

**HANDBOOK
FOR CAREER AND TECHNICAL EDUCATION
LOCAL PARTNERING**

**Alabama's Career Advantage
Educational Partnering Guide**



**ALABAMA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION**



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Alabama Department of Education
Tommy R. Bice, State Superintendent of Education

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Educator Packet

Mission Statement

Alabama's Career Advantage Educational Partnering Guide will assist in providing every Alabama middle and high school student with the highest quality academic education and lifelong career development through partnerships among students, parents, educators, school board members, government officials, employers, and community members.

Goals of Alabama's Career Advantage Educational Partnering Guide

1. To bring parents, business, community, and postsecondary representatives into the schools to work with students, teachers, and administrators to provide them with a realistic picture of the business world and the preparation students need for success.
2. To supplement classroom studies with relevant learning experiences within business and industry.
3. To involve business people in the education system as to how it works and its strengths, weaknesses, and needs.

INTRODUCTION

What are Partnerships? An educational partnership is a mutually beneficial and supportive arrangement among students, parents, business, community, and postsecondary representatives, in addition to other educators, counselors, and administrators to champion local efforts to improve academic achievement and career development. An educational partnership is a forum in which everyone has a stake in student success. It is a conduit to improve cooperation, coordination, and communication among schools, businesses, and the community and involves commitment to specific objectives, activities, and resources to benefit students and employers. Relationships do make the difference.

All educational partnerships are different. They evolve based on what the school/student needs and what the partners can offer to help fulfill that need. They may also evolve based on skills the employer requires in future employees. Whatever the involvement, the partnership program gives schools and students a link to the work world.

There is no magic formula to form a successful partnership. Every school and its community partner(s) are unique. Therefore, each partnership varies according to the needs, available resources, leadership capacity of the participants, and the level of commitment of all parties. However, there are common factors in every effective partnership: planning, cooperation, dedication, and evaluation.

This manual is only a guide. No two educational partnerships are the same. Be flexible and innovative! There is no limit to what you can do as a partner. It all depends on your business and school as well as the talents and special interests of those involved.

BENEFITS OF EDUCATIONAL PARTNERING

The effective use of educational partnerships can provide benefits not only to the teacher, students, and school but also to business, industry, and the community.

The teacher, students, and school benefits are as follows:

- Becoming aware of skills needed in present and future job markets.
- Acquiring adult role models with expertise not traditionally available in the classroom.
- Gaining expertise and technical assistance to help provide a more complete education.
- Gaining real-world experience through projects.
- Heightening student awareness of career opportunities.
- Increasing understanding of and interaction with people from the business world.
- Gaining awareness of constraints, complexities, and concerns of community resources.
- Providing incentives to promote school attendance and student achievement.
- Enriching curriculum.
- Increasing classroom resources.
- Increasing the morale of the school staff by a demonstrated willingness of the community to help in educating students.

The business, industry, and community benefits are as follows:

- Reducing costs to recruit future employees.
- Retaining first-year employees.
- Increasing federal and state tax deductions for donations (supplies, equipment, money, etc.) to school.
- Becoming known as a community-involved organization.
- Retaining local workforce in the area.
- Investing in tomorrow's leaders, employees, and consumers.
- Helping to shape the curriculum that prepares future employees.
- Presenting requirements, satisfactions, and expectations of the business world.
- Alerting teachers to the skills job applicants lack and helping them to find ways to aid students in developing these skills.
- Developing career awareness.
- Having technical programs geared to specific labor market needs now and in the future.
- Becoming partners in the educational development of youth involving work ethics, teamwork, attendance, professional appearance, courtesy, and positive attitude.
- Gaining an understanding of the school system whose success is vital for the economic well-being of the local area.
- Rewarding and satisfying experiences for employees.

WHO CAN BE AN EDUCATIONAL PARTNER?

Any business or organization wanting to improve the quality of public education through the sharing of its resources can be an educational partner. A partnership can be formed with any of the following:

- Individual school volunteers.
- Teachers.
- Parents.
- Principals.
- Counselors.
- School administrators.
- Local school board members.
- Local business representatives.
- Institutions of higher learning.
- Government agencies.
- Military groups.
- Labor unions.
- Health care organizations.
- Non-profit organizations.
- Faith-based organizations.
- Chambers of Commerce.
- Senior citizens.
- School systems (public and private).
- Sports associations.
- Arts and entertainment.
- Non-profit agencies.
- College/university student organizations/fraternities.
- News media.

STEPS IN FORMING AN EDUCATIONAL PARTNERSHIP

A flowchart of the following steps in forming an educational partnership can be found in Appendix A, page 21.

1. Read “What Partners Can Do for Their Schools,” What Schools Can Do for Their Educational Partners,” “How to Build an Effective Educational Partnership,” and “Ideas and Best Practices for Partners,” pages 7-17. Complete a Partnership Needs/Resources Assessment and Planning Guide to determine what you need from the business/community organization partnership. (See Appendix B, page 22, for Partnership Needs/Resources Assessment and Planning Guide).
2. Evaluate your business and community resources to determine who can best fit your partnership needs.
3. Talk to your department head (if applicable) and your administrator to communicate your intentions to partner with business and community organizations.
4. Telephone your business or community organization partner to arrange a meeting. (See Appendix C, pages 23-24, for sample of First Telephone Conversation with Prospective Business/Community Partner.) Be flexible when working out schedules with your business/community organization. They have numerous obligations and deadlines.
5. Mail or take the Business Packet to the business/community organization. (See Appendix F, pages F1-F14, for Business Packet.) Include your completed Partnership Needs Assessment and Planning Guide (Appendix B) with the Business Packet, so that the business will have an idea of your needs and resources. Establish a convenient time to call your business/community organization partner.
6. Once the Business Packet is returned from the partner, compare their responses to the Partnership Needs/Resources Assessment and Planning Guide (Appendix F) list with your responses. Go over the Partner Information Form (Appendix F) to gather additional partnering information from your business. Be sensitive to any times that will be inconvenient for you to call or visit your partner.
7. Read “Educator’s Partnership Expectations,” page 18, to determine exactly what you want from the partnership. Make a list of your partnership desires. Determine if and how you can meet your partner’s needs. Read “Keys to Success” and “Potential Problem Areas,” pages 19-20, to help you get the most out of your partnership (pages 19-20).
8. Call your business contact and arrange for a meeting location, date, and time. Make this call soon, before ideas and enthusiasm die!

9. Meet to discuss your school/teacher and business/community partner's needs and expectations. Go over the teacher and business Partnership Needs/Resources Assessment and Planning Guide to determine the common needs/resources. Once both teacher and the business community partner agree upon specific activities, determine the goals and objectives. (See Appendix D, pages 25-26, for sample Goals and Objectives Chart.)
10. Keep records of all activities, meetings, etc. (See Appendix D.) This will help in the evaluation process as well as in recruiting new partners in the future. Businesses want to know that their time, effort, and finances have been used effectively.
11. At least once annually, meet with partner to evaluate the educational partnership's goals and objectives as well as changes for the next year. (See Appendix D.)
12. Contact your partner often to follow-up on an activity and to keep them informed about your class or school activities, etc. Share printed material about class/school events with your partner. Remember, relationships make the difference!
13. Thank your partner often either by a telephone call, a thank-you letter, or have your students send notes. (See Appendix E, page 27, for sample thank-you letter.) Recognize the educational partnership in school newsletters, school events, a breakfast or lunch, certificate(s) of appreciation or achievement, news release(s) (if business agrees), etc.

