A HOW-TO GUIDE FOR SCHOOL-BUSINESS PARTNERSHIPS

The Council for Corporate & School Partnerships

INTRODUCTION

This guide is designed for school officials and business leaders who are interested in engaging in school-business partnerships. Partnership programs can encompass a wide variety of activities. They may involve staff development, curriculum development, policy development, instructional development, guidance, mentoring, tutoring, incentives and awards, or they may provide material and financial resources. Though the types of partnership activities can vary widely, the common goal of virtually all school-business partnerships is to improve the education experience.

A partnership can be defined as a mutually supportive relationship between a business and a school or school district in which the partners commit themselves to specific goals and activities intended to benefit students and schools. In most cases, partnering is a win-win situation for all involved parties. In addition to improving the education experience, the business partners frequently will realize benefits as well, such as enhanced goodwill and a stronger presence in the community.

As you read through this guide, one critical element to keep in mind is that school-business relationships can have a powerful impact on the community. Community members and parents should play a role in the development process, since the entire community ultimately benefits from a successful partnership. Recognizing that schools are typically a focal point of every community, community leaders should be engaged and supportive of partnerships that improve the education experience. By focusing decisions about partnership activities at the local level, we can ensure the maximum involvement and success.

BACKGROUND

This guide is the result of extensive research and personal interviews with individuals who have experience creating, implementing and evaluating successful partnerships. Whether you are already engaged in partnerships, or are embarking on your first partnership, this guide can provide valuable insight on effective strategies.

More information about business and school relationships can be obtained from the *Guiding Principles for Business and School Partnerships* report that was released in September 2002 by The Council for Corporate & School Partnerships. The Council's mission is to identify, create, recognize and support exemplary business and school relationships that improve the student experience in K-12 schools in the United States. To learn more about the Council, its members and work, log on to www.corpschoolpartners.org.

HOW TO ESTABLISH A PARTNERSHIP

The following steps provide a road map for creating, implementing, sustaining and evaluating partnerships between schools and businesses. The recommendations are designed to help school and business leaders respond to the many opportunities – and challenges – that arise through long-term relationships.

It should be noted, however, that not all partnerships require the extensive amount of planning, staffing and evaluation called for in The Council for Corporate & School Partnerships' *Guiding Principles for Business and School Partnerships* report. Every day, schools and businesses create short-term relationships that may not necessitate a written proposal or an extensive management plan. While most partnerships can be improved by following each of the Guiding Principles in turn, smaller or more short-term partnerships may not require comprehensive utilization.

The Council also notes that these guidelines are not intended to serve as an exact prescription, but rather to provide a framework within which to build a partnership that fits your unique needs. Also, because the vast majority of partnerships are initiated by schools, a number of the guidelines are written with the school perspective in mind.

GETTING STARTED: PRELIMINARY STEPS IN ESTABLISHING A PARTNERSHIP

1. Determine whether your school/students have unmet needs and whether forming a business partnership to meet those needs would enhance the student experience.

Assess Critical Needs

If students or schools in your community have needs that are not being met or that are underfunded, the educational experience is likely to suffer. A school-business partnership might provide a solution. Consider the type of partnership and the level of partnership that would best meet those needs (i.e. direct funding, professional development, donation of goods or services, manpower, mentoring, etc.). Also consider whether attempting to meet those needs with the help of an outside source is appropriate for your students and school.

Assess Potential Contributions

Conversely, businesses should take a close look at the range of contributions that can be offered to students and schools. Businesses with large numbers of employees, for example, might be able to offer substantial human resources for tutoring and mentoring efforts. Businesses with a strong technical capability, such as those in the computer or information services field, may be able to

offer equipment and specific technical training. In every case, businesses and schools should work together to match the most important needs to the potential contributions.

A simple tool for determining the needs of students and schools is the **"Stop, Start, Continue Worksheet"** provided by the National Council for Community and Education Partnerships (NCCEP). The worksheet is available on page 19 of this guide, and on the Council's Web site at www.corpschoolpartners.org.

Tap Into Resource Networks

For advice and support at this early stage, check to see if there are business and education groups in your community that are engaged in promoting school-business relationships. These groups can be a valuable resource, particularly for schools and businesses that are seeking a partnership for the first time. In addition to The Council for Corporate & School Partnerships (www.corpschoolpartners.org), national groups that can be of assistance include the National Association of Secondary School Principals (www.principals.org), the National Council for Community and Education Partnerships (www.edpartnerships.org), The Business Roundtable (www.brt.org), the U.S. Chamber of Commerce (www.uschamber.com) and the REL Network (www.relnetwork.org).

