government agencies, community-based organizations, state and national organizations, businesses, schools, and individuals. When surveying case studies of local communities who have successfully addressed complex problems, collaborative strategic partnerships are almost always a key ingredient in these success stories. Partnerships can ultimately improve the health and welfare of children, families, and communities.

*“Community organizations and museums have a common interest, they both want to make their cities a better place. Science is an essential part of that.”*



- Jayatri Das, Chief Bioscientist, The Franklin Institute, Philadelphia, PA



*“Science centers have a wealth of experience of teaching STEM in hands-on and inquiry-based ways, approaches that really resonate with the afterschool field. And when you combine this with afterschool's focus on youth development, that's a very powerful combination.”*

- Melissa Ballard, STEM Manager, The Afterschool Alliance, Washington, D.C.

In recent years, much attention has been focused on the value of strategically creating a web of interconnected services that create a collective impact within a community. This collective impact approach relies upon the ability of organizations to form and sustain collaborative relationships creating an ecosystem of services and opportunities within a community. Museums have a role to play in conceiving and implementing the programs that address community needs and enrich the lives of community members.

*“Partnerships are critical. You just can't do it all yourself. We are very clear about that here at the museum.”*



- Nora Thompson, Director of Education and Community Enrichment, Port Discovery Children's Museum, Baltimore, MD



*“It's about the spark, it's about a desire to want to help young people become science ready, it's about helping young people gain workforce skills, it's about helping young people to be the best that they can possibly be. That's why collaboration is important.”*

- Dorothy McCargo Freeman, Associate Dean and State 4-H Director, University of Minnesota Extension Center for Youth Development, Saint Paul, MN



#### COLLABORATION STORY:

In Seattle, Washington, The Pacific Northwest Girls Collaborative Project needed a place to host a professional development workshop for educators while the Museum of Flight was opening a new exhibit and trying to entice educators to visit.

*“Everyone had a need and everyone had some resources to offer. We had educators, the museum had space, and the collaboration met everybody's goals. And our partnership is still thriving!”*

- Karen Peterson, Chief Executive Officer, National Girls Collaborative Project, Seattle, WA

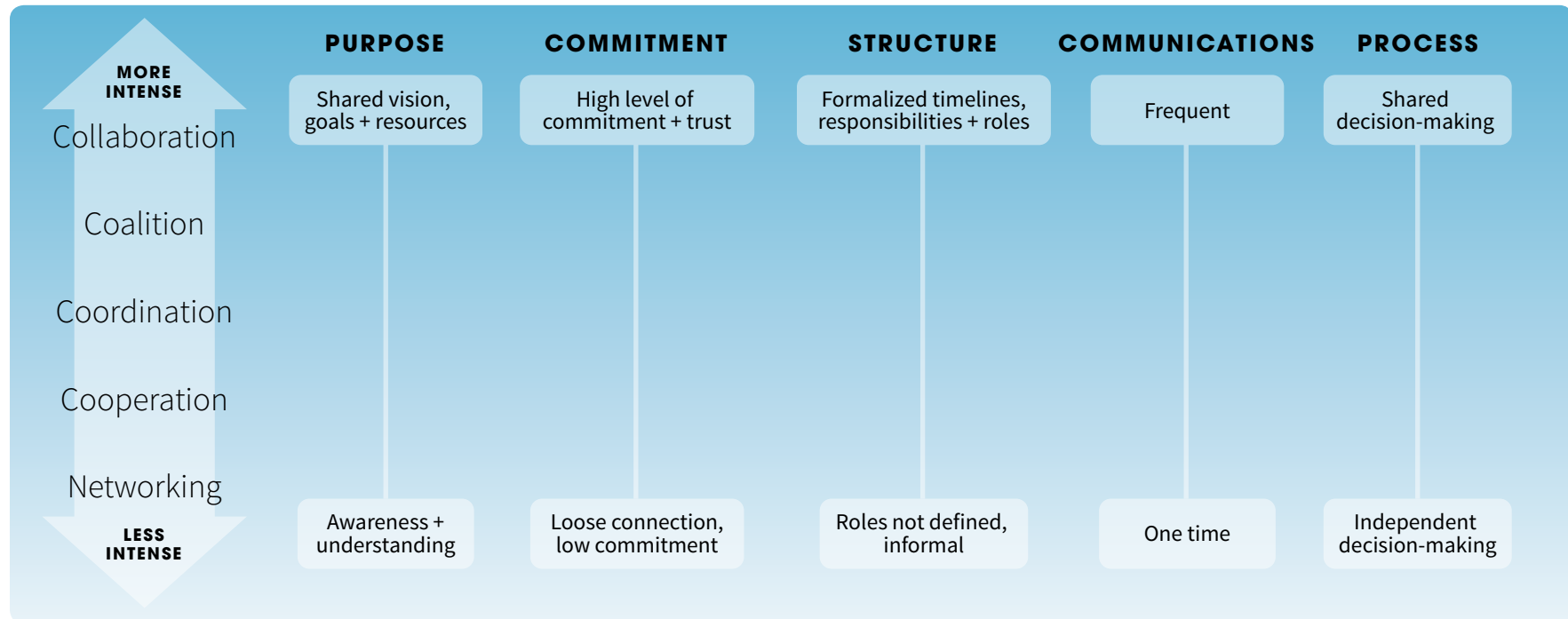
# Levels of Partnerships

## Continuum

There are many ways to think about and categorize organizational partnerships. It is useful to view partnerships as a continuum of possibilities, with increasing levels of partnership ranging from informal networking all the way up to a more intensive collaboration at the top.

The intensity of a partnership and interdependence of a relationship between two organizations will typically vary over time and with different projects. It is important to determine what level of partnership works best for your specific situation. Different types of situations are appropriate for various situations with different partners. Take things slowly and let the relationship evolve.

## PARTNERSHIP CONTINUUM AND CHARACTERISTICS



# Key Characteristics of Successful Partnerships

## Planning for success

Building a successful collaboration requires commitment, planning and foresight. The following is a summary of key characteristics of successful partnerships.

### **Be patient! Collaboration takes time.**

- Start small; developing a relationship and building trust takes time
- Communicating takes time: your organizations have different cultures and terminology
- Always keep the long-term relationship in mind while working on shorter-term projects
- Start early; your partner's schedule will vary from your own, so be sure to include enough lead time so that you both can be prepared for the work of the collaboration

### **Be clear about your goals and expectations. Discuss:**

- What: Decide on your common goals; be sure your partnership is mutually beneficial
- How: Agree upon activities to meet your shared goals and missions
- Who: Clarify your roles and responsibilities for all project activities
- Where: Decide upon the locations of activities
- When: Agree upon a timeline and key dates, and check in regularly



*“The key strategies to maintaining successful collaborations are very simple: effective and clear communication, and development of shared goals. A true partnership recognizes, appreciates, and respects the individual goals of the organizations as well as then commits to building a shared view of the future together.”*

*- Tina Shah, Sr. Director, STEM and Education Foundations, Boys & Girls Clubs of America, Atlanta, GA*

## **COLLABORATION STORY:**

In Houston, Texas, the Children's Museum of Houston has partnered with the Greater Houston YMCA to develop A'STEAM (Afterschool Science, Technology, Engineering, Arts, and Mathematics,) a kit-based afterschool program designed to give children opportunities to build levels of scientific and mathematical literacy through hands-on investigations and challenges.

*“During a focus group with students, a girl said, ‘I love the science we do here; we actually get to do science. At school the only science we ever do is on paper.’”*

*- Keith Ostfeld, Director of Educational Technology and Exhibit Development, Children's Museum of Houston, Houston, TX*



**Get to know each other. Each partner has a lot to learn and a lot to offer.**

- Familiarize yourself with your partner organization through websites, newsletters, events, and other opportunities
- The more you understand about each other's purpose, activities, audiences, and culture, the easier your partnership will be
- Individuals come to a partnership with different strengths and experiences; every group needs dreamers, developers, and doers

**Communication is critical!**

- Strive to achieve a flexible, trusting atmosphere; be open and honest while still being tactful and supportive
- Things may not always go smoothly, so don't hesitate to pick up the phone and have an honest conversation to work things out
- Involve more than one contact person at each organization at different levels to ensure a deeper relationship that can survive changing circumstances and turnover

**Stay focused on your goals. And don't forget to celebrate your successes!**

- Reflect on the original goals of your partnership and project, and consider how you want to improve, change course, or evolve the relationship
- As you work together, keep your long-term relationship in mind; by leveraging your combined resources and strengths, you can each do much more for your community

**COLLABORATION STORY:**

In Baltimore, Maryland, The Port Discovery Children's Museum partnered with the Maryland Out of School Time Network and various local libraries to design STEM-related activities that are exciting, fun, unique, and something that these libraries haven't had the opportunity to do.