WHAT PARTNERS CAN DO FOR SCHOOLS

Partners can provide a wide variety of functions. The following list is not intended to be all-inclusive, but it should provide suggestions for a business or community organization that desires to partner with a school.

Career Education Resources

- Recruit students for continuing education.
- Conduct tours of business facilities.
- Sponsor a “Boss for a Day” program.
- Arrange for students to design holiday cards, covers for annual reports, or other publications.
- Provide demonstrations of various artistic and technical skills.
- Offer job-shadowing opportunities for teachers and students.
- Include teachers in relevant business training in specialized areas.
- Provide corporate release time for employees to mentor students during school day.
- Provide curriculum support material and/or ideas for curriculum enhancement.
- Sponsor/participate in career fairs and school events.
- Provide leadership experiences.
- Establish internships.
- Provide guest speakers related to curriculum area.
- Assist with mock job interviews; employability skills; teamwork, ethics, application, resume skills; and “dress for success” lectures.
- Provide corporate release time for employees to serve on career and technical education advisory committees.
- Assist with school-to-work transition programs.
- Provide case studies for students in class to work on; evaluate students’ work from business standards.
- Provide demonstrations to classes.
- Assist students with career decisions and/or college courses.
- Assist teachers in gathering resources for units of study.
- Share career experiences with students.
- Train students in business etiquette including table manners, etc.
- Assist students in setting up mock enterprises to acquire more business knowledge.
- Provide distant learning/real time opportunities so students can ask questions.

Human Resources

- Support beautification projects; donate plants; provide employee volunteers.
- Provide seminars or sponsor trainings for parent or staff groups.
- Provide career awareness and/or seminars for parents, students, and faculty.
- Serve as chaperones.
- Provide technical support/consulting services for staff.
- Assist with school activities.
- Provide expertise in public relations to raise the image of school or promote partnership involvement.

- Provide afterschool tutorial program.
- Assist student training in e-mail.
- Attend school activities during school day; take part in program.
- Team with students/faculty in community service projects.
- Serve as judges for competition events.
- Promote educational partnership by speaking about partnering at local board meeting/civic organization meetings, PTA, and/or other community events.

Financial Resources

- Donate materials or new/used equipment to schools.
- Sponsor educational field trips; provide transportation.
- Provide mini-grants to support innovative teaching ideas and projects for teachers.
- Lend copying machine for big projects such as school newspaper or handbook.

Miscellaneous Resources

- Provide display space for school promotions, productions, projects, artwork, competitions, etc.
- Provide space for school meetings.
- Recognize students and faculty for achievements.
- Provide incentives for student performance and attendance.
- Sponsor career-related extracurricular activities for career and technical student organizations.
- Provide space in business publications to highlight partnership activities and advisory committees.
- Provide incentives to students at risk of dropping out to encourage their graduation from high school.
- Provide information literature/magazines.
- Grant special awards for students or faculty.
- Initiate teacher recognition.

WHAT SCHOOLS CAN DO FOR THEIR EDUCATIONAL PARTNERS

The following list contains suggestions of how the teacher and school can partner with business and community organizations. The list is not intended to be all-inclusive, but it should provide suggestions on ways to partner. Be creative!

Return on Investment

- Provide visibility by submitting partnership information to be used in press releases, school publicity, etc.
- Provide student referrals as prospective employees to the business.
- Establish a referral system with partners for part-time student and/or teacher employment.
- Provide student/teacher internship in business during summer months.
- Allow use of school facilities for company functions and recreation.
- Provide student designs for the company holiday card, annual holiday calendar, annual report cover, new logo, etc.
- Manage/update the company's Web site or newsletter.
- Promote and include partners at all school events.

Relationship Building

- Send baked goods, cards, etc., to business and/or employees for special occasions/birthdays.
- Invite partners to shadow teacher and/or administrator.
- Honor partners with an adoption ceremony and/or host recognition reception for company volunteers.
- Provide partners with an inside look at school: tour the school and explain curriculum, career planning process, graduation expectation, etc.
- Invite partners to breakfast or coffee with the principal and/or other teacher; tour classes.
- Invite partners to participate in community projects with your school, e.g., baskets at Thanksgiving.
- Provide complimentary tickets to athletic events and plays (check with business first for any monetary gift-giving regulations).
- Use students in company advertisements.
- Thank partners by having students and/or teacher send letter/note.
- Display and/or use partner's business name, flag, sticker, logo, etc., within the school and on publications.
- Use a marquee to thank business(es) for being a partner.

Communications

- Put partners on your mailing list; share monthly activities.
- Advertise partnership activities at school.
- Establish **one** liaison at the school to channel all ideas and coordinate activities.

- Provide updates/recognition of partners at PTO/PTA, local school board, or other school meetings.
- Share school and student successes with partners, particularly where the partner has been involved.

Relationship Enhancement

- Invite partners to school career day as a participant.
- Invite partners to serve on an advisory committee, task force, etc.

HOW TO BUILD AN EFFECTIVE EDUCATIONAL PARTNERSHIP

Planning

To form the foundation for a long-term educational partnership that will make improvements in such substantial areas as student achievement, youth employability, and core knowledge, a plan for the partnership must be developed.

The first step in planning for your educational partnership is to identify the needs, resources, and interests of the school and business or organization. (See Appendix B, Partnership Needs/Resources Assessment and Planning Guide.) Successful partners meet at the beginning of each school year to brainstorm and plan partnership activities. They meet throughout the year to ensure that the partnership activities support the needs and goals of both the school and the business.

Cooperation: Setting Common Goals and Objectives

Establishing goals and objectives form the direction and focus of the partnership. Both long- and short-term goals should be developed. Setting action-oriented goals early in the partnership's development is essential. (See Appendix D.)

Goals are broad statements upon which the program builds specific objectives. Goals reflect the needs assessment and the philosophy and values of the school and its partner. Both educational partners should understand each other's goals and build partnership goals and objectives that are mutually beneficial.

School goals, for example, may include:

- Increasing student achievement levels.
- Motivating students to stay in school.
- Promoting parental involvement.
- Introducing and developing career awareness and objectives.

Business or community goals may include:

- Improving the quality of education of persons joining the company in entry-level positions.
- Exposing students to the meaning and values of the free enterprise system.
- Offering employees various avenues for community outreach.

Maintaining a balance between tangible, short-range goals and more visionary, long-range goals is important to building a partnership that will last and bring about substantial change.