2. Identify and research potential partners.

Assess All Potential Offerings of Business Partners

Once a need has been identified, determine whether there are natural partners or resources within the community, including parents, to help meet that need. In most cases, the type of need will determine the type of partner you seek. Interested education organizations should do some research on local businesses, focusing on what they do; whether they are already involved in community or school activities; whether they are financially healthy; and any other information that might be useful in the partnership development strategy. Also, find out if there are causes in which local businesses are interested and whether they fit with the needs of your students. For example, if a potential business partner focuses all of its partnership resources on environmental causes, you probably would not want to approach representatives of the business about a project strictly related to reading tutors. Consider whether partnering with a particular business is appropriate, and if there are any issues that would impact your community's approval of the partnership. Also, reach out to involved parents of students in your school for ideas and relationships they have developed that will benefit the school.

Generally speaking, if a particular good or service is needed, look first to businesses that provide that particular good or service. If direct funding is the goal, identify a business that is likely to have discretionary revenue or even a separate foundation with which to work. Keep in mind that businesses of all sizes may have resources to contribute, but the amount will vary greatly depending on the business size. If a project needs $100,000, a large corporation is probably the best choice; if a project needs $2,000, any number of small businesses might be able to help. In some cases, it might be appropriate to engage more than one business to meet a particular need. Don't be afraid to be creative and to reach out to unique and diverse business partners.

Determine Which Schools and Students Have the Greatest Needs

Businesses should likewise make an effort to determine which schools have the greatest needs in their communities. Financially, this may mean directing resources (both philanthropic and human resources) toward schools in economically disadvantaged communities. But it can also mean looking at promising initiatives across the school district that can directly benefit from more business support. Businesses may also look closely at their own employee base to determine which schools are attended by the children of its employees. This can foster a stronger connection between the business and the schools.

A tool provided by NCCEP titled, **"Matching Needs and Potential Resources,"** is available on page 20 of this guide and on the Council's Web site (www.corpschoolpartners.org) to assist you with this task.

Make Community Connections

One way for school officials to lay the groundwork for partnerships is to get to know local businesspeople, particularly when many of these businesspeople are also parents of children in those schools. There are usually several organizations in every city that provide networking opportunities for businesspeople. Examples of these include the Rotary Club, Kiwanis International, Lions Club, and organizations formed to promote development of a retail area or revitalize a downtown. Also look to traditional business organizations such as the Chamber of Commerce or the local chapter of the National Federation of Independent Businesses. Principals and other school officials should consider joining these organizations and becoming a visible participant. If the dues are substantial, ask the organization to consider a discounted rate for school members. As one principal noted, don't be too aggressive in networking with your local business community – but don't be bashful either. Finding the appropriate balance that works for your school is the key.

At Palmer High School in Colorado Springs, for instance, school administrators became actively involved with their downtown business association. In addition to sitting on the group's board of directors, administrators hosted monthly meetings for the business group at Palmer High School.

School officials should also get to know the businesspeople with whom they personally do business. Keep in mind that partnerships can come in all shapes and sizes. Discovering a common interest with a store owner while shopping could present an opportunity for partnership. One principal's outing to rent a tuxedo resulted in a school-business partnership with that shop to provide prom tuxes to low-income students for just the cost of cleaning.

Tap Internal Strengths

Finally, school officials should empower school employees, volunteers, and parents to help identify and approach potential business partners. Not all school-business partnerships have to be initiated by the principal. School staff, teachers, and the local PTA are equally aware of the needs of the school and students, and can help identify and/or seek out possible partnership opportunities. Student clubs can also be a helpful resource in this effort. Just ensure that the principal is made aware of any discussions that are taking place and is able to provide input as the partnership is developing. Positive communication and support of staff-initiated partnerships are also important. Education decision makers should also ensure that school employees are aware of the school's core values so they seek appropriate partners.

This is also a good principle for businesses to follow. As parents of local students, employees have a vested interest in the success of local schools, and special insight about their needs. Employees at every level of a company should be encouraged to share that insight, and to volunteer to play a role in shaping and implementing school-business partnerships.

3. Understand your core values.

It is important to understand that businesses and schools can operate with diverse and often times different sets of values and goals. That said, local businesses and local schools are both core members of the local community. Both share a commitment to educational achievement for today's students and to the preparedness of tomorrow's workforce. And both are results-oriented, striving to accomplish more with fewer resources. Though they may use different vocabularies, schools and businesses often times share common values.

In recent years, most schools and school districts have developed mission or vision statements based on their values and goals. Though these vision statements vary from one school to the next, many schools have cited the values of good citizenship, a sense of community, inclusion, and a quality education for all students. Not surprisingly, these values are equally important to businesses as well. Businesses are also concerned about being good corporate citizens and making positive contributions to the community. And because they need a steady stream of bright and industrious employees for their workforce, businesses are also interested in a quality education for all students.

Before engaging in a partnership, it is important to take some time to think about your core values. What does your school or business stand for? What matters most to your school or business? It is these core values that must always remain at the forefront of who you are and what you do. Include key stakeholders (i.e. staff, students, parents, community members) in discussions about your core values. Frank discussions about values with your potential partner early in the process is important in order to determine compatibility.