*"Two things that are really important to collaboration are meeting each other's needs and constant communication. Our partners liked our programs so much they've already scheduled us for next summer!"*

- Sarah Zimmerman, Science Educator,  
Port Discovery Children's Museum, Baltimore, MD

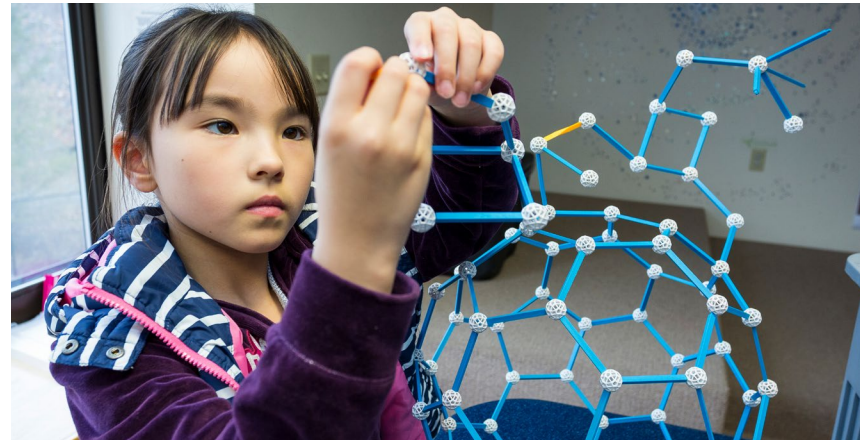
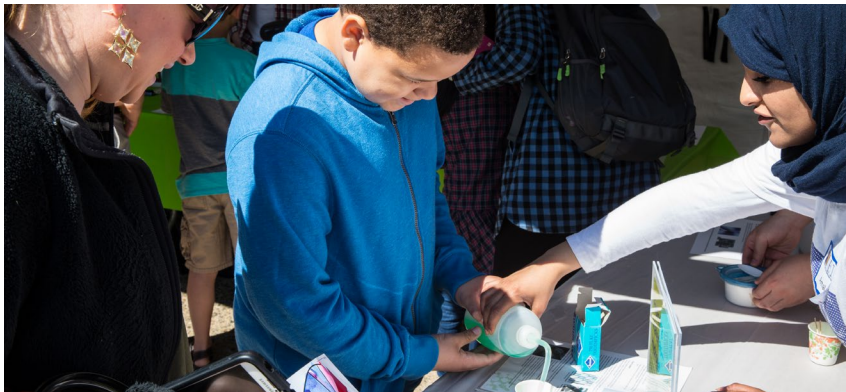


#### COLLABORATION STORY:

In Philadelphia, Pennsylvania, The Franklin Institute has developed a partnership with the housing and economic development department at Esperanza to bring the wonder of science to the Latino community in North Philadelphia.

*“The organization was an umbrella for the community. There were a lot of different services and connections within that one organization to others in the community. Through that first connection, we were really able to come in through a trusted partner and start talking to many other diverse partners in that same neighborhood.”*

*- Jayatri Das, Chief Bioscientist, The Franklin Institute, Philadelphia, PA*



#### COLLABORATION STORY:

In Ithaca, New York, the Sciencenter has collaborated with many local Parent Teacher Associations (PTAs) to host family science nights at schools located in the surrounding region.

*“The museum provided a range of hands-on activities, a few staff, and some volunteers. The PTAs arranged the use of the school facilities, publicity for the event, and additional volunteers. This program takes place in a family learning environment and reaches many children and caregivers who may otherwise not visit the museum.”*

*- Michelle Kortenaar, Director of Education, Sciencenter, Ithaca, NY*

# Beginning a Partnership

## *Determine need for a partnership*

Before jumping into a new collaboration, first determine what level of partnership is appropriate for your situation. Collaborations take significant work and effort, so consider carefully if this is something you want to initiate. You will want to think about your own organization's capacity and other organizations in your community. Some questions to ask yourself:

- What collective benefits could be gained from this collaboration?
- What resources does my organization offer?
- Is this something my organization can achieve on its own?
- What does my organization need to stay engaged short-term?
- What does my organization need to stay engaged long-term?
- Does my organization have the capacity to sustain a collaboration?

## *Identifying potential partners*

Now that you know you want to form a partnership, explore possibilities in your community:

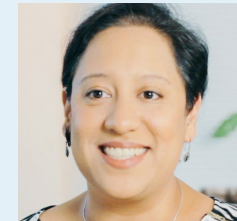
- Develop a list of the resources and expertise you seek.
- Talk with stakeholders inside and outside of your organization about possible partners.
- Network to find other organizations that you might want to partner with.



*“One of the things that we do is find that shared goal, or that spark, the thing that an organization really cares about. I find that that's the best way to engage with community partners and to let them know that you really want to work with them. You care about what they're doing.”*

- Karen Peterson, Chief Executive Officer,  
National Girls Collaborative Project, Seattle, WA

*“Often we think about community engagement as doing something first. But to really be involved with your community, the first thing you have to do is listen.”*



- Laura Huerta Migus, Executive Director,  
Association of Children's Museums, Washington, DC

Ask yourselves:

- Is someone else already doing something similar in our community?
- What organizations in our community have the resources or skills we lack?
- Is there a local chapter of a national organization we'd like to partner with?
- How can a possible partner help us expand to a new or underserved audience?

#### COLLABORATION STORY:

In Durham, North Carolina, The Museum of Life and Science has partnered with 19 different community organizations to create Ignite Learning, a subsidized membership program that allows low-income families broader access to interactive science learning opportunities and museum programs they otherwise would not be able to afford.

*"This \$5 membership serves nearly 500 families in our community and continues to grow each year. We are glad to offer resource to members of our community and feel lucky to work alongside such great community partners."*

*- Janet Hoshour, Senior Director of Membership and Guest Experience,  
Museum of Life and Science, Durham, NC*

#### COLLABORATION STORY:

In Pierre, South Dakota, the South Dakota Discovery Center partnered with local afterschool programs and their statewide afterschool network to bring about 900 kids and families to the science center for a whole afternoon of fun Halloween-themed science activities.

*"It might start as just one event, but that can really get conversations going and help to get partners thinking about how they can do more in the future."*

*- Melissa Ballard, STEM Manager,  
The Afterschool Alliance, Washington, D.C.*

*"I'm interested in relationships. I'm interested in knowing people's names, who they are, what they are interested in, and what makes them feel comfortable."*



*- Joanne Jones Rizzi, Director of Community Engagement,  
Science Museum of Minnesota, Saint Paul, MN*



### COLLABORATION STORY:

In Rockford, Illinois, the Discover Center Museum has partnered with Head Start to deliver hands-on science programming to preschool students in every Head Start classroom in Rockford, followed by a field trip to the Discovery Center.

*“This yearly teacher workshop conducted by Discovery Center educators helps Head Start staff learn how to integrate more hands-on math and science activities into their classrooms and culminates with two family nights at the museum for Head Start families.”*

*- Mike Rathbun, Associate Director, Discovery Center Museum, Rockford, IL*



### COLLABORATION STORY:

In Syracuse, New York, the Milton J. Rubenstein Museum of Science & Technology (MOST) has collaborated with the Onondaga County Public Library to provide science-related programming at 32 libraries in Onondaga County. MOST also collaborates with Girl Scouts in their community by providing overnights at the museum with workshops designed to satisfy badge requirements.

*“The museum and community partnerships with local libraries and Girl Scouts are only two examples of ways the MOST is reaching underserved and underrepresented audiences in their community.”*

*- Betty Jones, Science Educator,  
Milton J. Rubenstein Museum of Science & Technology, Syracuse, NY*

## Initiating a partnership

If you've decided to move forward, start talking informally with your potential partner and explore how well you "fit" together. Some topics to discuss early on:

- What are the benefits to each of us?
- What are the benefits to our community?
- What skills and resources do we each bring to the partnership?
- Do we have a shared vision and set of goals?
- Is there a commitment from each organization to support a partnership?

Get to know one another. Learn about each other's organizations and make sure you take time to visit each other in person and meet other staff. It is a sign of good will and commitment to have meetings at each partner's location, so be sure neither partner is hosting all the meetings, unless for some reason this is most convenient for your partnership.

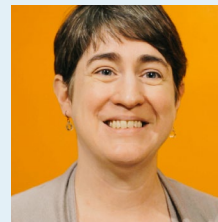
Then move on to talking together more concretely:

- Do we have a clear purpose?
- Are our roles and responsibilities clearly defined?
- How will we communicate and make decisions together?
- How will we gather data and feedback on our progress?
- How compatible are we? How will we resolve problems that may arise?
- What structures and timelines do we need to set in place?