Objectives

Objectives are derived from overall partnership goals and address identified needs. These may include the needs of the corporate partners and their employees as well as the school system and its students, teachers, administrators, or parents. Objectives are statements of specific intent. They specify what the educational partnership will actually accomplish. They should always be stated in specific and measurable terms and tell who will do what

and when. They form the basis for partnership evaluation. Objectives should be specific, measurable, attainable, responsible, and within a certain time frame. Examples of some objectives follow:

Specific Objectives (examples)

- Five students will job shadow at ABC School on February 25, 2006.
- Two speakers from XYZ Corporation will come into the accounting classroom on March 1 to talk about financial documents, accounting careers, ethics, job outlook, salary, and accounting fields.

Measurable Objectives (example)

- XYZ business was able to save \$\$\$ in salaries and benefits by employing three cooperative education students for the summer.

Attainable (defined)

- Set realistic objectives so they can be attained.

Responsible (defined)

- Who is going to be responsible for overseeing the activity?

Timeline (defined)

- When do we start? What are the benchmark deadlines? When do we end?

(See Appendix D for more details.)

Dedication

While it is easy initially to commit to a partnership program, it is often difficult to retain interest. The most effective partnerships involve partners who are interested in school improvement year after year. Schools retain their partners and attract new ones if they:

- Define and articulate their needs.
- Train school personnel to work with business and community partners.
- Show the partners concrete evidence of how they have made a difference in the schools.
- Allow the partners to have a variety of responsibilities and contact with different people.
- Let partners know that they are appreciated through written correspondence and verbal communication.

As a teacher, you might recommend some of the following items to your business partner:

- Advertise the success of the program through your organization's newsletters, bulletin boards, etc., and be sure to include photos.
- Ask the chairman or president to write a letter praising the program and suggesting a specific time commitment per month from each individual.

- Establish guidelines for business volunteers so they know exactly what is expected of them.
- Thank volunteers in writing and send a copy to their supervisor, department head, and the president or chairman of the organization.

Evaluation

An evaluation provides information to determine the accomplishments, strengths, and weaknesses of the partnership program. It is a useful tool to improve the program, justify continuation or expansions, gain additional community support, and conduct future planning. Good evaluation is involved in the beginning, the middle, and the end of the partnership plan. In the planning stages, it helps ensure concrete, measurable, and obtainable objectives. During the course of the program, it can alert the partners to any changes that should be made. At the end of the year, it will show how successful the partnership has been and can help in the revision of the old plan or development of a new one. (See sample evaluation outline in Appendix F.)

Help! What to Do When You Run Into a Problem

Don't despair if you run into a problem with your partnership. Occasionally you will hit a snag, especially if you are trying a new activity for the first time. Such problems can be solved simply and easily if both business and school education partners brainstorm to overcome the obstacle.

IDEAS AND BEST PRACTICES FOR PARTNERS

We encourage creativity between the partners when selecting projects. Each educational partner and school has unique qualifications and interests. Use your imagination, consider your resources, and develop rewarding programs. Partners should be made to feel welcome by all school employees. The following ideas are suggestions only.

Educational Incentives

- Have a company official send a personalized letter to students on the honor roll.
- Provide certificates for honor roll, most improved student, principal's list, etc.
- Provide small tokens for academic achievement (e.g., pencils, book bags, erasers, gift certificate, etc.).
- Honor perfect attendance, top citizenship, most improved, etc., with luncheons, field trips, certificates, pens, tokens, etc.
- Use the business marquee to honor individual students.
- Recognize special achievers in the company newsletter.

Career Education Enrichment

- Sponsor academic or career fairs (health, commerce and information technology, culinary arts, engineering, carpentry/home building, agricultural skills, etc.).
- Offer an exploratory class (especially in an area of employee expertise).
- Offer company field trips; assist with transportation.
- Have students prepare a "marketing campaign" for business, including posters, brochures, commercials, etc.
- Give students the opportunity to "shadow" employees on the job.

Employee Involvement

- Volunteer to assist in the classroom; attend school events/assemblies.
- Establish a pen-pal or e-mail program between personnel and students.
- Coordinate a "lunch bunch" between employees and students.
- Volunteer to be a mentor for a student at risk of dropping out of school.
- Encourage departments to adopt a classroom.
- Have employees present "show and tell" about hobbies, travel, collections, etc.
- Attend school programs, assemblies, etc.
- Provide judges for competitive events.
- Organize partner/school athletic teams.
- Help students fill out sample job applications and set up mock interviews.
- Recognize employees who have gone back to school to earn a high school diploma, college degree, certificate, or further their education.

Financial/Material Enrichment

- Sponsor students to go to state or national events or to student competitions.
- Send students to an education-related conference.
- Sponsor a summer scholarship to an area college for academically qualified students.
- Donate books to the school, perhaps to honor students or teachers.
- Provide scholarships to deserving students.
- Beautify and maintain school grounds; refurbish/paint school rooms.
- Provide a welcome sign for the school.
- Donate computers or software programs to the school.
- Help buy workbooks for children who cannot afford them.
- Establish a “clothes closet” for needy students.
- Purchase and/or donate tools, supplies, equipment, or surplus materials to the school.

Leadership Involvement

- Serve on a career/tech advisory committee.
- Serve on school participatory management teams.
- Consult with administration on financial management of the school.
- Offer incentives to parents for involvement in attending school meetings/functions.
- Provide transportation to parents/family normally unable to attend school functions.
- Invite employee representatives to serve on school committees.
- Act as a consultant or sponsor programs or special interest clubs such as Junior Achievement, Special Olympics, etc.
- Encourage company leaders to serve on school boards.
- Serve on a school district strategic planning team or School Improvement Council.
- Assist school districts in studying school and community policies and governance issues as related to their effectiveness in supporting higher student achievement.
- Assist school districts in planning for present and future facility and equipment needs.

Sharing Company Resources and Professional Experience

- Give tours of your business.
- Place an exhibit of your business in a central location at the school.
- Have company displays (or other displays) at PTA/PTO meetings, open houses, etc.
- Loan company videos to the school (training films, company history, management principles, personnel training, etc.).
- Allow use of your facilities for teacher in-service, college night, parent/community meetings, etc.
- Donate office supplies and surplus materials no longer in use.
- Allow educators to attend your company’s training programs, stress workshops, time management seminars, etc.

Speakers and Presentations

- Give a slide presentation about the company.
- Serve as a guest speaker or instructor in a classroom or for a student organization.
- Make career-day presentations, provide employability skills training and job application instruction, host mock interviews, etc.
- Speak to parent groups about personal health, safety, financial issues, etc.

Staff and Faculty Support

- Honor teacher/staff birthdays and/or “Teacher of the Month.”
- Sponsor professional development opportunities for teachers (grants, scholarships for accredited classes, summer workshops, time management seminars, etc.).
- Provide magazine or newspaper subscriptions for faculty lounge or classrooms.
- Redecorate faculty lounge; donate items such as microwave, coffee maker, lobby furniture, etc., that are no longer needed.
- Donate used desks and chairs for teachers, office, or library.
- Set up e-mail accounts for teachers.
- Set up and host a Web site for the school.

