

# Radical Partnerships:

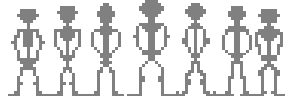
## Brokering Alliances Between Historically Black Colleges & Universities, Public Schools and Community Based Organizations to Architect Educational Excellence

John Devine, Ph.D. and Bob Moses, Ph.D. each created community-based programs that strengthen public education in urban and rural communities. Devine's School Partnership Program provides tuition remission and stipends to graduate students at New York University who serve as high school tutors and ethnographic researchers on violence and security systems in public schools (*Maximum Security*, University of Chicago Press, 1996). Moses, founder of the Algebra Project (and author of *Radical Equations: Math Literacy & Civil Rights*, Beacon Press, 2001) conducts training programs for public school students and teachers throughout the U.S. A subsidiary of the Algebra Project prepares students to be "math literacy workers;" they learn how to become effective math tutors and how to foster substantive relationships with high school students. By forging alliances between graduate students, public school teachers and communities, both innovative programs with their emphasis on math and technology prepare participants to be competitive and productive candidates in the Twenty-first Century.

Because of the education crisis in America and the nation's tenuous regard for the teaching profession the Communal Underwriters Corporation proposes an anthropological alliance between agencies - a broadly based Radical Partnership program whereby colleges and universities (especially historically black colleges and universities - HBCUs) use Devine's and Moses' successful community-based educational programs as models to train math tutors and public school students. A coalition of educators and consultants from the Radical Partnerships Program participating would work directly with colleges and universities. In an effort to attract applicants from a variety of disciplines who may not aspire to teach in public schools the Radical Partnership Program would offer students important incentives such as tuition remission, stipends, teacher certification and job placement assistance upon completion of the program. This program, which blends the tenets of the School Partnership and Algebra Project, gives participants hands-on experiences, encourages them to act as mentors, and provides the opportunity to develop practical pedagogical methodologies. Furthermore, it prepares them to be effective leaders by serving as intermediaries—valuable brokers—in education. The Radical Partnership Program would also equip communities that have traditionally been disenfranchised with necessary tools that will enable them to confront disparities in education.

Many HBCUs—originally created as Normal Schools with an emphasis on teacher training—were founded on the same principles as the School Partnership and Algebra Project programs. Consequently, combining these programs, focusing on math and technology, and implementing radical partnerships on a widespread basis in America constructs a system for understanding and culture, reinterprets a nineteenth century model that was created for disenfranchised African and Native Americans, and infuses it with a Twenty-first Century sensibility. By focusing on public school education and unconventional partnerships, this paper proposes effective strategies to reinvent the foundation of education in America as a long-term healthy investment in urban and rural communities.

# Communal Underwriters



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152 Henry Street, Suite # 8  
Brooklyn, New York 11201 - 2504 USA  
718.923.1449 Tel  
212.995.4397 Fax

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1802 Piat Street  
Wichita, Kansas 67214 USA  
316.210.9001 Tel  
316.531.6497 Fax

## Radical Partnerships:

Brokering Alliances  
Between Historically Black Colleges & Universities,  
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Architect Educational Excellence

Jonathan Mason  
Founder - Director

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## Radical Partnerships

### Program Mission Statement:

The Radical Partnership Program seeks to equip communities that has traditionally been disenfranchised with necessary tools human resourcefulness and institutional alliances that will ultimately enable them to confront economic disparities.

Jonathan Mason  
Founder – Director