*"We always start with the question, 'How is this really changing or helping the people that we're ultimately looking to serve?' If you can come backwards from that, find out what the community wants and then what you have, then I think you can find better collaboration ideas."*

- Chris Guerra, Project Specialist,  
Arizona State Library, Archives and Public Records, Phoenix, AZ



*"Start local. Who's around your corner? Who's right in your neighborhood? Who's somebody that is a logical connection for you to make, that you haven't made before? Reach out to those folks right there in your community."*

- Ellie Mitchell, Director, Maryland Out of School Time Network, Baltimore, MD

# Written Agreements

## *When to formalize your partnership*

Early on, most partnerships tend to be informal and do not have written agreements. As your relationship intensifies, having a more formal written document is a good idea when you have a well-defined joint project or ongoing activities. The document can be used to capture your mutual understandings, and a written agreement is a good way to provide clarity about expectations and understandings; in the long run, this helps avoid confusion and misunderstandings. Often just the process of writing the agreement together can be an extremely useful exercise.

Having a written agreement is especially important if:

- The partnership is vital to reaching your goals
- Money or resources are being shared or exchanged
- Clarifying intellectual property created during the project will be necessary

Some ideas for things you may want to include in a written document include:

- General statement of intent to collaborate
- Contact information for both organizations
- Scope of project
  - What: Decide on your common goals; be sure your partnership is mutually beneficial

- How: Agree upon activities to meet your shared goals and missions
- Who: Clarify your roles and responsibilities for all project activities
- Where: Decide upon the locations of activities
- When: Agree upon a timeline and key dates, and check in regularly

- General statement about feedback and measuring progress

## *Contracts and memorandums of understanding*

The greatest difference between a contract and a memorandum of understanding (MOU) is that a contract is a legal document that is enforceable in court, whereas an MOU is not a legal document and is not enforceable in court. The purpose of an MOU is typically to help organizations record their intent to work together, to clarify their relationship, and keep track of what they've agreed to. In comparison to a contract, MOUs tend to be shorter and simpler with more easily understandable language. Legal experts recommend using a contract when money or intellectual property is involved.

## *Sample MOU*

A Memorandum of Understanding (MOU) sample template is included in the appendix.

# Sustaining Your Collaboration

Long-term collaborations must be adaptive and flexible so they can respond to the changing needs and capacity of its partners. To sustain your relationship you will need honest communication, opportunities for feedback, and to be prepared to handle staff turnover.

## Communication

To sustain your collaboration you will need effective ongoing communication at different organizational levels. Open and honest communication is key to developing trust and being able to work through the bumps in the road that will inevitably arise. Some experts advise having regular check-ins so that it is easier to resolve problems while they are small. Ongoing meetings allow you to ask each other about what's working and what's not working in a safe space. But if something is not working, don't wait too long before communicating.

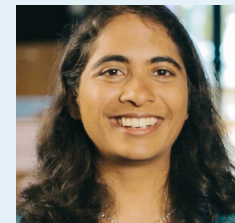
## Feedback and evaluation

If you intend to sustain your collaboration over a long period of time, you will want to have some feedback mechanisms that allow you to evaluate your success at meeting your objectives. Evaluation may include documenting activities and outputs, examining the implementation of the activities, and measuring progress toward benchmarks and goals. Evaluation results will help you determine your progress in meeting your goals and may also be used to leverage future funding and partnerships.



*"It's continuous program improvement, reflection, and conversation. What worked for you, what didn't work for you, what can we do better next time, how were we as a partner? Having those honest conversations, and then working together collaboratively on future design, is the way to keep relationships going."*

- Ellie Mitchell, Director, Maryland Out of School Time Network, Baltimore, MD



*"To make a collaboration successful you have to partner with an organization at all levels. Talk to the leaders of the organization to make sure you have the buy-in at the broad level. And then talk to the people who are actually working day to day in their community to make sure that they understand why the science is important."*

- Jayatri Das, Chief Bioscientist, The Franklin Institute, Philadelphia, PA



## Staff turnover

Changes in leadership and staff can be a major barrier to long-term collaboration. To sustain collaboration over the long-term, participation at different levels in your organization is essential for the collaboration's ability to survive the inevitable changes in personnel. It is essential that personnel at several levels within your organization value and involve themselves in interactions with your partner organization. Something to remember during the orientation process for new personnel is to include time to discuss existing organizational collaborations so that new personnel have some background about the history and purpose of the collaborations and its value to the organization. Having a written MOU is particularly helpful for new personnel.



*"I often say community engagement is the work of the whole museum. It should not be relegated to one group of people who have the word 'community' in their title."*

- Joanne Jones Rizzi, Director of Community Engagement,  
Science Museum of Minnesota, Saint Paul, MN

## COLLABORATION STORY:

In Rochester, New York, the Rochester Museum & Science Center has partnered with both the Boy Scouts and Girl Scouts to deliver special STEM programming designed specifically to satisfy badge requirements.

*"Several of our staff have become active members in their organizations and as a result we believe it's helped deepen our relationship and made us better partners to design programs to meet our partners' needs."*

- Joelle Adolfi, Associate Director of Youth and Family Programs,  
Rochester Museum and Science Center, Rochester, NY

### COLLABORATION STORY:

In Des Moines, Iowa, the Science Center of Iowa partnered with their local public libraries to develop the “Our Small World” Nanoscience outreach program that aligned with the theme of One World, Many Stories. The audience consisted of more than 300 participants in the summer library reading program.

*“Audiences were introduced to the concept of thinking about the world around us at smaller and smaller scales. We began with large, easily seen objects, and progressed to smaller and smaller scales, until eventually reaching the nanoscale.”*

*- Joe Schwanebeck, Science Educator, Science Center of Iowa, Des Moines, IA*



### COLLABORATION STORY:

In Portland, Oregon, the Oregon Museum of Science and Industry (OMSI) and the Chicas Youth Development Program are implementing an ambitious project called Designing Our World, which focuses on STEM equity and addressing the need for more girls to pursue engineering careers.

*“OMSI and Chicas are collaborating to create these programs, providing opportunities for teams and staff to meet and share ideas and perspectives that can enrich the experience of participants. Meetings are happening both at MSI and Adelante Mujeres (home to the Chicas program) to provide the opportunity of getting to know both the organizations and the communities.”*

*- Verónica Núñez, Senior Bilingual Exhibit Developer, Oregon Museum of Science and Industry, Portland, OR*

# Barriers to Success

## *Barriers to success*

Barriers to a successful collaboration typically stem from the following common themes:

- Lack of time and capacity to sustain the relationship
- Lack of clear purpose or common vision
- Lack of understanding roles or responsibilities among all individuals
- Lack of commitment or buy-in by key individuals
- Major differences in philosophies and styles of working
- Unacceptable balance of power and control among partners
- Staff turnover
- Failure to communicate
- Lack of feedback
- Failure to respond to feedback and evaluation
- Financial input and time commitments outweigh potential benefits

## *Ending a collaboration*

The goal of collaboration is to achieve more than individual organizations can achieve on their own. If the partnership is not working well, be prepared to make changes to the relationship to achieve your mutual goals. Examples of when it may make sense to end a collaboration include:

- When a project is completed and there is no longer a need for a collaboration

- Funding or support for your joint endeavor concludes
- There are significant changes to one of your organizations (changes in leadership, mission, capacity, funding, staffing, etc.) that no longer make the collaboration possible
- The partnership is more work than one organization has the capacity to give
- Things are just “not working out” despite attempts to modify the relationship

The end of a collaboration does not need be the end of your organizations’ mutual relationship. The ebb and flow of your relationship is a natural process responding to internal and external situations. Feel free to restructure your relationship to a less-intense partnership level (such as a coalition, coordination, or cooperation) if that is more appropriate for your situation. Do not think of this restructuring of the relationship as a failure; instead look at this as restructuring of the relationship to a more appropriate level for your current needs, capacity, and goals at this time.



*“You always have to be open about what is working, what is not working, why it didn't work, and why is it successful. Communication is the key to making a good partnership work.”*

*- Dorothy McCargo Freeman, Associate Dean and State 4-H Director, University of Minnesota Extension Center for Youth Development, Saint Paul, MN*

# Annotated Bibliography

## COLLABORATIONS—GENERAL

### **Collaboration Toolkit**

Author: Center for Nonprofit Excellence (2012).  
*Collaborative tools and resources including a toolkit.*  
*Free online resources:*  
<http://thecne.org/building-collaborative-relationships>  
<http://thecne.org/collaboration>

### **Partnerships: Frameworks for Working Together Strengthening Nonprofits: A Capacity Builder's Resource Library**

Author: Compassion Capital Fund (CCF) with assistance from Mark Publow; updated by the National Resource Center for DHHS (2010).  
*This guidebook is designed for any organization or coalition of organizations that want to know more about establishing and managing partnerships.*  
*Free online resources:*  
<http://strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>

### **Building Effective Community Partnerships: Systems Improvement Training and Technical Assistance Project (SITTAP)**

Author: Institute for Educational Leadership for the US Department of Justice (2002), 35 pages.  
*This toolkit is designed to provide ideas and links to other resources that will increase the capacity of demonstration projects engaged in systemic reform efforts to bring together organizations and individuals, develop shared goals, and implement strategies to achieve them.*  
*Free online resources:*  
[http://www.ccitoolsforfeds.org/doc/building\\_effective\\_community\\_partnerships.pdf](http://www.ccitoolsforfeds.org/doc/building_effective_community_partnerships.pdf)