Miscellaneous Activities

- Assist with student publications and printing; backdrops for plays.
- Photograph school events.
- Conduct fund-raising activities at your business for a Partner School Fund.
- Help coach academic or intramural athletic teams.
- Sponsor health awareness activities.
- Help school with fund-raising activities (carnivals, bake sales, etc.).
- Consider using a student’s design for promotional materials (for example, business cards, greeting cards, logo, slogan, etc.).
- Celebrate your partnership anniversary.
- Include school activities and announcements in company newsletter.
- Send company newsletter to school.
- Provide a podcast for special events.

Community Partner Appreciation (special things for the school to do)

- Designate a “Partner” bulletin board or wall to post upcoming partner events, partner newsletter, etc.
- Decorate the business with posters, art work, etc.
- Host a “Tour Our School Day.”
- Send birthday cards, holiday cards, thank you notes, etc., to employees.
- Arrange a dinner for employees (enlist the help of the PTA).
- Have students “adopt an employee.”
- Design bulletin board for company to display information about the school.
- Have students personally deliver school newspapers to employees.
- Donate passes to employees for school programs, athletic events, etc.

- Allow partner to use school facilities (gymnasium, soccer field, cafeteria, classrooms, track, weight room, etc.).
- Dedicate a page in the yearbook to the partner.
- Host a Partner Appreciation Day at the school.
- Include partner on mailing lists to receive school newspapers, newsletters, bulletins, etc.
- Show regular recognition and appreciation to the partner (letters, plaques, etc.).
- Send students to entertain at special events.
- Write an article for the school newspaper on the partner's contribution to the school.
- Use marquee or signs to thank partner for support.

EDUCATOR'S PARTNERSHIP EXPECTATIONS

Once the needs and resources of the school and partner have been determined, use the following items to determine what you expect from your business/community partner.

- How involved do I want to be with my educational partner?
 - One-time partnership? If so, in what type activity do I want to be involved?
 - Ongoing partnership? If so, how long? In what activities do I want to be involved?
- Are there specific seasonal activities in which I want to participate?
- What do I have to offer my educational partner?
- Is there a specific area in which I have considerable expertise?
- Am I willing to allow students release time to participate in partnership activities?
- Who will be the contact (spokesperson) for my school?
- When do I want to begin?
- What do I expect of my business/community partner?
- Do I want to involve students? Other teachers? Other employees?
- Where would the activities occur: At the school? At business/community partner's location?
- How many people from my school will be participating?
- What financial obligations will be required throughout the year?

KEYS TO SUCCESS

Educational partnerships are rewarding to all parties. To be successful, an educational partnership needs to be well thought out and planned. Everyone needs to be involved. Some keys to a successful partnership are:

- Get the commitment of the school principal and the community organization's top management.
- Hold regularly scheduled meetings of the partnership.
- Maintain good communication among members of the educational partnership.
- Involve several school staff members and community organization representatives in your educational partnership.
- Rotate new representatives into the partnership yearly.
- Ask for the personal commitment of partnership members.
- Rotate your meeting site from the school to the business location.
- State the partnership's goals and expectations in writing. Include those who are responsible for activities with a timeline.
- Include the school improvement plan in the planning process.
- Make sure "Thank You" is said often enough.
- Maintain some degree of flexibility in planning.
- Use volunteers wisely to keep their enthusiasm high.
- Hold a planning meeting in late spring/early summer to prepare for events and activities in August as school opens.
- Keep a file of minutes and notes to pass on to replacements or new partnership members.
- Identify parents from the school that are part of the business/community organization and involve them in the educational partnership.
- Identify and communicate any budgeted funds that are designated for the partnership.
- Include students in the planning process where it is age appropriate.
- Promote your partnership activities within the school and at the community organization location(s).

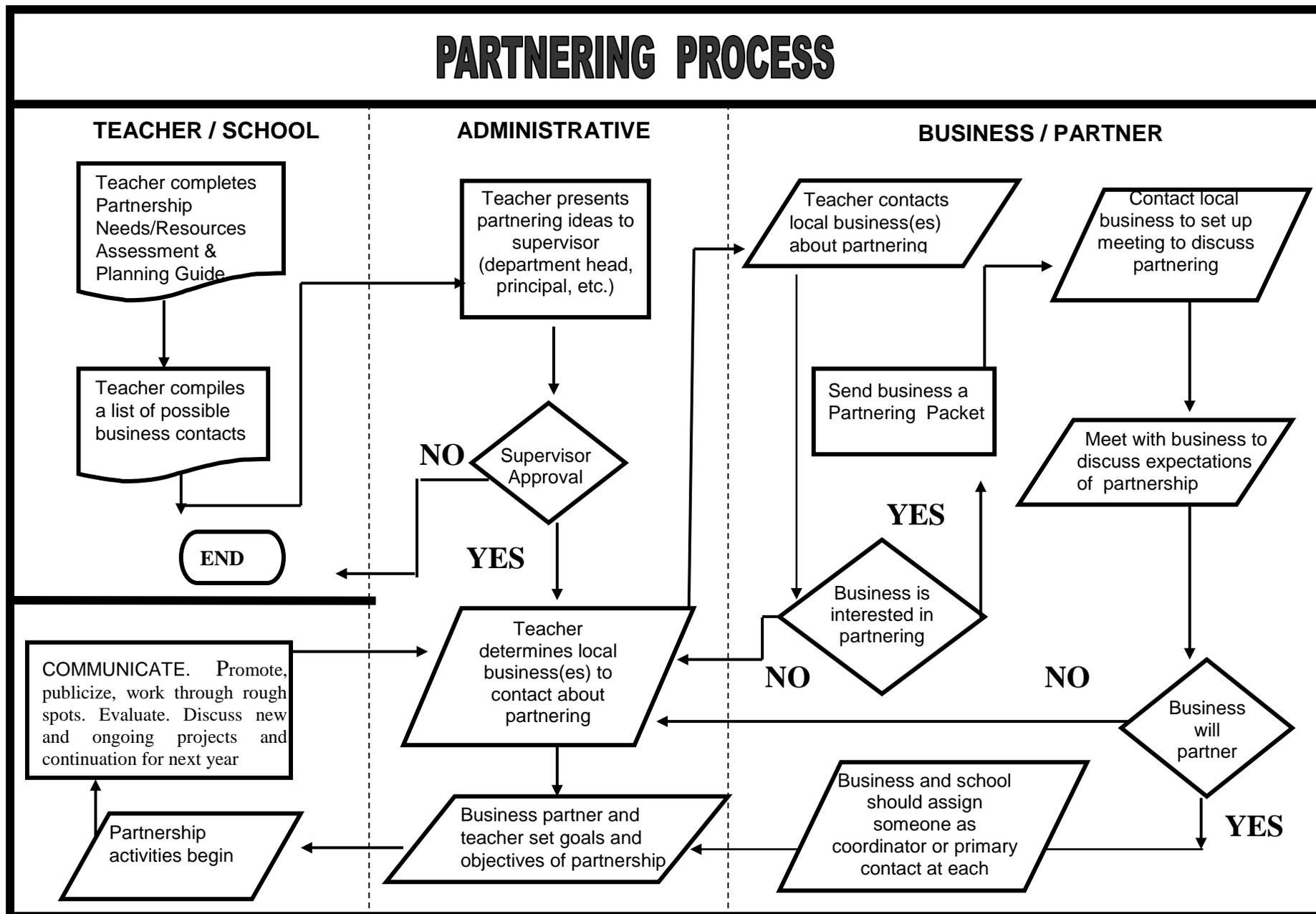
POTENTIAL PROBLEM AREAS

Even with the best of planning, there may be areas of difficulty during the educational partnership. Do not be discouraged. These can be overcome by re-evaluating the weak areas of the partnership. Some potential problem areas to be aware of are:

