

K-12 Partnership Report

Can Your Partners and Donors Find You?

Visiting the sites of the 100 largest districts to look for partnership and foundation information

Picture this: a local business leader is thinking about getting involved, but doesn't know the best way to help. He goes to your district website to look for more information on how he can support his local schools, and perhaps to find contact information for someone with whom he can talk further. But he's a busy man: if he can't find the information he needs, he'll undoubtedly get pulled in some other direction, perhaps to never again think about lending a hand.

If this happened in your district (and it undoubtedly does, time and again), could that business leader find information on giving or partnering? Could he easily find contact information for someone who could talk with him about his options and what his help could do for area students and schools?

Overview of Research

To see how prepared partnership and foundation leaders are for online searches by prospective supporters, we looked for answers by visiting the websites of the 100 largest school districts (which included those of Puerto Rico and the state of Hawaii). The assumption was that the largest districts would be those most likely to have full-time partnership and foundation staff, and to have made an investment in website development; as a result, we expected these to be the sites most likely to point to partnership information and contacts.

We limited data collection to two core areas:

1. Can I find information on the home page about volunteering and/or partnering? If so, is that information found through an ad on the home page, a permanent text link, or does it show up within a menu (in other words, not visible on the home page unless a menu is selected)?

2. For those partnership and foundation offices that can be found from the home page, what kind of contact information is presented - is it a blind email, or does the district provide the name of the correct contact with email and phone number?

While the range of data collected was decidedly limited, it promised to open a window into the ways in

**Table 1: Results of All Surveyed Websites
100 Largest School Districts**

Survey Item	All sites
Partnership presence on district home page	
Ad for volunteers/partnerships	11%
Text listing	16%
Found in menu item	49%
Total with home page presence	76%
Partnerships - Contact information found (<i>only of sites with home page presence</i>)	
Name	64.5%
Phone number	77.6%
Email address	82.9%
Foundation presence on district home page	
Ad for volunteers/partnerships	13%
Text listing	13%
Found in menu item	35%
Total with home page presence	61%
Foundations - Contact information found (<i>only of sites with home page presence</i>)	
Name	80.3%
Phone number	98.4%
Email address	91.8%

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which districts were promoting partnership and giving opportunities. This article summarizes our findings.

Overall Results

As seen in Table 1 (previous page), we found that most of the 100 largest districts provided links of some sort to their partnership programs and district-level foundations: 76 directed visitors to partnership or volunteer offices, while 61 provided links to foundations. For a handful of districts, these links are presented as ads: 11 sites featured ads for partnership offices or volunteer programs, while 13 had logo links or ads to their district foundations. In other cases - for 16 partnership offices and 13 foundations - the district site had a permanent text link somewhere on the home page. And in the majority of cases (49 for partnership offices, 35 for foundations), these selections appeared when a menu item on the home page was selected, often in a category like “Community” or “Public.”

It was surprising to see partnerships promoted more frequently than foundations among these districts. One of the apparent reasons for this is that at least some district-level foundations are independent organizations: 38 of the foundation links went to standalone websites, whereas just 9 partnership links directed users to standalone sites.

While most partnership and foundation programs provided contact information to visitors, some surprisingly do not, or may only provide a phone number or email address, and not the name of someone to contact. Of the 76 district sites that provided a link to partnership or volunteer information, only 49 (64.5%) offered the name of a contact person, while 59 (77.6%) offered a phone number, and 63 (82.9%) offered an email address (and obviously, most offered more than one of these options). Among the 61 foundations linked from district home pages, 49 (80.3%) provided a contact name, 60 (98.4%) offered a phone number, and 56 (91.8%) highlighted an email address for visitors.

The Los Angeles, CA school district website links users to the Pillar LA site (www.pillarla.com), a standalone site for a partnership between the district and the Los Angeles Chamber of Commerce.

Does District Size Matter?

As part of this analysis, we wanted to see whether larger districts were more likely to have partnership and foundation information on their home pages. Since larger districts tend to have more dedicated staff members in this area, and more web development resources, it seemed likely that there would be more prominent placement of such information in relation to district size. So we split the list of 100 largest districts into three and looked to see whether any differences in activity showed up among the three groups.