### **Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships**

Authors: Rinehart, Tammy A., Laszlo, Anna T., and Briscoe, Gwen O. (2001),  
Washington, DC: U.S. Department of Justice, Office of Community Oriented Policing Services.  
*Guide to collaboration related to community policing in collaboration with schools and community organizations.*  
*Free online resources:*  
[http://www.cops.usdoj.gov/html/cd\\_rom/collaboration\\_toolkit/pubs/collaborationtoolkit.pdf](http://www.cops.usdoj.gov/html/cd_rom/collaboration_toolkit/pubs/collaborationtoolkit.pdf)

### **Learning to Make Choices for the Future: Connecting Public Lands, Schools, and Communities through Place-based Learning and Civic Engagement**

Delia Clark (2012) The Center for Place-based Learning and Community Engagement.  
*This manual was originally conceived through the work of the Forest For Every Classroom project and includes information on building and sustaining strong community partnerships.*  
*Free online resources:*  
[http://www.promiseofplace.org/assets/files/PBE\\_Manual\\_2012.pdf](http://www.promiseofplace.org/assets/files/PBE_Manual_2012.pdf)

### **Community Tool Box website**

Author: Work Group for Community Health and Development at the University of Kansas (accessed 2015).  
*The Community Tool Box is a free online resource for those working to build healthier communities and bring about social change by connecting people, ideas, and resources.*  
*Free online resources:*  
<http://ctb.ku.edu/en/overview>

## COLLABORATIONS AND COLLECTIVE IMPACT

### **The Big Picture Approach to Community Impact**

Author: The Forum for Youth Investment website (accessed 2015).  
*Ready by 21 is the Forum for Youth Investments' initiative with strategies for communities and states to improve the odds that all children and youth will be ready for college, work and life. Extensive toolkit of resources for mapping strategies and measuring success.*  
*Free online resources:*  
<http://forumfyi.org/thebigpictureapproach>  
<http://www.readyby21.org>

### **STEM Ecosystems website**

Author: supported by the STEM Funders Network (accessed 2015).  
*Cultivating a STEM learning ecosystem to meet the needs of all young people requires intentional and strategic action toward shared goals; includes collaborative planning tools.*  
*Free online resources:*  
<http://www.stemecosystems.org>

### **Collective Impact Forum website**

Author: FSG and the Aspen Institute Forum for Community Solutions (accessed 2015).  
*Tools, resources, and advice about collective impact.*  
*Free online resources:*  
<http://collectiveimpactforum.org>

### **Charting a Course for Change: Advancing Education, Income, and Health Through Collective Impact**

Author: United Way, (2013).  
*White paper and toolkit lays out the community strategies experts say work best to improve education, financial stability and health, and how you can turn strategies into action.*  
*Free online resources:*  
<http://www.unitedway.org/blog/charting-a-course-for-change>



## MUSEUM – COMMUNITY COLLABORATIONS

### **Creating Successful Collaborations: Museum and Community Partnerships video**

Author: NISE Network (2015).

*This video features advice on creating successful collaborations between museums and community-serving organizations from both museum and community organization professionals.*

*Free online resources:*

<https://vimeo.com/139256428>

<http://www.nisenet.org/museum-community-partnerships>

### **Growing Together Replication Kit**

Port Discovery Children's Museum (2010).

*Port Discovery Children's Museum was awarded the 2010 MetLife Foundation and Association of Children's Museums Promising Practice Replication Award for its programs for children with special needs. The toolkit provides other museums with sample components necessary to create similar programs for children with special needs and their caregivers.*

*Free online resources:*

[http://www.portdiscovery.org/educators/partners\\_growingtogether](http://www.portdiscovery.org/educators/partners_growingtogether)

### **Museums in the Life of a City: Strategies for Community Partnerships**

Authors: Portia Hamilton-Sperr, Project Director (1995).

*This final report describes the goals, pilot partnerships, and results of the Museums in the Life of a City Initiative. This project was established to enhance the appreciation of cultural diversity by building partnerships between museums and communities.*

*Available for purchase:*

AAM Item Code: I208, \$13.00

<https://www.aam-us.org/ProductCatalog/Product?ID=186>

### **Partnership for a Nation of Learners:**

#### **Joining Forces, Creating Value**

Author: Institute of Museum and Library Services (IMLS) (2009), 49 pages.

*This publication provides success stories that can guide local organizations that would like to collaborate on behalf of their communities. The partnerships featured in the report are examples of how, working together, organizations are far more effective than working alone. Includes suggestions for successful partnerships and lessons learned.*

*Free download:*

<http://www.imls.gov/assets/1/AssetManager/PNLReport.pdf>

### **A Collaboration Workbook:**

#### **How Six Brooklyn Cultural Institutions Developed a Capacity to Diagnose Community Need and Respond with Collaborative Programs**

Authors: Alan Brown, Karen Tingley and John Shibley (2014), 62 pages. Commissioned by Heart of Brooklyn–A Cultural Partnership, with funding support from Institute of Museum and Library Services and The Rockefeller Foundation.

*Between 2011 and 2013, the six Heart of Brooklyn (HOB) cultural institutions designed, pilot tested, and evaluated a process for conceiving and implementing collaborative programs build capacity for diagnosing and responding creatively to community needs through the diverse cultural assets of the six HOB members – Brooklyn Botanic Garden, Brooklyn Children's Museum, Brooklyn Museum, Brooklyn Public Library, Prospect Park Alliance and Prospect Park Zoo.*

*Free online resources:*

<http://heartofbrooklyn.org/bscn/resources>

### **In Their Own Voices:**

#### **Museums and Communities Changing Lives**

Authors: Minda Borun, Barbara M. Kelly, Lisa Jo Rudy (2011), The Franklin Institute, 70 pages.

*This report tells the story of families who have been actively involved in the Philadelphia/Camden Informal Science Education Collaborative (PISEC) - The Franklin Institute, the Academy of Natural Sciences, the Academy for Aquatic Sciences, and the Philadelphia Zoo working with ten community partner agencies. Voices presents an in-depth look at the impact on participating families of continuous engagement over time.*

*Free download:*

[https://www.fi.edu/sites/default/files/EvaluationResearch\\_1InTheirOwnVoices2011.pdf](https://www.fi.edu/sites/default/files/EvaluationResearch_1InTheirOwnVoices2011.pdf)

### **Museum/Community Partnerships: Lessons Learned from the Bridges Conference**

Authors: Minda Borun, Karen Garelik, Barbara M. Kelly (2011), 44 pages, Philadelphia-Camden informal science education Collaborative (PiseC) the Franklin Institute.

*PiseC is a collaborative involving four Philadelphia area institutions: the Franklin Institute, the Philadelphia Zoo, the Academy of Natural Sciences, and the New Jersey Aquarium and ten community partner agencies. The report describes the long-term collaborative efforts to bring science and math to underserved families and focuses on the unique challenges and benefits of collaborating to work with families.*

*Free download:*

<https://www.fi.edu/sites/default/files/>

### **Partnerships Between Large and Small Cultural Organizations: A Strategy for Building Arts Participation**

Author: Francie Ostrower (2004), The Urban Institute, and The Wallace Foundation.

### **Arts & Culture: Community Connections; Contributions from New Survey Research**

Author: Christopher Walker (2002), The Urban Institute and The Wallace Foundation.

*The Wallace Foundation commissioned the Urban Institute to conduct a five-year evaluation of Community Partnerships for Cultural Participation Initiative (CPCPI) to broaden participation in arts and culture.*

*Free download:*

[http://www.urban.org/research/publication/arts-culture-community-connections/view/full\\_report](http://www.urban.org/research/publication/arts-culture-community-connections/view/full_report)  
<http://www.urban.org/research/publication/partnerships-between-large-and-small-cultural-organizations>

### **Collaboration Guide: Advancing the Agenda in Gender Equity for Science, Technology, Engineering, and Mathematics**

Author: National Girls Collaborative Project (2009), Puget Sound Center for Teaching, Learning and Technology.

*A user-friendly guide to implementing the National Girls Collaborative Project, including an overview of the project, description of events and activities, and helpful tools and templates.*

*Free online resources:*

<http://ngcproject.org/ngcp-publications-0>

### **Click 2 Science website**

(accessed 2015).

*Click2Science is an interactive, professional development site for trainers, coaches, site directors and frontline staff and volunteers working in out-of-school time STEM programs, serving children and youth. Resources include tools for partnering with afterschool programs.*

*Free online resources:*

<http://www.click2sciencepd.org>

## **MUSEUM – EXHIBIT COLLABORATIONS**

### **“Collaborative Structures: Many Ways, Common Paths”**

Authors: Alexander Goldowsky Ed.D. and Betsy Loring (2012), *Exhibitionist*, Volume 31 (1); Spring 2012.