- Incomplete planning.
- More projects planned than can be reasonably accomplished.
- Inadequate knowledge of the partnership's goals, objectives, etc., by employees, other educators, or students.
- Lack of real commitment from either the school or business/community partner.
- Change of coordinator at school or with business/community partner.
- Emphasis on financial contribution instead of overall service contribution of educational partner.
- Personality differences with partners.
- Allowing too much time between activities or thank yous.
- Lack of communication between school and partners.
- Lack of involvement of students or parents in the planning process.
- Lack of evaluation communicating real results of the partnership.

APPENDIX A

PARTNERING PROCESS



APPENDIX B

PARTNERSHIP NEEDS/RESOURCES ASSESSMENT AND PLANNING GUIDE

Please respond with an “N” if the listed item is a NEED you have and an “R” if it is a RESOURCE you can provide.

| Advisory Needs/Resource | | | Staff Support Needs/Resource | | |
|-------------------------|----------|-----------------------------------|--------------------------------|----------|-------------------------------|
| School | Business | | School | Business | |
| | | Computer software evaluation | | | Chaperones |
| | | Fundraising consultant | | | Classroom aides |
| | | Public Relations/marketing | | | Clerical support |
| | | Serve on school advisory councils | | | Computer training |
| | | Serve on parent group board | | | Contest judges |
| | | Technical advisor | | | Grant writing |
| Supply/Facility | | | | | Summer employment |
| | | Classroom/teacher office supplies | | | Motivational speakers |
| | | Books, magazines, newspapers | | | Printing assistance |
| | | Computers and software | | | Host receptions/luncheons |
| | | Food/beverages | | | Seminars/workshops |
| | | Furniture | Curriculum Enhancements | | |
| | | Landscaping/beautification | | | Career awareness |
| | | Use of meeting space or facility | | | Classroom speaker/instructor |
| Student Support | | | | | Computer/software instruction |
| | | Student organization sponsor | | | Environmental awareness |
| | | Scholarships | | | Field trips |
| | | Support to needy students | | | Hands-on assistance |
| | | Clothing | | | Internships/externships |
| | | Assist with interviews | | | Job shadowing/Mentoring |
| | | Assist with resume writing | | | Safety awareness |
| | | Display student work | | | Tutors |
| | | Health screenings | Incentives | | |
| | | Internship/job training | | | Academic excellence |
| | | Refreshments for student events | | | Academic improvement |
| | | Support for needy students | | | Attendance |
| | | Teen issues | | | Citizenship |
| Other | | | | | Faculty recognition |
| | | Assistance with fundraising | | | Parent Involvement |
| | | Career day/Job fair | | | Special programs/contests |
| | | Recycling program | | | Student involvement |
| | | Transportation | | | Sports/physical fitness |

APPENDIX C

FIRST TELEPHONE CONVERSATION WITH PROSPECTIVE BUSINESS/COMMUNITY PARTNER

This call should only be made AFTER you have completed the Needs Assessment and know WHY you are interested in THAT particular Educational Partner to provide for certain needs. You should ALREADY have permission from your supervisor, principal, and/or superintendent to partner with this or any other entity.

Unless you have otherwise been given a specific person to contact about your need, it is probably best to ASK FOR THE HUMAN RESOURCES (HR) MANAGER. This person is usually the one most in tune with what workforce needs the business has and, therefore, will most likely be willing to work with schools. However, they may NOT be the decision-maker or the actual coordinator for school issues. They will be able to direct you up the chain of command or might feel it will be better if they make the request for you. Many large businesses also have people assigned to school issues, sometimes called School Coordinators or Community Relations representatives. Again, the HR Manager will be able to direct you if he/she is not the proper contact. They have their finger on the pulse of the business and each position's responsibilities and authority.

Introduce yourself, your school, your position, and your grade/department at the school, so the business person knows exactly to whom they are speaking.

State confidently what you are calling about:

I would like to talk to someone at XYZ Corporation about establishing a Business-Education Partnership. Is there a specific person who handles school or community relations?

This is NOT the time to go into details about what specifically you want or why you think they are a good match. Calling it a "Partnership" implies a two-way street! **You are not asking for handouts. You are offering a relationship!**

When you are speaking to the person who is responsible for school relations:

(If different than the original person you spoke with, repeat the original statement) *I would like to discuss the possibility of establishing a Business-Education Partnership with XYZ Corporation.*

Are you familiar with that type of relationship?

If they ARE familiar with partnerships:

That's great!

If they are NOT familiar with partnerships:

Well, I have a packet of information I can send to you to give you more details about school and business partnerships, if that will be OK with you.

They may ask what it will involve or question your intent or ask what specifically you "want":

Partnerships can be a lot of different things, depending on what the partners want to accomplish. (To be honest, this will be my first partnership, so I'll be learning as I go.) BUT one of my main goals is that

my students be aware of what will be expected of them in the workplace and prepared to be good citizens. I think it will really help them to hear from business people about different careers and expectations on the job.

[This is EXACTLY what a business wants to hear! And it's not scary to them – they are eager to work with you to do this. Be specific about your educational partnership needs. Material and monetary donations are not the only benefits you can reap from your business/community educational partner. Business/community partners have a tremendous variety of resources to offer. One example is to use the human resource department to provide training on ethics, interview skills, resume writing, or dress.]

So, may I send you the packet of information?

If they agree to receive the information:

Great! Thanks. May I please have your mailing address?

And will it be OK if I may have your e-mail address?

Thanks so much for your time. I'll put that packet in the mail this afternoon. And I'll check back with you next week to see if you have any questions I can answer. What day and/or time will be good for me to call you again.

After you've had time to look over the information, perhaps we can get together and see if a partnership will work for us.

Thanks again for your time. I look forward to talking to you again next week!

Then WRITE DOWN the DAY and TIME to call them back and don't forget!

PREPARE THE PACKET OF INFO FOR THE BUSINESS.

- Include a personal note to whomever you spoke, thanking them again.
- Mention that you have included YOUR completed Partnership Needs/Resources Assessment & Planning Guide to review. BE SURE you have marked items on your needs assessment about career information and/or experiences for your students.
- Also include all of your contact information and the times you are or are not available due to your class schedule.
- Remind them that you will be calling next week on "XYX day and at XYX time" to see if they have any questions.

AND GO PUT THE PACKET OF INFORMATION IN THE MAIL!!

NEVER assume an educational partnership will be established OR continued from year to year. Both partners need to be satisfied that they got what they needed out of the educational partnership. If either does not, they have the right to terminate the relationship. It is always a two-way street.