4. Draft a partnership proposal and submit it to your potential partner.

Businesses report that most school-business partnerships are initiated by schools. Regardless of which party takes the lead, it is always helpful to provide your potential partner with a written proposal for their consideration. The detail required will vary depending upon the size and type of the partnership. If the business partner is a large company or a foundation, a written proposal will most likely be required before serious discussions can begin. If the partner is a small business and the partnership is of limited duration, a simple letter of request may suffice. Even if there is already a verbal agreement to partner, it is wise to put the agreed-upon terms in writing before proceeding. Once the formal proposal or letter has been submitted, call the potential partner and ask for a meeting to discuss the partnership and its terms.

Checklist for Preliminary Planning

- _____ **Determine how a partnership experience could enhance the education experience.**
  - _____ **Identify unmet/underfunded needs of students and schools.**
- _____ **Identify potential partners.**
  - _____ **Research local businesses or schools; look for a good fit.**
  - _____ **Reach out to parents for ideas and connections.**
  - _____ **Empower employees to look for partnership opportunities.**
- _____ **Understand your core values and those of your potential partner.**
- _____ **Draft a partnership proposal.**
  - _____ **Submit your proposal to potential partner.**
  - _____ **Coordinate a follow-up meeting or call.**

Laying the Foundation: Developing the Partnership's Core Values

5. Have a frank discussion about values, goals and needs.

Establish Common Ground

While all partnerships should be driven by what's best for students, most successful relationships offer "win-win" benefits for the education and business partners as well. For example, schools often gain access to mentors, tutors, volunteers, products, funding and assistance in preparing students for higher education and the workforce. Concurrently, businesses are able to forge stronger connections with students, schools and communities, which often strengthens the academic and professional capabilities of future employees.

To varying degrees, schools and businesses can face scrutiny over specific elements of their partnerships. Advertising or merchandizing on school grounds, for example, may be welcomed in some communities but viewed negatively in others. In virtually every case, educators and business leaders need to shape their policies on these issues based on the views and needs of their local communities. Ultimately, the community must value the contributions that come from school-business partnerships.

For this reason, it's critical that businesses and schools work early on to assess the values of their communities. Businesses should ensure that parents and members of the school community are clearly comfortable with what they are asking schools and students to do. Educators should likewise ensure that parents and school leaders are equally supportive of the specific activities that will bring businesses into school environments. More specific guidance can be found in the *Guiding Principles for Business and School Partnerships* report, available online at www.corpschoolpartners.org.

Looking at the details of past partnerships that have been deemed successful is one way to assess community values. Developing questionnaires to assess the attitudes of parents is another. Bringing potential business partners before PTA groups and gatherings can also illuminate the level of support that will be offered by the most vocal members of the school community. Dialogue between educators and local business groups can also serve as a venue for determining the qualities of partnerships that both parties deem valuable.

During this discussion phase, school officials should also seek a clear understanding of the amount of time the business partner expects to contribute to the effort. Some business leaders will want to be included in all meetings about the partnership, while others may prefer to simply be notified of the outcomes and key developments. Understanding the availability of the business partner will help the school utilize business partners' time in the manner most productive for the partnership.

6. Assess the impact of partnership on the academic, social and physical well-being of students.

Invite Review

Students should be the ultimate beneficiaries of all partnerships. It is therefore critically important that an assessment of the partnership's expected outcomes be conducted before it takes effect in order to ensure a positive impact on students. This can be achieved by informing all relevant parties of the proposed partnership and giving them an opportunity to discuss the pros and cons, and to provide feedback. Some schools have established an accountability committee to review the impact of a partnership on students. Committee members have included school officials, teachers, parents, students, and members of the community. In the absence of a special committee, the local PTA can often help fill this role. Whatever the venue, make sure that students themselves have a voice and are involved in the process. Effective and thorough communication prior to the implementation of a partnership is critical to its long-term success.

7. Define short- and long-range goals of partnership, including expected outcomes.

Ensure a Shared Vision of Success

The goals of any partnership should be clearly defined and understood by all parties from the outset. These goals should be based on the needs and desired outcomes expressed by the partners. Where possible, quantify the goals so it is easier to evaluate effectiveness. For example, one goal might be to increase student attendance from the previous year, an easily measurable result. Also consider how the partnership activities will be monitored while they are in progress. Determine who will do the monitoring and how often. In many cases, teachers are in the best position to serve in this role. If possible, link monitoring of the partnership to data collection that is already being done on a regular basis in the school.

During this definition phase, it is helpful to determine the duration of the partnership and whether it is for a fixed amount of time or will be ongoing. Though some partnerships will be of short duration by nature (for instance, the earlier tuxedo example), long-term systemic partnerships are highly desirable and can provide a greater impact over time.

A **"Developing Goals and Objectives"** worksheet from NCCEP is available on page 22 of this guide and online at www.corpschoolpartners.org. The worksheet may help with defining needs, resources, goals, objectives and outcomes.