As can be seen in Table 2, there were pronounced differences among the three groups in terms of providing partnership or volunteer information: 85.5% of the 33 largest districts had this information on their home pages, compared to 75.8% of the next group of 33, and just 67.6% of the final group of 34. Furthermore, the group

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Brett Pawlowski
Editor and Publisher

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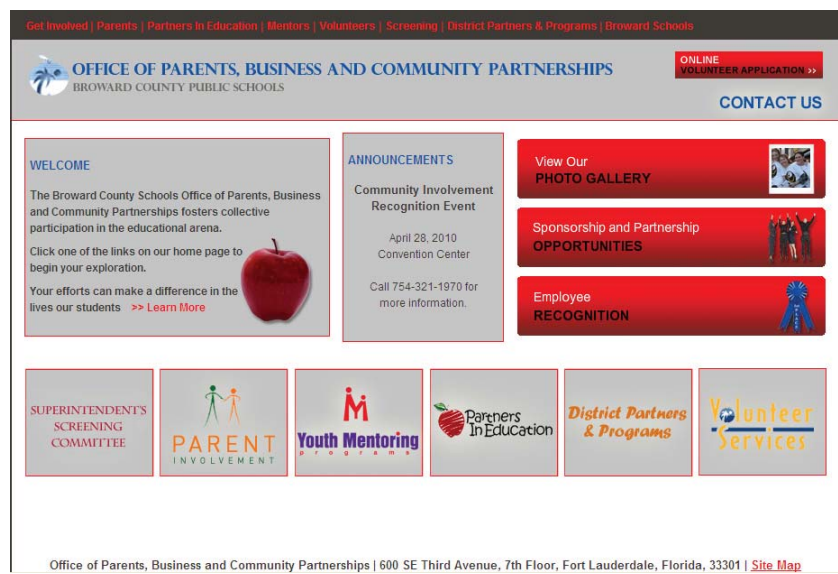
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While the *K-12 Partnership Report* is delivered electronically as a PDF, we ask readers to treat the publication as they would any print-based newsletter to which they subscribe. Specifically, you can pass it around to an associate or two in the office - but we ask that you NOT blast it out across your district or the membership of your organization.

We do not add any security features to the PDF newsletters because we trust our readers to follow reasonable guidelines in sharing *KPR* with colleagues. If you have any questions, or would like to learn more about purchasing bulk subscriptions so that every school in your district receives a copy, contact Brett Pawlowski at 704-717-2864 or by email at brett@dehavillandassociates.com.

with the largest districts was most likely to provide complete contact information: compared to the third group of smaller districts (Districts 67-100), the 33 largest districts were more likely to offer the name of a contact person (67.9% to 60.9%), a phone number (92.9% to 69.6%), and an email address (85.7% to 82.6%).

When promoting district foundations, size differences among districts was less of a factor: while the largest districts were slightly more likely to feature their foundations through ads or text listings, the increased use of menu item listings among the smaller districts made the total difference negligible. The foundations of larger districts, however, were more likely than those of smaller districts to offer contact names, phone numbers, and email addresses to visitors.



The Broward County Public School district features a standalone partnership site with its own address at www.getinvolvedineducation.com.

Table 2: Results of Surveyed Websites by District Size and Location

Survey Item	Districts 1-33	Districts 34-66	Districts 67-100	FL Only (n=14)	TX Only (n=16)	All 100 Districts
Partnership presence on district home page						
Ad for volunteers/partnerships	9.1%	15.2%	8.8%	7.1%	18.8%	11%
Text listing	18.2%	21.2%	8.8%	14.3%	25%	16%
Found in menu item	57.6%	39.4%	50%	71.4%	50%	49%
Total with home page presence	85.5%	75.8%	67.6%	92.8%	93.8%	76%
Partnerships - Contact information found <i>(only of sites with home page presence)</i>						
Name	67.9%	64%	60.9%	76.9%	73.3%	64.5%
Phone number	92.9%	68%	69.6%	92.3%	73.3%	77.6%
Email address	85.7%	80%	82.6%	92.3%	86.7%	82.9%
Foundation presence on district home page						
Ad for volunteers/partnerships	15.2%	15.2%	8.8%	14.3%	18.8%	13%
Text listing	12.1%	18.2%	8.8%	28.6%	18.8%	13%
Found in menu item	33.3%	30.3%	41.2%	28.6%	37.5%	35%
Total with home page presence	60.6%	63.7%	58.8%	71.5%	65.1%	61%
Foundations - Contact information found <i>(only of sites with home page presence)</i>						
Name	85%	85.7%	70%	90%	66.7%	80.3%
Phone number	90%	100%	75%	90%	91.7%	98.4%
Email address	95%	90.5%	80%	90%	91.7%	91.8%

We cannot project the results of this analysis to the universe of 14,000 school district websites, given the much larger size of sampled districts: the smallest district in the Top 100 list, Henrico County (VA) schools, still has 68 schools serving more than 46,000 students, hardly the average in the US. However, since the districts in this review are much more likely than others to have full-time staff dedicated to partnership and foundation work given their size, we can speculate that smaller districts have less of a partnership/foundation presence than those reviewed in this survey.