APPENDIX D

| SAMPLE Goals and Objectives Chart | | | | | | | | | |
|---|--|----------------------------------|--|--|---|---|--|---|--|
| Goals | Objective | Action Item/ Activity | Details and Description, if needed/how Partner will participate in Activity | Who's Responsible for Oversight (School & Business) | Start Date | End Date | Expected Outcome | Actual Outcome | Evaluation Notes |
| Goal 1: Students gain more career awareness | | | | | | | | | |
| | Objective 1: Students spend time with business people | | | | | | | | |
| | | Job Shadowing | 10th and 11th grade students will apply and be placed for one day with professionals in their field of interest. | School - John Jones - Business and Jane Doe, HR Mgr. | Feb. 2, National Job Shadowing Day | Feb. 2, National Job Shadowing Day (some may occur before or after this date, according to the business' schedule) | 100 students will shadow professionals and be able to state three new things they learned about that business or the business world in general | 73 students shadowed, 55 were able to state 3 new items | Successful to a degree, but need more planning to inform students of the event, prepare them for their day, as well as to educate business hosts on how to deal with students' immaturity and make the activity most valuable for both the student and the employee. |

| <i>Continued</i> | | | | | | | | | |
|------------------|-----------|---|---|---|--|----------|--|---|--|
| Goals | Objective | Action Item / Activity | Details and description, if needed / how Partner will participate in Activity | Who's Responsible for Oversight (School & Business) | Start Date | End Date | Expected Outcome | Actual Outcome | Evaluation / Notes |
| | | Real-world, hands-on activities, developed in partnership with businesses and administered/instructed by them in the classroom. | Teacher will work with business representatives to develop lesson plans for a new product Mass Marketing roll-out event, involving multi-media presentations, CEO press conference packets, product and logo development, budget for the entire package. Students will work directly with business representatives as mentors/instructors in various stages of the development. Students may visit the work site on occasion. If approved, the school will have business representative team advisors assisting student teams in a "competition." | School - John Jones - Business and Ray Smith - Marketing Director | Planning - September Lesson - January | April | Students will present final package to business representatives and have average scores of at least 85/100 grades. | Students averaged 89% grades (from 70% - 96%) | Project was very successful. Students did better than expected and enjoyed the experience. Business reps seemed to really enjoy it as well and have asked to work with the students again next year. |
| | | Students will help develop the REAL Web page for partners new branch. | Students will work with business' IT Dept. to develop a new page for the new branch on East Side. It must flow with the rest of the site but focus on the newer target market in East Side. | School - John Jones- Business and Susan Lou - IT Dept. | October | November | | | |
| | | E-mentoring from business representatives | | | | | | | |

APPENDIX E

SAMPLE THANK YOU LETTER

Best City School
123 Report Card Lane
Best, AL 00000-0000

Best City School

April 15, 2016

XYZ Corporation
100 Profit Avenue
Best, Alabama 00000-0000

Dear Partner:

On behalf of Best City Schools—the counselors, teachers, students of Mr. Bean’s Accounting Class—and parents, we thank you for sharing your knowledge, expertise, and time at our annual Accountant’s Career Day. Your partnership is a reflection of your company’s commitment to our children, schools, and the communities of Best, Alabama.

It is our goal to provide our students and communities with a strong base of knowledge and resources that help them prepare to enter a career that is rewarding, interesting, and fulfilling. Our students have responded with praise and admiration for all the presenters, the informative field trip, and donations of pens, pencils, and business magazines. Again, thank you very much for making this year’s Accountant’s Career Day a success.

Sincerely,

Count C. Lore
School Counselor

CCL:SLW

APPENDIX F

BUSINESS PACKET (Pages F1 – F14)

The Business Packet is to be duplicated and given to your educational business partner.

BUSINESS PACKET

Introduction

What are Partnerships? An educational partnership is a mutually beneficial and supportive arrangement among students, parents, business, community, and postsecondary representatives, in addition to other educators, counselors, and administrators to champion local efforts to improve academic achievement and career development. A partnership is a forum in which everyone has a stake in student success. It is a way to improve cooperation, coordination, and communication among schools, businesses, and the community and involves commitment to specific objectives, activities, and resources to benefit students and employers. Relationships make the difference.

All partnerships are different. They evolve based on what the school/student needs and what the partner can offer to help fulfill that need. They may also evolve based on skills the employer requires in future employees. Whatever the involvement, the partnership program gives schools and students a link to the real-life, working world.

There is no magic formula to form a successful partnership. Every school and its community partners are unique. Therefore, each partnership varies according to the needs, available resources, the leadership capacity of the participants, and the level of commitment of all parties. However, there are common factors in every effective partnership: planning, cooperation, dedication, and evaluation.

This manual is only a guide. No two partnerships are the same. Be flexible and innovative! There is no limit to what you can do as a partner. It all depends on your business and school and the talents and special interests of those involved.

BENEFITS OF EDUCATIONAL PARTNERING

The effective use of educational partnerships can provide benefits not only to the teacher, students, and school but also to business, industry, and the community.

The business, industry, and community benefits are as follows:

- Reducing recruiting costs for future employees.
- Retaining first-year employees.
- Increasing federal and state tax deductions for donations (supplies, equipment, money, etc.) to school.
- Becoming known as a community-involved organization.
- Retaining local workforce in the area.
- Investment in tomorrow's leaders, employees, and consumers.
- Helping to shape the curriculum that prepares future employees.
- Presenting requirements, satisfactions, and expectations of the business world.
- Alerting teachers to the skills job applicants lack and helping them find ways to aid students in developing these skills.
- Developing career awareness.
- Having technical programs geared to specific labor market needs now and in the future.
- Becoming partners in the educational development of youth involving work ethics, teamwork, attendance, professional appearance, and courtesy.
- Gaining an understanding of the school system whose health is vital for the economic well-being of the local area.
- Rewarding and satisfying experiences for employees.
- Seeing greater understanding of the quality and needs of our public schools.

The teacher, students, and school benefits are as follows:

- Becoming aware of skills needed in present and future job market.
- Acquiring adult role models with expertise not traditionally available in the classroom.
- Gaining expertise and technical assistance to help provide a more complete education.
- Gaining real-world experience through projects.
- Increasing student awareness of career opportunities.
- Increasing understanding of and interaction with people from the business world.
- Gaining awareness of constraints, complexities, and concerns of community resources.
- Providing incentives to promote school attendance and student achievement.
- Enriching curriculum.
- Having more classroom resources.