*After years of coordinating the Environmental Exhibit Collaborative (EEC), the authors have researched a range of other exhibit collaborative models.*

*Free download:*

[http://name-aam.org/uploads/downloadables/EXH.spr\\_12/5%20EXH\\_spg12\\_Collaborative%20Structures\\_Goldowsky\\_Loring.pdf](http://name-aam.org/uploads/downloadables/EXH.spr_12/5%20EXH_spg12_Collaborative%20Structures_Goldowsky_Loring.pdf)

### **“Greater Than its Parts: Exhibition Collaborations for Small Museums”**

Author: Paul Pearson (2012), *Exhibitionist* Volume 31 (1); Spring 2012.

*This article explores why some small museums opt into complex partnerships for creating and disseminating interactive traveling exhibitions for family audiences. And why some opt out.*

*Free download:* [http://name-aam.org/uploads/downloadables/EXH.spr\\_12/4%20EXH\\_spg12\\_Greater%20than%20its%20parts\\_Pearson.pdf](http://name-aam.org/uploads/downloadables/EXH.spr_12/4%20EXH_spg12_Greater%20than%20its%20parts_Pearson.pdf)

### **Teaming Up: Ten Years of the TEAMS Exhibition Collaborative**

Authors: Charles Trautmann, Mark St. John, and David Goudy with Dawn Huntwork, Becky Carroll, and Members of the TEAMS collaborative, (2005), Sciencenter, Ithaca, NY.

*This monograph has been created by the TEAMS (Traveling Exhibits At Museums of Science) Collaborative, a group of seven small U.S. science centers, to share experiences, observations, and lessons learned with the broader science museum field.*

*Free download:*

<http://www.sciencenter.org/resources.html>

### **Seeking Synergy:**

#### **Creating a Museum Collaborative that Works**

Author: Victoria Crawford Coats, Oregon Museum of Science and Industry (1994), ASTC, 48 pages.

*A practical guide to the collaborative exhibit process featuring the experiences of the Exhibit Research Collaborative (ERC) and other collaboratives. Includes sample contract and bylaws.*

*Currently out of print*

## **MUSEUM – MUSEUM COLLABORATIONS**

### **Collaboration: Critical Criteria for Success**

Authors: Lynn D. Dierking, John H. Falk, Dana G. Holland, Susan Fisher, Dennis Schatz, and Leila Wilke (1997), Pacific Science Center and SLI, 69 pages.

*The result of a seven-month 1995 study involving four focus groups and 23 in-depth interviews with professionals from science centers at all stages of development, the book provides seven assessment criteria for choosing a project and 12 keys to successful collaboration.*

*Available for purchase:*

ASTC #106, ASTC members: \$12 Nonmembers: \$18  
[http://www.astc.org/pubs/browse\\_publications.htm](http://www.astc.org/pubs/browse_publications.htm)

### **“Making the Most of Collaborations,”**

Author: Diane LaFollette (2010), “**Sharing Strengths and Resources in a Museum Network,**” Authors: Beth Murphy and Kelly Finnerty (2010), “**Building Science Assets,**” Authors: Sonya Darter and Meadow Jones (2010), “**Meaningful Programming with Local Resources,**” ASTC Dimensions, July/August 2010.

*These three short articles demonstrate how small science centers have leveraged partnerships—whether with school districts, universities, or other museums—to maximize their resources and extend their reach and impact.*

*Free download:* <http://www.astc.org/DimensionsPDFS/2010/JulAug.pdf>

## MUSEUM – CONSULTANT COLLABORATIONS

### **Museums and Consultants: Maximizing the Collaboration**

Editor: Roxana Adams (1996), AAM press, 91 pages.  
*Designed to help museums understand all aspects of consulting services, the report contains articles on: choosing a consultant, involving the board, defining goals, building a productive relationship, ethics, copyright, distinguishing between an employee and a contractor, and locating a consultant.*

*Available for purchase:*

AAM Item Code: I835, \$5.00

<https://www.aam-us.org/ProductCatalog/Product?ID=683>

## SCIENTIST – COMMUNITY COLLABORATIONS

### **“Productive Partnerships for Food: Principles and Strategies”**

Authors: Ardyth H. Gillespie, Leigh A. Gantner, Susie Craig, Kathleen Dischner (2003), Journal of Extension, Volume 41, Number 2, April 2003.

*This article guides Extension educators in facilitating university-community partnerships in their local community.*

*Free download:*

<http://www.joe.org/joe/2003april/a8.php>

### **Best Practices in University-Nonprofit Partnerships**

Author: Hanover Research (2012).

*This report reviews best practice literature on university-nonprofit partnerships including guidelines for establishing, developing, and evaluating partnerships as well as joint fundraising initiatives.*

*Free download:*

<http://www.hanoverresearch.com/wp-content/uploads/2013/01/Best%20Practices%20in%20University%20and%20Nonprofit%20Partnerships%20-%20Membership.pdf>

## MUSEUM – SCIENTIST COLLABORATIONS

### **A Guide to Building Partnerships Between Science Museums and University-Based Research Centers**

Author: Museum of Science, Boston, for the NISE Network (2013).

*Step-by-step advice on planning, developing, funding, and maintaining education outreach partnerships between research centers and museums. This 50-page guide is an updated and consolidated version of the 2010 "Small Steps, Big Impact" guide posted on the Web at [www.risepartnerguide.org](http://www.risepartnerguide.org).*

*Free download:*

[http://www.nisenet.org/partner\\_guide](http://www.nisenet.org/partner_guide)

### **Portal to the Public website**

Author: Pacific Science Center (accessed 2015).

*Portal to the Public has several publications produced during their original NSF grant period (2007–2012), including meeting reports, as well as research and evaluation findings. The Summative Evaluation Report was completed on the IMLS Portal to the Public Network project (2011–2013) that extends the original NSF grant and disseminates the PoP framework and philosophy to ISE institutions across the country.*

*Free download:*

<http://popnet.pacificsciencecenter.org/resources>

## MUSEUM – SCHOOL COLLABORATIONS

### **An Alliance of Spirit: Museum & School Partnerships**

Editors: Kim Fortney and Beverly Sheppard (2010), AAM Press, 132 pages.

*This publication brings together the latest thinking and instructive case studies on how museums and schools can better understand each other's goals as they work together to provide school children the most inspiring educational experience possible inside the museum.*

*Available for purchase:*

AAM Item Code: I278, \$39.95

<https://www.aam-us.org/ProductCatalog/Product?ID=232>

<http://www.amazon.com/An-Alliance-Spirit-Museum-Partnerships/dp/1933253169>

### **Building Museum and School Partnerships**

Editors: Beverly Sheppard (1993), AAM Press, 101 pages.

*Museum educators and school teachers met for three workshops on establishing closer working relations between schools and museums. Each partner's expectations of the other, learning theories in museums, field trips, outreach projects, community as classroom, and cultural diversity constitute the core contents of the book.*

*Available for purchase:*

AAM Item Code: I273, \$17.50

<https://www.aam-us.org/ProductCatalog/Product?ID=228>

<http://www.amazon.com/Building-Museum-Partnerships-Beverly-Sheppard/dp/0931201187>

**True Needs True Partners:  
Museums Serving Schools**

Author: Institute of Museum and Library Services (IMLS) (2002), 16 pages.

*This booklet examines the relationships between museums and schools and provides a summary and a sampling of educational programs in a wide variety of museums from art to zoo.*

Available for download:

<https://www.imls.gov/assets/1/AssetManager/TrueNeedsTruePartners98Highlights.pdf>

**Preparing Tomorrow's Teachers:  
Preservice Partnerships between Science  
Museums and Colleges**

Editor: Sally Middlebrooks, (1999), ASTC, 76 pages.

*It is well known that science museums offer extensive programming for teachers in the classroom, but little is known about how they are helping to prepare future teachers currently enrolled in college and university pre-service programs. This publication helps to fill that information gap. Twelve museum profiles highlight key elements necessary to the success of pre-service partnerships.*

Available for purchase:

ASTC #128, ASTC members: \$12, Nonmembers: \$15  
[http://www.astc.org/pubs/browse\\_publications.htm](http://www.astc.org/pubs/browse_publications.htm)

## MUSEUM – LIBRARY COLLABORATIONS

**Partnering with Purpose: A Guide to Strategic  
Partnership Development for Libraries and  
Other Organizations**

Author: Janet L. Crowther (2004), 160 pages

*Drawing on their experiences in developing successful partnerships with a variety of organizations, these authors show you how to go about creating productive and mutually beneficial community partnerships.*

Available for purchase:

\$21.39

[http://www.amazon.com/Partnering-Purpose-Partnership-Development-Organizations-ebook/dp/B000PY3JTU/ref=sr\\_1\\_4?s=books&ie=UTF8&qid=1393023902&sr=1-4&keywords=museum+partnership](http://www.amazon.com/Partnering-Purpose-Partnership-Development-Organizations-ebook/dp/B000PY3JTU/ref=sr_1_4?s=books&ie=UTF8&qid=1393023902&sr=1-4&keywords=museum+partnership)

## MEDIA OR ONLINE COLLABORATIONS

**Collaboration and Connection:  
How Foundations Partner Effectively to Address  
Their Community's Information Needs**

Author: FSG for the Knight Foundation (2012).