8. Collaborate with your partner to identify activities that meet goals of all involved.

Plot a Common Course

Once the partnership goals are defined, the next step is to determine the activities that will achieve these goals. These activities will form the heart of the relationship and will be the most visible to the community. Again, don't be afraid to be creative. For example, the goal of one school-business partnership was to encourage students to read more. To accomplish this, the partners developed a system whereby students were certified by their teachers for the number of books read, and then could take the certification to the business for free or discounted items.

The **"Developing Goals and Objectives"** worksheet mentioned in Section 7 may also be helpful as you plot your course.

9. Align activities with education goals of school/district.

In addition to having a positive impact on students, the partnership should also be compatible with the education goals of the school and district. Ideally, the partnership would also be consistent with education policy at the state and federal levels, and would aid in the implementation of the national education initiative ***No Child Left Behind***.

Checklist for Laying the Foundation

_____ **Have a frank discussion about values, goals, and needs.**
_____ **Develop understanding of each partner's desired level of involvement.**
_____ **Assess the impact of the partnership on students.**
_____ **Ensure that students and members of the community are engaged.**
_____ **Define quantifiable goals.**
_____ **Determine duration of partnership.**
_____ **Collaborate with partner to identify partnership activities.**
_____ **Align activities with education goals of school/district.**

Implementation: Translating Values into Action

10. Ensure that partnership activities are integrated into the school and business culture.

It was mentioned earlier that the partnership goals should be consistent with the school and business culture. An equally important step is to then integrate the partnership activities into those cultures. Communication plays a key role in integration. In order to maximize support, it is critical that school staff and business employees at all levels be informed about the partnership and encouraged to participate. Providing regular updates and recognizing participants will help maintain enthusiasm and further promote a culture of contribution.

11. Ensure that the partnership provides opportunities for students, teachers, and business employees to interact with each other and at community, school and business sites.

Relationships Are Key

Partnership activities that involve interaction between students, school staff, business employees and the community can promote learning and offer students valuable experience for the professional world. Due to the nature of some activities, such as volunteering and mentoring, interaction is assured. In other instances, however, schools and businesses should be creative in crafting partnerships that provide additional opportunities for interaction.

One successful example of this is a partnership between a school and a car dealership. Using equipment donated by the dealership, the students in the auto mechanics class were given the opportunity to perform inspections and tune-ups on cars that were traded in to the dealership. In addition to allowing students the chance to work on newer model cars than the school could provide, the partnership also allowed students the chance to work under a certified mechanic at the dealership one day a week. Accounting students at the school also benefited from the partnership in that they kept the books and did the billing for the work being completed by the auto mechanics class.

12. Establish a formal (and written) management structure with specific individuals assigned to manage partnerships to ensure accountability, provide quality control and monitor alignment with partnership goals.

Make Evaluation an Ongoing Process

In evaluating past partnerships, business owners cited the ability to solve problems as one of the most important elements of a partnership. Having a management structure in place greatly facilitates this process. Both the school and the business should name a primary contact for the partnership who can serve as a point person for any issues that arise, for monitoring and evaluations, and ultimately for ensuring that the partnership goals are met.

The size of the business will dictate who serves as the contact person. For a small business, it could be the owner or a designated employee. In the case of a large corporation or foundation, there is frequently a person or division responsible for managing partnerships. At a school, the contact person could be the principal, another school official, or even a parent or volunteer.

Manage Staff Transitions

Keep in mind that staff and leadership at schools and businesses can change. When this occurs, make an effort to establish relationships with new employees, especially if they have a role in the partnership. This can be helpful even at the highest levels. If a business partner brings on a new CEO, for instance, a letter from the school principal outlining the partnership's successes will give the CEO a good introduction to the program and may engage him/her in the partnership early. The same can be said for a letter from a business person to a new principal. Don't be shy about going in person to the business location or school to welcome a new CEO or principal to the community.

13. Provide training for all involved parties.

The school and business should work together to determine what types of training might be needed to ensure the success of the partnership. In the case of tutoring and mentoring, the school might be best able to provide training for volunteers. Outside sources should be tapped as well (see list of resource contacts in Section 1). In other instances, the business partner might be the best source of training. If the partnership provides for student internships at a corporation, for example, the business might provide training to acclimate students to the corporate culture with respect to appropriate dress, behavior and expectations.

Checklist for Implementation

_____ **Ensure activities are integrated into the school and business culture.**
_____ **Ensure that activities provide an opportunity for students, teachers, and business employees to interact with each other and the community.**
_____ **Establish a formal, written management structure with designated contact people for each partner.**
  _____ **As personnel changes occur, make sure to establish relationships with new employees.**
_____ **Provide training for all involved parties where necessary.**

14. Secure explicit support and concurrence for the partnership throughout the school and business – at the highest levels as well as throughout the staff.