PARTNERSHIP NEEDS/RESOURCES ASSESSMENT AND PLANNING GUIDE

Please respond with an “N” if the listed item is a NEED you have and “R” if it is a RESOURCE you can provide.

| Advisory Needs/Resource | | | Staff Support Needs/Resource | | |
|-------------------------|----------|-----------------------------------|--------------------------------|----------|-------------------------------|
| School | Business | | School | Business | |
| | | Computer software evaluation | | | Chaperones |
| | | Fundraising consultant | | | Classroom aides |
| | | Public relations/marketing | | | Clerical support |
| | | Serve on school advisory councils | | | Computer training |
| | | Serve on parent group board | | | Contest judges |
| | | Technical advisor | | | Grant writing |
| Supply/Facility | | | | | Summer employment |
| | | Classroom/teacher office supplies | | | Motivational speakers |
| | | Books, magazines, newspapers | | | Printing assistance |
| | | Computers and software | | | Host receptions/luncheons |
| | | Food/beverages | | | Seminars/workshops |
| | | Furniture | Curriculum Enhancements | | |
| | | Landscaping/beautification | | | Career awareness |
| | | Use of meeting space or facility | | | Classroom speaker/instructor |
| Student Support | | | | | Computer/software instruction |
| | | Student organization sponsor | | | Environmental awareness |
| | | Scholarships | | | Field trips |
| | | Support to needy students | | | Hands-on assistance |
| | | Clothing | | | Internships/externships |
| | | Assist with interviews | | | Job shadowing/Mentoring |
| | | Assist with resume writing | | | Safety awareness |
| | | Display student work | | | Tutors |
| | | Health screenings | Incentives | | |
| | | Internship/job training | | | Academic excellence |
| | | Refreshments for student events | | | Academic improvement |
| | | Support for needy students | | | Attendance |
| | | Teen issues | | | Citizenship |
| Other | | | | | Faculty recognition |
| | | Assistance with fundraising | | | Parent Involvement |
| | | Career day/Job fair | | | Special programs/contests |
| | | Recycling program | | | Student involvement |
| | | Transportation | | | Sports/physical fitness |

WHAT PARTNERS CAN DO FOR SCHOOLS

Partners can provide a wide variety of functions. The following list is not intended to be all-inclusive, but it should provide suggestions for a business or community organization that desires to partner with a school.

Career Education Resources

- Recruit students for continuing education.
- Allow tours of business facilities.
- Sponsor a “Boss for a Day” program.
- Arrange for students to design holiday cards, covers for annual reports, or other publications.
- Provide demonstrations of various artistic and technical skills.
- Job-shadowing opportunities for teachers and students.
- Include teachers in relevant business training in specialized areas.
- Provide corporate release time for employees to mentor students during school day.
- Provide curriculum support material and/or ideas for curriculum enhancement.
- Sponsor/participate in career fairs and school events.
- Provide leadership experiences.
- Establish internships.
- Provide guest speakers related to curriculum area.
- Assist with mock job interviews; employability skills; teamwork, ethics, application, resume’ skills; and “dress for success” lectures.
- Provide corporate release time for employees to serve on career and technical education advisory committees.
- Assist with school-to-work transition programs.
- Provide case studies for students in class to work on; evaluate students’ work from business standards.
- Provide demonstrations to classes.
- Assist students with career decisions; college courses.
- Assist teachers in gathering resources for units of study.
- Share career experiences with students.
- Train students in business etiquette including table manners, etc.
- Assist students in setting up mock enterprises to acquire more business knowledge.
- Provide distant learning/real-time opportunities so students can ask questions.

Human Resources

- Support beautification projects; donate plants; provide employee volunteers.
- Provide seminars or sponsor trainings for parent or staff groups.
- Provide career awareness/seminars for parents, students, and faculty.
- Serve as chaperones.
- Provide technical support/consulting services for staff.
- Assist with school activities.

- Provide expertise in public relations to raise the image of schools or to promote partnership involvement.
- Provide after-school tutorial program.
- Provide e-mail training for students.
- Attend school activities during school day; take part in program.
- Team with students/faculty in community service projects.
- Serve as judges for competition events.
- Speak about partnering at local board meetings/civic organization meetings/PTA/PTSA.

Financial Resources

- Donate materials or new/used equipment to schools.
- Sponsor educational field trips; provide transportation.
- Provide mini-grants to support innovative teaching ideas and projects.
- Use business copy machine for big publications such as school newspaper or handbook.

Miscellaneous Resources

- Provide display space for school promotions, productions, projects, artwork, competitions, etc.
- Provide space for school meetings.
- Recognize students and faculty for achievements.
- Provide/recommend incentives for student performance and attendance.
- Sponsor career-related extracurricular activities for career and technical student organizations.
- Provide space in business publications to highlight partnership activities and advisory committees.
- Grant special awards for students or faculty.
- Promote partnership in newsletter and throughout the community.
- Initiate teacher recognition.
- Provide incentives to students at risk of dropping out; encourage their graduation from high school.
- Provide information literature and/or magazines.
- Volunteer to sit with classes for a duty-free lunch for teachers.

WHAT SCHOOLS CAN DO FOR THEIR EDUCATIONAL PARTNERS

The following list contains suggestions of how the teacher and school can partner with business and community organizations. The list is not intended to be all-inclusive, but it should provide suggestions on ways to partner. Be creative!

Return on Investment

- Provide visibility by submitting partnership information to be used in press releases, school publicity, etc.
- Provide student referrals as prospective employees to the business.
- Establish a referral system with partners for part-time student and/or teacher employment.
- Provide student/teacher internship in business during summer months.
- Allow use of school facilities for company functions and recreation.
- Provide student designs for the company holiday card, annual holiday calendar, annual report cover, new logo, etc.
- Manage/update the company's Web site or newsletter.
- Promote and include partners at all school events.

Relationship Building

- Send baked goods, cards, etc., to business and/or employees for special occasions/birthdays.
- Invite partner to shadow teacher and/or administrator.
- Honor partners with an adoption ceremony and/or host recognition reception for company volunteers.
- Provide partners with an inside look at school: tour the school and explain curriculum, career planning process, graduation expectation, etc.
- Invite partners to breakfast or coffee with the principal and/or other teacher; tour some classes.
- Invite partners to participate in community projects with your school, e.g., baskets at Thanksgiving.
- Provide complimentary tickets to athletic events and plays (check with business first for any monetary gift-giving regulations).
- Use students in company advertisements.
- Thank partner by having students and/or teacher send note.
- Display and/or use partner's business name, flag, sticker, logo, etc., within school and on publications.
- Use marquee to thank business(es) for being a partner.

Communications

- Put partners on your mailing list; share monthly activities.
- Advertise partnership activities.
- Establish **one** liaison to channel all ideas and coordinate activities.

- Provide updates/recognition of partners at PTO/PTA, local school board, or other school meetings.
- Share school and student successes with partners, particularly where the partner has been involved

Relationship Enhancement

- Invite partners to school career day as a participant.
- Invite partners to serve on an advisory committee, task force, etc.

PARTNER INFORMATION FORM

Partner's Name _____

Contact Person _____

Business Partnership Coordinator's Name (if different from above) _____

Physical Address _____

Business Address _____

Telephone No. _____ FAX _____ E-mail _____

Type of Business (if applicable) _____

What partnership activities would you be interested in? (See different ways to partner ideas on previous pages if needed.) _____

Is it okay to publicize partnership activities, donations, etc., relating to school partnership? _____

Date sensitive information (example: dates/times unavailable for contact; vacation; plant shut-down period; coop recruiting, etc.)