Available for download:

[http://www.knightfoundation.org/media/uploads/publication\\_pdfs/KF\\_kcic\\_partnerships\\_report\\_2012.pdf](http://www.knightfoundation.org/media/uploads/publication_pdfs/KF_kcic_partnerships_report_2012.pdf)

**All Together Now: Museums and Online  
Collaborative Learning**

Authors: William B. Crow and Herminia Din (2011), AAM press, 145 pages.

*Collaborative online teaching and learning offer exciting potential for exchange among museum professionals, content experts, and visitors, and can lead to cross-institutional and cross-disciplinary content development and new ways of maximizing institutions' role in society.*

Available for purchase:

AAM Item Code: I2016, \$24.95

<https://www.aam-us.org/ProductCatalog/Product?ID=176>

**“The Dos, Don’ts and Dividends of Collaborating  
on Digital Projects”**

Authors: Clarissa Ceglie and Roy Rosenzweig (2013), NEMA News, Winter 2013.

*Are you thinking about collaborating on a digital project? Find out from three projects in various stages of collaboration what it takes to make it work smoothly.*

Free download:

[https://www.academia.edu/3223779/The\\_Dos\\_Donts\\_and\\_Dividends\\_of\\_Digital\\_Collaboration](https://www.academia.edu/3223779/The_Dos_Donts_and_Dividends_of_Digital_Collaboration)





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**SAMPLE TEMPLATE**  
**MEMORANDUM OF UNDERSTANDING (MOU)**  
between

\_\_\_\_\_ (Organization A)

and

\_\_\_\_\_ (Organization B)

**Preamble:**

The purpose of this Memorandum of Understanding (MOU) is to clarify the expectations, roles, and responsibilities of the collaboration between our two organizations (Parties) on **PROJECT XXXXXX** (Project). This is not a legally binding agreement.

**Intent to Collaborate**

It is the intent of the Parties to jointly collaborate on the implementation of the Project.

**Background**

The Project has the following purpose:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Timeline:**

- The overall project will take place between **Date** and **Date**.

The Project has the following key milestones

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Roles and Responsibilities**

**Both organizations will:**

- **Communicate as needed about the implementation and progress of the project**
- \_\_\_\_\_
- \_\_\_\_\_

**Organization A will provide:**

- **Training/orientation (where/when):** \_\_\_\_\_
- **Activities/Implementation: (where/when/who)** \_\_\_\_\_
- **Evaluation/Reporting: (when)** \_\_\_\_\_

**Organization B will provide:**

- **Training/orientation (where/when):** \_\_\_\_\_
- **Activities/Implementation: (where/when/who)** \_\_\_\_\_
- **Evaluation/Reporting: (when)** \_\_\_\_\_

**Coordination and Communication:**

Most of the communication about the Project will take place between the two primary contact people.  
The primary contact people for each organization are:

**Organization A - Primary Contact:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Organization A - Additional Contact:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Organization B - Primary Contact:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Organization B - Additional Contact:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Modifications to this MOU:**

This Memorandum may be modified with supplemental written agreements signed by the parties and can be terminated in writing, in whole or in part, by consensus of the parties.

**Acknowledgment:**

The following parties jointly agree to the roles and responsibilities delineated in this Memorandum of Understanding:

**Organization A:**

Organization Name: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Organization B:**

Organization Name: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Collaboration Tips

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**Why collaborate? To achieve something you can't do on your own!**

- To share resources, expertise, and connections
- To build upon existing strengths
- To reach new audiences

**Be patient! Collaboration takes time.**

- Start small; developing a relationship and building trust takes time
- Communicating takes time: your organizations have different cultures and terminology
- Always keep the long-term relationship in mind while working on shorter-term projects
- Start early; your partner's schedule will vary from your own, so be sure to include enough lead time so that you both can be prepared for the work of the collaboration

**Be clear about your goals and expectations. Discuss:**

- What: Decide on your common goals; be sure your partnership is mutually beneficial
- How: Agree upon activities to meet your shared goals and missions
- Who: Clarify your roles and responsibilities for all project activities
- Where: Decide upon the locations of activities
- When: Agree upon a timeline and key dates, and check in regularly

**Get to know each other. Each partner has a lot to learn and a lot to offer.**

- Familiarize yourself with your partner organization through websites, newsletters, events, and other opportunities
- The more you understand about each other's purpose, activities, audiences, and culture, the easier your partnership will be
- Individuals come to a partnership with different strengths and experiences; every group needs dreamers, developers, and doers

**Communication is critical!**

- Strive to achieve a flexible, trusting atmosphere; be open and honest while still being tactful and supportive
- Things may not always go smoothly, so don't hesitate to pick up the phone and have an honest conversation to work things out
- Involve more than one contact person at each organization at different levels to ensure a deeper relationship that can survive changing circumstances and turnover

**Stay focused on your goals. And don't forget to celebrate your successes!**

- Reflect on the original goals of your partnership and project, and consider how you want to improve, change course, or evolve the relationship
- As you work together, keep your long-term relationship in mind; by leveraging your combined resources and strengths, you can each do much more for your community



# Profiles of National Youth-serving Organizations

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Collaborating with an existing youth-serving organization on STEM activities is an effective way for museums and university outreach programs to connect with audiences they may not regularly reach, particularly underserved audiences.

The following profiles of national youth-serving organizations have been compiled to assist museums and university outreach programs in developing partnerships with a community organization or a local chapter of a national youth-serving organization. These profiles are intended to provide a brief introduction to each organization.

---

1. 4-H
2. Afterschool Alliance
3. Boys & Girls Clubs of America
4. Boy Scouts of America
5. Girls Inc.
6. Girl Scouts
7. Libraries
8. National Girls Collaborative Project
9. Parent Teacher Association (PTA)
10. Y (YMCA)
11. YWCA

# 4-H

---

## ABOUT

4-H is a global network of youth organizations whose mission is engaging youth to reach their fullest potential while advancing the field of youth development. 4-H is the youth development program of our nation's Cooperative Extension System & USDA. The 4-H name represents four personal development areas (head, heart, hands, and health) that members work on through fun and engaging programs.

## AUDIENCE AND GEOGRAPHIC REACH

4-H is the nation's largest youth development organization, empowering six million young people throughout all 3,007 counties of the United States. Through America's 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban neighborhoods to suburban schoolyards to rural farming communities. 4-H has a network of more than 611,800 volunteers, 3,500 professionals, and more than 25 million alumni. In most states, kids can join 4-H if they're between the ages of 8 and 18; some states offer programs for younger children.

## WEBSITE

- <http://www.4-h.org>

## FINDING A LOCAL PARTNER

There are 4-H programs in every county in the United States:

- <http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>

## STEM FOCUS AND RESOURCES

4-H has a long history of “learn by doing” and focuses on many topics including: robotics, alternative energy, engineering, environmental science, ag-science, and veterinary science.

- Science programs: <http://www.4-h.org/youth-development-programs/4-h-science-programs/>
- Curriculum: <http://www.4-hmall.org/Category/educationresources.aspx>
- Science training resources: <http://www.4-h.org/resource-library/professional-development-learning/science-training-guides-resources/>
- Science checklist: <http://www.4-h.org/Professional-Development/Content/Science/Building-Understanding/4-H-Science-Checklist.dwn>
- Online STEM professional development: <http://www.click2sciencepd.org/>

## TIPS FOR COLLABORATION

- *Ongoing:* Collaborate with a local 4-H professional at the county or regional level to plan activities within the regular club structure, location, and activities; this can provide opportunities for repeat visits with the same children
- *Special event:* Collaborate with a local 4-H club for a special event at the museum or another location

# Afterschool Alliance

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## ABOUT

Afterschool Alliance's mission is to engage public will to increase public and private investment in quality afterschool program initiatives at the national, state, and local levels. The Afterschool Alliance works with a broad range of organizations and supporters, including policymakers and policymaker associations, advocacy groups, afterschool coalitions and providers at every level, business and philanthropic leaders, technical assistance organizations, and leaders representing a variety of interests, each with a stake in afterschool.

## AUDIENCE AND GEOGRAPHIC REACH

10.2 million children are in afterschool programs nationwide.

## WEBSITE

- <http://www.afterschoolalliance.org>

## FINDING A LOCAL PARTNER

The Afterschool Alliance provides a clearinghouse of information on afterschool programs across the country including links to state, regional, and local networks of afterschool providers. You can find links to afterschool networks in your state as well as regional and local networks of afterschool providers in your state:

- <http://www.afterschoolalliance.org/policyStateMap.cfm>

## STEM FOCUS AND RESOURCES

Afterschool programs play a major role in providing meaningful STEM learning experiences to diverse groups of youth; they excite and sustain interest, build real skills, help youth connect STEM to their lives and communities, and introduce youth to a diverse array of professionals.