Inspire Participation

The mere fact that a partnership is formed may not motivate teachers, parents, and employees to participate. However, the strong support and endorsement of the school and business leadership sends an unequivocal message that participation is encouraged. Regardless of the level at which the partnership is formed, make certain that the upper levels of management are informed and on board, and that this message is communicated to all levels.

A concerted effort should also be made to build support with employees throughout the school and business. This can be achieved by making certain that staff at all levels are informed about the partnership and are given an opportunity to provide input. Having consensus at this level is critical since it is frequently here that much of the partnership work is actually done – this is the face of the partnership for the community. Moreover, staff members that are actively involved and supportive will feel vested in the partnership and will help ensure a positive outcome.

Ed Rust and State Farm Insurance® are prime examples of inspiring participation through top-level support. As the chairman and CEO of State Farm, Mr. Rust's word carries a lot of weight, which ensures that his well-documented support of education trickles down and is instilled in his employees. Rust is one of the first business leaders to support teacher quality and professional development opportunities and State Farm's education partnerships are regularly touted as best in class.

15. Provide the community an opportunity to review and contribute.

While they may not be named partners in the relationship, members of the community, especially parents, are important players in the success of a school-business partnership and can help create goodwill around efforts that clearly benefit schools and businesses in the community. It is therefore important to keep them informed of the potential partnership and allow them the chance to comment and even participate if appropriate. If an accountability committee is formed, it is a good idea to include at least one member of the community.

16. Construct detailed internal and external communications plans, and communicate regularly about intended and actual outcomes of all activities.

Create a Blueprint for Dialogue

Depending on the size and type of the partnership, it can be helpful to establish detailed communications plans to keep all interested parties informed of partnership news and updates. In other cases, a formal plan might not be necessary, but it could be helpful to establish some general guidelines for communicating about the partnership and its activities. These communications plans and guidelines, to varying degrees, would identify the communications tools best suited to the partnership and a schedule for using them.

Possible communications tools include articles and updates on Web sites and in newsletters (internal and external); E-mail; personal letters from leadership; posters and flyers; speaking opportunities; special events; surveys and more.

Outreach to the local media should also be part of a communications plan. While frequently overlooked, this activity can be very effective in creating goodwill for both the school and business. Press releases could be used to announce the partnership, to report on an upcoming event, to report a successful outcome, or spotlight ongoing activities. If an event is particularly newsworthy or presents a photo opportunity, consider inviting your local newspaper or radio station to attend. Don't be afraid to repeatedly contact the media – often a letter or fax followed by a phone call will provide best results. Even if the press does not cover the event, your invitation will have increased your local media's familiarity with the partnership and with your school and business.

17. Ensure that both partners are publicly and privately recognized for their contribution.

Promote Success

Be creative in thinking of ways to recognize your partner's contribution. From the school perspective, at the bare minimum, a letter of thanks from the principal to the business owner or CEO is always appropriate. It also provides the school with a chance to report on the partnership's accomplishments in case the CEO was not directly involved. From a business perspective, employee newsletters, paycheck stuffers, fliers and ongoing media outreach can be effective channels for sharing the success of the school partner, and of the partnership in general.

Special activities can also be an effective venue for raising visibility of a partnership's success. If a school has had multiple partners throughout the year, one approach is to have a Business Appreciation Breakfast/Lunch/Dinner in which all partners are invited and recognized. Local or state elected leaders can be invited to join and offer remarks, raising the profile of the event and enhancing the chance of securing media coverage.

If the school official is a member of any business organizations, he or she could offer to speak at one of the organization's meetings in order to highlight a particular partnership. Internally, the school should include words of appreciation for their business partners in their bulletins and newsletters to staff and parents.

Checklist for Sustaining the Partnership Over Time

_____ Secure explicit support and concurrence for the partnership at all levels of the school and business.
- **_____ Ensure top management is on board.**
- **_____ Ensure staff are informed and involved.**

_____ Provide the community with an opportunity to review and contribute.

_____ Construct communications plans.
- **_____ Communicate regularly about intended and actual outcomes.**

_____ Ensure both partners are publicly and privately recognized.

Evaluation: Determining Strengths, Weaknesses and Future Directions

18. Based on definitions of success determined earlier, conduct regular evaluations that include data collection and analysis to determine accomplishments, strengths and weaknesses of the partnership.

Look Back and Plan Ahead

The regularity and degree of a partnership's evaluation will vary greatly depending upon the size and type of partnership. For the larger and ongoing partnerships, monitoring and periodic evaluations are essential and will help keep everyone focused. A survey of the participants might be appropriate in some instances. For limited term partnerships of a smaller scale, informal monitoring is probably sufficient.

However, every partnership – regardless of size – should end with a joint review of the partnership goals to determine whether the desired outcomes were achieved. In the case of a small-scale partnership, this evaluation could be as simple as a brief phone conversation between the school leader and the business owner. In the case of a larger corporation, a meeting with all involved parties might be more appropriate. The important thing is to have a discussion – share your individual perspectives on the partnership and its achievements, address any issues that are outstanding, and express the school's thanks. Closing out the partnership with a positive recap will reinforce the bond that has formed and will leave the door open for future partnership opportunities with that business.