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

Budgetary planning deadline for current year. _____

Comments _____

Executive Management Approval _____

Signature

PARTNERSHIP EXPECTATIONS

Once the needs of the school and partner have been determined, use the following items to determine what you expect from your partner.

- How involved do I want to be with my educational partner?
 - One-time partnership? If so, what type activity do I want to be involved in?
 - Ongoing partnership? If so, how long? What activities do I want to be involved in?
- Are there specific seasonal activities I want to participate in?
- What do I have to offer my educational partner?
- Is there a specific area in which I have considerable expertise?
- Am I willing to allow employees (if business) or students (if school) release time to participate in partnership activities?
- What school program/class would I like to work with or have the most to offer?
- Who will be the contact (spokesperson) for my organization?
- When do I want to begin?
- What do I expect of my education partner or my business/community partner?
- Do I want to involve students? Teachers? Other Employees?
- Where would the activities occur: At the school? At business/community location?
- How many people from my group will be participating?

HOW TO BUILD AN EFFECTIVE EDUCATIONAL PARTNERSHIP

Planning

In order to form the foundation for a long-term educational partnership that will make improvements in such substantial areas as student achievement, youth employability, and core knowledge, a plan for the partnership must be developed.

The first step in planning for your educational partnership is to identify the needs, resources, and interests of the school and business or organization. (Partnership Needs/Resources Assessment & Planning Guide, page 3). Successful partners meet at the beginning of each school year to brainstorm and plan partnership activities. Many partners meet throughout the year to ensure that the partnership activities support the needs and goals of both the school and business for the partnership.

Cooperation: Setting Common Goals and Objectives

Establishing goals and objectives form the direction and focus of the partnership. Both long- and short-term goals should be developed. Setting action-oriented goals early in the partnership's development is essential.

Goals are broad statements upon which the program builds specific objectives. Goals reflect the needs assessment and the philosophy and values of the school and its partner. Both educational partners should understand each other's goals and build partnership goals and objectives that are mutually beneficial.

School goals, for example, may include:

- Increasing student achievement levels.
- Motivating students to stay in school.
- Promoting parental involvement.
- Introducing and developing career awareness and objectives.

Business or community goals may include:

- Improving the quality of education of persons joining the company in entry-level positions.
- Exposing students to the meaning and values of the free enterprise system.
- Offering employees various avenues for community outreach.

Maintaining a balance between tangible, short-range goals and more visionary, long-range goals is important to building a partnership that will last and bring about substantial change.

Objectives

Objectives are derived from overall partnership goals and address identified needs. These may include the needs of the corporate partners and its employees as well as the school system and its students, teachers, administrators, or parents. Objectives are statements of specific intent. They specify what the educational partnership will actually accomplish. They should always be stated in specific, measurable terms and tell who will do what and

when. They form the basis for partnership evaluation. Objectives should be specific, measurable, attainable, responsible, and within a certain time frame. Examples of some objectives follow:

Specific Objectives (examples)

- Five students will job shadow at ABC School on February 25, 2006.
- Two speakers from XYZ Corporation will come into the accounting classroom on March 1 to talk about financial documents, accounting careers, ethics, job outlook, salary, and accounting fields.

Measurable Objectives (example)

- XYZ business was able to save \$\$\$ in salaries and benefits by employing three cooperative education students for the summer.

Attainable (defined)

- Set realistic goals so they can be attained.

Responsible (defined)

- Who is going to be responsible for overseeing the activity?

Timeline (defined)

- When do we start? What are the benchmark deadlines? When do we end?

There are also some things that the partner coordinator can do to ensure continued participation.

- Advertise the success of the program through your organization's newsletters, bulletin boards, etc., and be sure to include photos.
- Ask the chairman or president to write a letter praising the program and suggesting a specific time commitment per month from each individual.
- Establish guidelines for business volunteers so that they know exactly what is expected of them.
- Thank volunteers in writing and send a copy to their supervisor, department head, and the president or chairman of the organization.
- Explain security and sign-in policies.

Dedication

While it is easy initially to commit to a partnership program, it is often difficult to retain interest. The most effective partnerships involve partners who are interested in school improvement year after year. Schools retain their partners and attract new ones if they:

- Define and articulate their needs.
- Train school personnel to work with business and community partners.
- Show the partners concrete evidence of how they have made a difference in the schools.

- Allow the partners to have a variety of responsibilities and contact with different people.
- Let partners know that they are appreciated.

Evaluation

An evaluation provides information to determine the accomplishments, strengths, and weaknesses of the partnership program. It is a useful tool to improve the program, justify continuation or expansions, gain additional community support, and to conduct future planning. Good evaluation is involved in the beginning, the middle, and the end of the partnership plan. In the planning stages, it helps ensure concrete, measurable, and obtainable objectives. During the course of the program, it can alert the partners to any changes that should be made. At the end of the year, it will show how successful the partnership has been and can help in the revision of the old plan or development of a new one.

Help! What to Do When You Run Into a Problem

Don't despair if you run into a problem with your partnership. Occasionally you will hit a snag, especially if you are trying a new activity for the first time. Such problems can be solved simply and easily if both business and school education partners brainstorm ways to overcome the obstacle.

KEYS TO SUCCESS

Educational partnerships are rewarding to all parties. To be successful, an educational partnership needs to be well thought out and planned. Everyone needs to be involved. Some keys to a successful partnership are:

- Get the commitment of the school principal and the community organization's top management.
- Hold regularly scheduled meetings of the educational partnership.
- Maintain good communication among members of the partnership.
- If possible, involve several school staff members and community organization representatives in your educational partnership.
- Rotate new representatives into the partnership yearly.
- Ask for the personal commitment of partnership members.
- Rotate your meeting site from the school to the business' location.
- Clearly state the partnership's goals and expectations in writing; include those who are responsible for activities with a timeline.
- Include the school improvement plan in the planning process.
- Make sure "Thank You" is said often enough.
- Maintain some degree of flexibility in planning.
- Use volunteers wisely to keep their enthusiasm high.
- Hold a planning meeting in late spring/early summer to prepare for events and activities in August as school opens.
- Keep a file of minutes and notes to pass on to replacements or new partnership members.
- Identify employees from the business and involve them in the educational partnership.
- Clearly identify and communicate any budgeted funds that are designated for the partnership.
- Include students in the planning process where it is age appropriate.
- Promote your partnership activities within the school and at the community organization location(s).

POTENTIAL PROBLEM AREAS

Even with the best of planning, there may be areas of difficulty during the educational partnership. Do not be discouraged. These can be overcome by re-evaluating the weak areas of the partnership. Some potential problem areas to be aware of are:

- Poor or inadequate planning.
- More projects planned than can be reasonably accomplished.
- Inadequate knowledge of the partnership's goals, objectives, etc., by employees, other educators, or students.
- Lack of real commitment from either the school or business/community partner.
- Change of coordinator at school or with business/community partner.
- Emphasis on financial contribution instead of overall service contribution of educational partner.
- Personality differences with partners.
- Allowing too much time between activities or before thanking your partners.
- Lack of communication between school and partners.
- Lack of involvement of students or parents in the planning process.
- Lack of evaluation communicating real results of the partnership.