- Planning guides, curricula, and research: <http://www.afterschoolalliance.org/STEM.cfm>

## TIPS FOR COLLABORATION

- *Familiarize yourself:* Afterschool programs are offered by many different organizations with a wide variety of structures, systems, and staffing; get to know some in your local area
- *Volunteer:* Afterschool programs often have different volunteer opportunities including one-time special guest presenters and ongoing roles such as mentors and tutors
- *Ongoing programs:* Partner with a local afterschool program provider to offer STEM activities in their regular ongoing programs such as one day a week for six weeks, or every day for one week
- *Special events:* Partner with a local afterschool program provider during special events or school holidays

# Boys & Girls Clubs of America

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## ABOUT

The mission of the Boys & Girls Clubs of America (BGCA) is: to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. Clubs provide: a safe place to learn and grow; ongoing relationships with caring, adult professionals; life-enhancing programs and character development experiences; and hope and opportunity.

## AUDIENCE AND GEOGRAPHIC REACH

Boys & Girls Clubs annually serve nearly 4 million young people, through membership and community outreach, in over 4,100 Club facilities throughout the country and BGCA-affiliated Youth Centers on U.S. military installations worldwide.

## WEBSITE

- <http://www.bgca.org>

## FINDING A LOCAL PARTNER

- Find a Club: <http://www.bgca.org/howeare/Pages/FindaClub.aspx>

## STEM FOCUS AND RESOURCES

- Education and careers:  
<http://www.bgca.org/whatwedo/EducationCareer/Pages/EducationCareer.aspx>
- White paper on advancing underrepresented youth in STEM during out-of-school time:  
[http://www.bgca.org/newsevents/PressReleases/Pages/STEM\\_White\\_Paper.aspx](http://www.bgca.org/newsevents/PressReleases/Pages/STEM_White_Paper.aspx)

## TIPS FOR COLLABORATION

- *Volunteer:* STEM experts can inspire, excite, and prepare young people for careers in STEM; opportunities include guest presentations, mentoring, leading a STEM-related learning activity, or providing training and materials for staff
- *Visits to STEM organizations:* Facilitate visits to spaces where STEM skills are being used in real-world situations such as exploratory visits to local research and design facilities, computer animation studios, science museums, and industrial complexes
- *Internships and job shadowing:* Create opportunities for Club youth to have building-block experiences in STEM careers; this might include paid or unpaid internships or job shadowing experiences where youth are given an opportunity to engage in experiences that allow them to gain knowledge, skills, abilities and credentials
- *Role models:* Expose Boys & Girls Club youth to multicultural STEM professional organizations and societies
- *Partnerships:* Establish targeted partnerships with STEM faculty and students at neighboring institutions of higher education; these partnerships can be game-changing for many Clubs, creating a long-term relationship that can demystify and strengthen interest in STEM fields



# Boy Scouts of America

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## ABOUT

The Boy Scouts of America (BSA) is one of the nation's largest and most prominent values-based youth development organizations. The BSA provides a program that builds character, trains youth in the responsibilities of participating citizenship, and develops personal fitness.

## AUDIENCE AND GEOGRAPHIC REACH

In 2013, service projects were conducted by more than 2.6 million youth members and more than 1 million volunteers. Over 100,000 Scouting units are operated locally by faith-based organizations, civic organizations, schools, PTAs, and other community groups. Units are organized into geographic regional Councils.

Programs are available for Cub Scouts (boys 5–11 years), Boy Scouts (boys 11–18 years), and Venturers (co-ed 14–21 years). Cub Scouts are organized by Dens into Packs progressing by age: Tiger Scouts (1<sup>st</sup> grade), Wolf Scouts (2<sup>nd</sup> grade), Bear Scouts (3<sup>rd</sup> grade), and Webelos (4<sup>th</sup> and 5<sup>th</sup> grade). Boy Scouts begin at age 11 (6<sup>th</sup> grade) and are organized into Patrols that are part of a Troop. Boy Scouts can earn merit badges in a variety of topics including many STEM topics.

## WEBSITE

- <http://www.scouting.org>

## FINDING A LOCAL PARTNER

- Find a local BSA unit: [https://beascout.scouting.org/Why\\_Scouting/CubScout.aspx](https://beascout.scouting.org/Why_Scouting/CubScout.aspx)
- Find a regional council: <http://www.scouting.org/scoutsource/councils/all.aspx>
- Become a volunteer: <https://beascout.scouting.org/Volunteer.aspx>

## STEM FOCUS AND RESOURCES

- STEM: Science, Technology, Engineering, and Mathematics in Scouting: [http://www.scouting.org/filestore/pdf/110-130\\_WB.pdf](http://www.scouting.org/filestore/pdf/110-130_WB.pdf)
- What is STEM and NOVA: <http://www.scouting.org/stem/aboutstem.aspx>
- NOVA Award program: <http://www.scouting.org/stem/awards/aboutnova.aspx>
- STEM Scouts co-ed pilot program: <https://stemscouts.org>

## TIPS FOR COLLABORATION

- *Join:* Become an official member of the organization to familiarize yourself with the structure and local units in your area
- *Volunteer:* BSA welcomes volunteers to achieve its mission
- *Badges:* Learn how you can help Scouts earn badges through ongoing partnerships and programming
- *Camp-ins and special events:* Many museums offer special programming to help local groups fulfill their badge requirements

# Girls Inc.

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## ABOUT

Girls Inc. inspires all girls to be strong, smart, and bold, providing more than 140,000 girls across the U.S. and Canada with life-changing experiences and real solutions to the unique issues girls face. The Girls Inc. Experience consists of *people*, an *environment*, and *programming* that, together, empower girls to succeed. Trained staff and volunteers build lasting, mentoring relationships in girls-only spaces that are physically and emotionally safe and where girls find a sisterhood of support with shared drive, mutual respect, and high expectations. Hands-on, research-based programs provide girls with the skills and knowledge to set goals, overcome obstacles, and improve academic performance. Informed by girls and their families, Girls Inc. also works with policymakers to advocate for legislation and initiatives that increase opportunities for girls. At Girls Inc., girls grow up healthy, educated, and independent.

## AUDIENCE AND GEOGRAPHIC REACH

The network of local Girls Inc. nonprofit organizations serve 140,000 girls ages 6–18 annually. Local affiliates are located in over 30 states.

## WEBSITE

- <http://www.girlsinc.org>

## FINDING A LOCAL PARTNER

- Local affiliates: <http://www.girlsinc.org/findagirlsinc./girls-inc-usa-and-canada.html>

## STEM FOCUS AND RESOURCES

- Girls Inc. Operation SMART (Science, Math, and Relevant Technology) program: <http://www.girlsinc.org/resources/programs/girls-inc-operation-smart.html>
- Tips for Encouraging Girls in STEM: <http://www.girlsinc.org/resources/tips-encouraging-girls-stem.html>

## TIPS FOR COLLABORATION

- *Volunteer:* STEM experts can inspire, excite, and prepare young people for careers in STEM; opportunities include guest presentations, mentoring, leading a STEM-related learning activity, or providing training and materials for staff
- *Existing programs:* Offer one-time or ongoing programming that fits within local Girls Inc. Operation SMART (Science, Math, and Relevant Technology) programs

# Girl Scouts

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## ABOUT

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place. Founded in 1912, Girls Scouts is a leading development organization for girls from coast to coast and across the globe.

## AUDIENCE AND GEOGRAPHIC REACH

There are 3.2 million Girl Scouts, including 2.3 million girl members and 890,000 adult members working primarily as volunteers through over 100 local Girl Scout Councils. Units are organized into Troops and regional Councils. Girls progress through Daisies (grades K–1), Brownies (grades 2–3), Juniors (grades 4–5), Cadettes (grades 6–8), Seniors (grades 9–10), Ambassadors (grades 10–12), and then to Adults.

## WEBSITE

- <https://www.girlscouts.org>

## FINDING A LOCAL PARTNER

- Find a council: <https://www.girlscouts.org/en/about-girl-scouts/join/council-finder.html>
- Find a troop or volunteer: <https://www.girlscouts.org/en/our-program/ways-to-participate/troops.html>

## STEM FOCUS AND RESOURCES

- Badge programs have been recently refreshed to better reflect girls' interests and to focus on twenty-first-century skills; several badge categories make special use of STEM activities including naturalist, innovation, and science and technology badges:  
<http://forgirls.girlscouts.org/home/badgeexplorer/>
- STEM overview:  
<https://www.girlscouts.org/en/about-girl-scouts/girl-scouts-and-stem.html>
- Generation STEM report:  
[https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/research/generation\\_stem\\_full\\_report.pdf](https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/research/generation_stem_full_report.pdf)

## TIPS FOR COLLABORATION

- *Join*: Become an official member of the organization to familiarize yourself with the structure and local units in your area
- *Volunteer*: Girl Scouts relies on volunteers to achieve its mission:  
<https://www.girlscouts.org/en/our-program/ways-to-participate/troops.html>
- *Badges*: Learn how you can help Girls Scouts earn badges through partnerships and programming with a local troop and regional council
- *Camp-ins and special events*: Many museums offer special programming to help local groups fulfill their badge requirements

# Libraries

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## ABOUT

Public libraries serve communities of all sizes and types. At the core of public library service is the belief in free access to information—that no one should be denied information because he or she cannot afford the cost of a book, a periodical, a website or access to information in any of its various formats. Libraries serve people of every age, income level, ethnicity or physical ability, and provide the full range of information resources needed to live, learn, govern, and work. Because libraries bring free access to all, they also bring opportunity to all.