A worksheet titled, **"Self-Assessment Tool for Partnership Improvement,"** which includes information from NCCEP, is available on page 24 of this report and on the Council's Web site at www.corpschoolpartners.org to assist you with partnership evaluation.

Checklist for Evaluation

_____ **Conduct regular evaluations and monitoring.**

_____ **If partnership is ending, have a debrief discussion to determine partnership satisfaction and effectiveness.**

COMPREHENSIVE CHECKLIST FOR PARTNERING

PRELIMINARY PLANNING

_____ Determine how a partnership could enhance the student experience.
- _____ Identify unmet/underfunded needs of students and schools.

_____ Identify potential partners.
- _____ Research local businesses or schools; look for a good fit.
- _____ Reach out to parents for ideas and connections.
- _____ Empower employees to look for partnership opportunities.

_____ Understand your core values and those of your potential partner.

_____ Draft a partnership proposal.
- _____ Submit your proposal to potential partner.
- _____ Coordinate a follow-up meeting or call.

LAYING THE FOUNDATION

_____ Have a frank discussion about values, goals and needs.
- _____ Develop an understanding of each partner's desired level of involvement.

_____ Assess the impact of the partnership on students.
- _____ Ensure that students and members of the community are engaged.

_____ Define quantifiable goals.
- _____ Determine duration of partnership.

_____ Collaborate with partner to identify partnership activities.

_____ Align activities with education goals of school/district.

IMPLEMENTATION

_____ Ensure activities are integrated into the school and business culture.

_____ Ensure that activities provide an opportunity for students, teachers, and business employees to interact with each other and the community.

_____ Establish a formal, written management structure with designated contact people for each partner.
- _____ As personnel changes occur, make sure to establish relationship with new employees.

_____ Provide training for all involved parties where necessary.

SUSTAINING THE PARTNERSHIP

- ——— Secure explicit support and concurrence for the partnership at all levels of the school and business.
  - ——— Ensure top management is on board.
  - ——— Ensure staff are informed and involved.
- ——— Provide the community with an opportunity to review and contribute.
- ——— Construct communications plans.
  - ——— Communicate regularly about intended and actual outcomes.
- ——— Ensure both partners are publicly and privately recognized.

EVALUATION

- ——— Conduct regular evaluations and monitoring.
- ——— If partnership is ending, have a debrief discussion to determine partnership satisfaction and effectiveness.

Stop/Start/Continue Worksheet

The Stop…Start…Continue activity is used for a variety of purposes. In the process of developing a partnership, it may be very helpful for establishing baseline data and developing a common understanding of the stakeholder group perceptions of the current situation. Here is a brief outline of the steps to follow in using the Stop…Start…Continue worksheet.

1. Set the Context

Take some time to think about what you are doing in relationship to business and school partnerships. Ask yourself these questions:

- What is not working in our current education system? (Something we should STOP).
- What should we have in place to improve our education system? (Something we should START).
- What is working well in our education system and should be continued? (Something we should CONTINUE).

2. Individual Work

Use the Stop…Start…Continue worksheet to:

- List three (3) things we are currently doing that we should STOP.
- List three (3) things that we should START that would improve our education system.
- List three (3) things we are currently doing in our education system that should CONTINUE.

Note: If there already are partnerships in your district or school, you may want to ask what to STOP, START, or CONTINUE relative to what is currently happening with partnership activities.

STOP	What are we doing in our current education system that is not working? (Something we should STOP)
START	What should we put in place to improve our education system? (Something we should START)
CONTINUE	What is working well in our current education system and should be continued? (Something we should CONTINUE)

WORKSHEET 2: MATCHING NEEDS AND POTENTIAL RESOURCES

STAKEHOLDER NEEDS Note: Replicate this sheet and document the needs and potential resources for all the stakeholder groups with whom you have conducted needs and resource assessments.	AREA OF OVERLAP Note: List in this area the potential activities resulting from the matching of needs and resources of the stakeholders.	POTENTIAL STAKEHOLDER RESOURCES
Stakeholder 1: 1. 2. 3. Stakeholder 2: 1. 2. 3. Stakeholder 3: 1. 2. 3. Stakeholder 4: 1. 2. 3. Stakeholder 5: 1. 2. 3. Stakeholder 6: 1. 2. 3.		Stakeholder 1: 1. 2. 3. Stakeholder 2: 1. 2. 3. Stakeholder 3: 1. 2. 3. Stakeholder 4: 1. 2. 3. Stakeholder 5: 1. 2. 3. Stakeholder 6: 1. 2. 3.

Brainstorm the possible partnerships that can result from the matching of partner needs and resources and include them in the area of overlap. The school district's goals and curriculum objectives should provide a filter for exploring the best matches among partner resources and needs. This information becomes data for setting the context for developing a partnership vision, yet should not completely limit the vision.

WORKSHEET 2: MATCHING NEEDS AND POTENTIAL RESOURCES (Sample)

STAKEHOLDER NEEDS	AREA OF OVERLAP Listed below are potential partnership activities based on the matching of needs and resources of the various stakeholders in such a way that each group shares a resource and has a need met.	POTENTIAL STAKEHOLDER RESOURCES
Example of Needs **Stakeholders: Rotary Club** 1. Strengthen Club focus on service 2. Involve members in international projects 3. Help members meet Club service requirements **Stakeholders: Students** 1. Safe place for after-school activities 2. An additional caring adult to encourage them 3. Knowledge of global issues **Stakeholders: Teachers** 1. Increase % of students passing standards tests 2. Professional development opportunities 3. Additional income **Stakeholders: Local Manufacturer and Telecom Co.** 1. Reduce employee absences related to child care 2. Literacy programs for current employees 3. Employees with high-tech workforce skills **Stakeholders: School District Administrators** 1. Development of high level leadership skills 2. Fiscal management expertise 3. Assistance in building technology infrastructure	Rotary Club tutors and mentors Teacher Internship Programs in local businesses to develop knowledge of connection between academics and workforce skills After-school Programs at school sites focused on academic enrichment Adult Literacy Program at work sites staffed by teachers Student International Exchange Program Student collaboration with Rotary Community Service Programs Scholarships for administrators to attend business leadership institutes Technology Team for developing and implementation of a district technology plan	**Examples of Resources** **Rotary Club** 1. Grants for international student exchange projects 2. Human resources, including technology expertise 3. Community connections with numerous businesses **Students** 1. Skills and time to commit to service-learning 2. Talents for community cultural events 3. Potential workforce employee **Teachers** 1. Professional teaching skills 2. Knowledge of students' skills, abilities and needs 3. Connect academic lessons with workforce skill needs **Local Manufacturer and Telecom Company** 1. Space for adult literacy programs 2. Placements and resources for teacher internships 3. Budget for community outreach **School District Administrators** 1. Facilities for community use in after-school hours 2. Training and facilitation skills

Remember: At this stage of analysis you are not making final decisions about activities, but gathering data that will allow for informed decisions as you create a vision and action plan that is grounded in the reality of current partner needs and potential resources.

WORKSHEET 3: DEVELOPING GOALS AND OBJECTIVES

IDENTIFIED NEEDS	RESOURCES	GOALS	OBJECTIVES	OUTCOMES
		GOAL A	A-1	
			A-2	
			A-3	
		GOAL B	B-1	
			B-2	
			B-3	
		GOAL C	C-1	
			C-2	
			C-3	
		GOAL D	D-1	
			D-2	
			D-3	
		GOAL E	E-1	
			E-2	
			E-3	

WORKSHEET 3: DEVELOPING GOALS AND OBJECTIVES (sample)

IDENTIFIED NEEDS	RESOURCES	GOALS	OBJECTIVES	OUTCOMES
Students: • Basic human needs –shelter, clothing, skills • Quality instruction • Sense of belonging	Students: • Future economic base • Ideas, love, energy • Teachers as well as learners	**GOAL A** To increase the level of parental involvement in the school community.	**A-1** 50% increase in parent involvement in school activities **A-2** 24% of parents participating in parent training **A-3** To increase parental satisfaction with school programs as measured by surveys	• Parents are connected to the schools • Improved parenting skills • Increased parent support and better school environment
Businesses: • Quality future employees • Employees with technology literacy • Recognition-publicity • Tax write-off	Businesses: • Funds • Training for adults & kids • Facilities & supplies • Technology	**GOAL B** To increase positive students attitudes and behavior.	**B-1:** To match each at-risk student with a positive community mentor **B-2:** To provide counseling and peer mediation to at-risk students	• Student sense of belonging and improved self-esteem • Better student social, problem-solving, and decision-making skills
Parents: • Child-care • Support & Recovery groups • Education – ESL, GED	Parents: • Word of mouth advertisers • Skills & talents • Time & money	**GOAL C** To promote business ownership for sustainability of programs.	**C-1:** To involve 50% of business partners in decision-making process **C-2:** To secure on-going support of 50% of businesses after 3rd year **C-3:** To have 30% of businesses using 21st CLCC in their marketing	• Business commitment to program sustainability • Business participation in promoting community support
Teachers: • Students with 3 A's – Attendance, Academic achievement, Attitude • Small classes • Money	Teachers: • Classroom manager • Other skills and talents • Bring different learning styles to students	**GOAL D** To motivate students to become productive citizens in the community.	**D-1:** To increase by 50% the # of students attending and completing an institution of higher education **D-2:** 100% of students engaged in student community service-learning activities **D-3:** Upon completion of the program, 30% of the students will present the history and future of the program to the community	• Students prepared for the workforce • Students giving back to the community • Student stakeholders promoting and supporting after-school programs
Community Groups: • Safe neighborhoods • Beautification • Traffic control • Meeting sites	Community Groups: • Volunteers • Specific knowledge and skills • Contacts and connections	**GOAL E** To improve student achievement.	**E-1:** 90% of the students 3-11 grades passing the TASS test at mastery level **E-2:** 90% of students promoted to the next grade level **E-3:** 90% of students working on or above grade level	• Student sense of success • Community pride • Partners motivated to continue support

Example from Urban After-School Collaborative. Vision Statement: All youth will have access to high quality after-school programs.