## AUDIENCE AND GEOGRAPHIC REACH

There are nearly 9,000 public libraries in the United States, which serve 300 million people, or over 95% percent of the U.S. population. Annually, there are 1.5 billion in-person visits to public libraries, the equivalent of more than 4.2 million visits each day (not including virtual visits).

## WEBSITE

- American Library Association: <http://www.ilovelibraries.org>

## FINDING A LOCAL PARTNER

Public libraries are organized differently throughout the States, often forming regional networks:

- Find a library near you: <http://www.ilovelibraries.org/what-libraries-do>
- Public libraries by state and city: <http://www.lib-web.org/united-states/public-libraries/>

## STEM FOCUS AND RESOURCES

Libraries are places of exploration and a natural place to support STEM learning. Libraries engage millions of people every day in the United States; they provide opportunities for lifelong learning, they are the center of civic life, and they help citizens build 21<sup>st</sup> century skills.

- STARnet: Science-Technology Activities and Resources for Libraries:  
<http://www.starnetlibraries.org/stem.html>
- Public Libraries and STEM conference resources:  
<http://www.lpi.usra.edu/education/stemlibraryconference/events/>

## TIPS FOR COLLABORATION

- *Connect:* Meet the local children and youth services library staff and learn about existing programming offered at local public libraries
- *Special event:* Host a read-aloud story time at the library with a related STEM activity
- *Ongoing programs:* Host a weekly or monthly hands-on STEM activity at the library connected to programming themes or seasonal events
- *Integrate into existing programming:* Volunteer to offer appropriate STEM activities within established youth programming, such as book clubs or tech events for teens



# National Girls Collaborative Project

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## ABOUT

The vision of the National Girls Collaborative Project (NGCP) is to bring together organizations throughout the United States that are committed to informing and encouraging girls to pursue careers in science, technology, engineering, and mathematics (STEM).

## AUDIENCE AND GEOGRAPHIC REACH

Currently, 31 Collaboratives, serving 39 states, facilitate collaboration between 12,800 organizations who serve 8.35 million girls and 4.5 million boys.

## WEBSITE

- <http://www.ngcproject.org>

## FINDING A LOCAL PARTNER

NGCP operates on a local basis. Each Collaborative has a defined region, and acts as a hub for local programs to coordinate resources and reach girl-serving STEM programs in the community.

- Regional and local collaboratives: <http://www.ngcproject.org/find>
- The Connector: <http://www.theconnectory.org>

## STEM FOCUS AND RESOURCES

NGCP aims to maximize access to shared resources within projects, strengthen capacity of existing and evolving projects, and to use the leverage of the network to create the tipping point for gender equity in STEM.

- Exemplary practices for engaging girls in STEM: <http://www.ngcproject.org/engaging-girls-stem>
- Statistics on girls and women in STEM: <http://www.ngcproject.org/statistics>

## TIPS FOR COLLABORATION

- *Learn:* Learn about girl-serving STEM activities in your community and stay current on their activities
- *Volunteer:* Many of the NGCP-affiliated programs rely on volunteers to achieve their mission, and many welcome volunteers in a variety of capacities and roles
- *Partner:* A core basis of the NGCP is the value of collaboration and shared resources; many NGCP affiliates would be interested in collaborating with your organization
- NGCP Collaboration Guide with detailed examples: [http://www.ngcproject.org/sites/default/files/ngcp-collaborationguide\\_0.pdf](http://www.ngcproject.org/sites/default/files/ngcp-collaborationguide_0.pdf)

# Parent Teacher Association (PTA)

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## ABOUT

A Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) is a formal organization composed of school stakeholders. Groups that use the PTA acronym are part of the National Parent Teacher Association (National PTA). Parent Teacher Organizations (PTOs) are similar groups that are not affiliated with National PTA. The purpose of National PTA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. Founded over 100 years ago, the National PTA is a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for public education.

## AUDIENCE AND GEOGRAPHIC REACH

National PTA comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of parent involvement in schools. There are more than 20,000 PTA units nationwide.

## WEBSITE

- <http://www.pta.org>

## FINDING A LOCAL PARTNER

PTA at the local level is linked to the state PTA and the national PTA organization, forming a nationwide network.

- Contact your state PTA to find a unit near you:  
<http://www.pta.org/about/content.cfm?ItemNumber=2711>
- Local unit lookup: <http://www3.pta.org/Ebusiness/Default.aspx?TabID=349>

## STEM FOCUS AND RESOURCES

- What your PTA can do to promote STEM (California PTA):  
<http://downloads.capta.org/edu/stem/STEMeduction.pdf>

## TIPS FOR COLLABORATION

- *Stay connected:* Local PTA officers are volunteers and typically rotate each school year, so it is good to anticipate these changes and get to know multiple parents and staff people at a school to sustain programs through the regular annual turnover
- *Special event:* Work together to host a family science night at the school with hands-on activities; PTA members can organize event logistics and provide activity volunteers while the museum provides the activities
- *Existing special events:* Participate in special events that a PTA may already be organizing such as science fairs, math nights, family events, and career days
- *Ongoing programs:* Many PTAs offer regular programming and afterschool programs providing opportunities for repeat visits with the same children.

# Y (YMCA)

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## ABOUT

The Y was founded over 160 years ago as the Young Men's Christian Association (YMCA). The goal of the Y is to strengthen communities through youth development, healthy living and social responsibility.

## AUDIENCE AND GEOGRAPHIC REACH

The Y engages 9 million youth and 13 million adults each year in the U.S. There are 2,700 YMCAs with approximately 19,000 full-time staff and 600,000 volunteers in 10,000 communities across the country.

## WEBSITE

- <http://www.ymca.net>

## FINDING A LOCAL PARTNER

- Find a Y near you: <http://www.ymca.net/find-your-y/>
- Volunteer: <http://www.ymca.net/volunteer>

## STEM FOCUS AND RESOURCES

Y's across the country have adopted STEM programming within their youth development, healthy living, and social responsibility programs.

## TIPS FOR COLLABORATION

- *Volunteer:* STEM experts can inspire, excite, and prepare young people for careers in STEM; opportunities include guest presentations, mentoring, leading a STEM-related learning activity, or providing training and materials for staff
- *Integrate into existing programming:* Many local Y's offer ongoing regular afterschool and summer camp programs, providing opportunities for repeat visits with the same children

# YWCA

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## ABOUT

The YWCA is the voice for every woman. For more than 150 years, the YWCA has spoken out and taken action on behalf of women and girls. The YWCA is dedicated to eliminating racism, empowering women, and promoting peace, justice, freedom, and dignity for all.

The YWCA is an independent, non-religious organization originally founded as the “Young Women’s Christian Association.” Today, the YWCA embraces members from all faiths who are committed to creating opportunities for women’s growth, leadership, and power in order to attain a common vision. The YWCA is not affiliated with the YMCA.

## AUDIENCE AND GEOGRAPHIC REACH

Over 2 million people participate each year in YWCA programs at more than 1,300 locations across the U.S. The YWCA is a national organization with more than 230 local associations across the United States.

## WEBSITE

- <http://www.ywca.org>

## FINDING A LOCAL PARTNER

- Locate a associations:  
[http://www.ywca.org/site/c.cuIRJ7NTKrLaG/b.7527667/k.C931/Local\\_Associations/apps/kb/cs/contactsearch.asp](http://www.ywca.org/site/c.cuIRJ7NTKrLaG/b.7527667/k.C931/Local_Associations/apps/kb/cs/contactsearch.asp)

## STEM FOCUS AND RESOURCES

- YWCA TechGYRLS Programs STEM programs:  
[http://www.ywca.org/site/c.cuIRJ7NTKrLaG/b.8967867/k.9908/STEM\\_Programs.htm](http://www.ywca.org/site/c.cuIRJ7NTKrLaG/b.8967867/k.9908/STEM_Programs.htm)

## TIPS FOR COLLABORATION

- *Volunteer:* STEM experts inspire, excite, and prepare young people for careers in STEM; opportunities include guest presentations, mentoring, leading a STEM-related learning activity, or providing training and materials for staff
- *Integrate into existing programming:* Many local YWCAs offer ongoing regular afterschool programming for young children and teenagers, providing opportunities for repeat visits with the same youth