Business/Education Partnerships
Self-Assessment Tool for Partnership Improvement

Indicators	Fully In Place	Partially In Place	Under Development	Not In Place
1. There is a mission statement developed for the school/business partnership.	3	2	1	0
2. The mission statement is a clear, concise statement of the purpose of the educational partnership.	3	2	1	0
3. Relevant stakeholders were involved in development of the mission statement.	3	2	1	0
4. The mission statement considers the school's, the district's and the partner's values and goals.	3	2	1	0
5. The mission statement appears in all promotional material related to the partnership.	3	2	1	0
6. The mission statement is used in public relations and marketing tools for targeted audiences (brochures, annual reports, newsletters, etc.)	3	2	1	0
7. A partnership team assessed needs and implemented an awareness plan.	3	2	1	0
8. The responsibility for implementing awareness activities is assigned to specific person(s).	3	2	1	0
9. Strategies are developed to ensure ongoing awareness of school/business partnership.	3	2	1	0
10. A needs assessment is completed on a regular basis to develop goals and objectives that are consistent with the mission statement.	3	2	1	0
11. A variety of methods are used to collect and assess information to determine the needs of the school, faculty, students, parents, community and partners.	3	2	1	0
12. A wide variety of methods are used to identify and secure human, material and financial resources.	3	2	1	0
13. Equity for all students is considered when matching resources with identified needs.	3	2	1	0
14. The partnership goals reflect the educational goals of the school district and the needs of the school and partner.	3	2	1	0
15. The partnership objectives are specific and measurable to provide a basis for monitoring and evaluation.	3	2	1	0
16. There is a process for periodic review and adjustment of the partnership goals and objectives.	3	2	1	0
17. The goals and objectives of the partnership are communicated to the school faculty, partners, students and community.	3	2	1	0
18. The partnership appears on the school and/or school district's organizational chart.	3	2	1	0

19. The partnership plan includes procedures for volunteer involvement (public safety, health regulations, identification badges, parking, guidelines for attendance, etc.).	3	2	1	0
20. Procedures for volunteers are clearly communicated to the school staff and partners.	3	2	1	0
21. The partnership administrative procedures are reviewed regularly and revised to improve effectiveness and relevancy.	3	2	1	0
22. A role description has been developed for each position involved in the partnership or program activity.	3	2	1	0
23. Participants in the partnership and/or program activity provide input for developing role descriptions.	3	2	1	0
24. A partnership budget is in place that identifies relevant line item expenditures.	3	2	1	0
25. The partnership's budget is monitored on a regular basis and accountability for all expenditures is documented.	3	2	1	0
26. Formal/informal orientation is available for every volunteer, principal, teacher and student involved in partnership activities.	3	2	1	0
27. Public recognition is planned for all participants in the school/business partnership.	3	2	1	0
28. Evaluation of the partnership and specific activities of the partnership is planned and conducted in the context of the partnership's mission.	3	2	1	0
29. There is a partnership evaluation coordinator in place with an established timeline and budget.	3	2	1	0
30. Data is collected to determine the partnership effectiveness in the following areas:				
A. Awareness of partnership	3	2	1	0
B. Needs Assessment	3	2	1	0
C. Resource Development	3	2	1	0
D. Communication (orientation)	3	2	1	0
E. Recognition	3	2	1	0
31. Evaluation data is analyzed and recommended changes are made to improve the effectiveness of the partnership.	3	2	1	0
32. Evaluation results are shared with the partnership participants and other appropriate audiences.	3	2	1	0
COLUMN TOTALS: For Each column, add up the numbers that are circled and enter the sum in this row.	_____	_____	_____	_____

TOTAL POINTS: Add the four sums above and enter to the right. _____

SELF-ASSESSMENT SCORE: Total points/108 x 100 _____%

THE COUNCIL FOR CORPORATE & SCHOOL PARTNERSHIPS

Founded by The Coca-Cola Company©, The Council for Corporate & School Partnerships works with educators and businesses to identify, create, recognize and support exemplary school-business partnerships that improve the student experience for all children in the K-12 system of education in the United States.

For specific questions regarding The Council for Corporate & School Partnerships, please contact our consumer hotline and for general information on school and business partnerships, please contact Jay Engeln, National Association of Secondary School Principals' Resident Practitioner for Business-School Partnerships.

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