Does Professional Support Matter?

In the partnership field, two states - Florida and Texas - have strong statewide partnership associations, while most others have no statewide source of training, networking, or advocacy. We therefore decided to see if the existence of such associations correlated to an increase in the exposure of districts' partnership programs. The results are found in Table 2.

In both cases, there was a marked increase in the level of promotion of partnership programs, and in the availability of contact information for partnership offices: 13 of Florida's 14 districts in the sample promoted their partnership programs in some way, a 92.8% rate, as compared to the 76% rate of the entire sample. Fifteen of Texas' 16 districts promoted their programs for a 93.8% rate, again far above the rate of the overall sample.

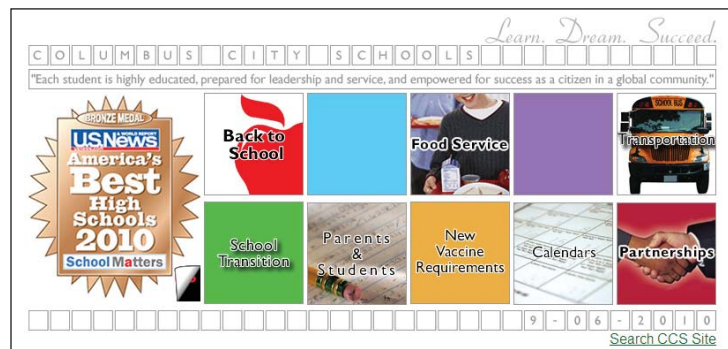
Districts in both states were more likely to provide names and email addresses than those in the overall sample, and Florida was more likely to provide phone numbers. Overall, it seems clear that the existence of a statewide professional association has a distinct impact on districts' efforts to promote partnership opportunities to the public, whether that comes from increased awareness thanks to the work of the associations or from increased training on outreach for the associations' members.

Conclusion

Asking for community support on one's own website is free—yet, despite the need, this is not a universal practice, even among the largest US districts. Partnership and foundation leaders interested in building support would do well to lobby for prominent placement on their district websites, and to make sure they provide visitors with multiple means of contacting them based on their interest.

Examples of Home Page Ads

The images below show how some districts promote their partnership and foundation programs with prominent ads on their home pages. Screen shots come from (in order) Elk Grove USD, Fort Bend ISD, and Columbus City Schools.



The TeamMates Mentoring Program

How two people built a program that has served thousands

This is the story of how two people can and have made a difference. It is also a story of research-based program development, evaluation, and success.

The Beginning

In 1991, when I was working in the school district partnership office in Lincoln, Nebraska, I received an unexpected call. It was Nancy Osborne – and I immediately stood up. For those of you who don't know the name Osborne, Tom Osborne was the head coach of the Nebraska Cornhuskers, and was the “winningest coach in college football.” He and his wife Nancy are well known for their philanthropic ventures and their passion for public education. And, with that phone call, an idea began to turn into a reality.

Tom and Nancy had been watching television one night (which I am sure was somewhat of a rarity due to his coaching schedule) and it featured a man who made a commitment to a classroom full of children: he would make sure that every child in that class who wanted to go to college, would be able to go to college. They thought that they could do something to help also. Thus, Nancy made a call to my office.

The TeamMates Mentoring program began with Coach Osborne recruiting 22 football players to meet once a week with junior high students in the school setting for one hour. Once a month they would have a program on Sunday nights that helped them learn about the importance of education, managing money, job related skills, and having fun. Tom and Nancy Osborne were always there to lead the way with their time and their vision.

This has now become a story of how two people can make a difference for over 4,000 kids directly, and millions more indirectly. Since its founding, the program has expanded to reach 115 communities.

Mentoring was changing as this program grew, and Tom and Nancy Osborne helped to lead the way. Focusing on school-based mentoring was fairly unique. Security was one consideration; making sure that students focused on academics was another. Over these last two decades, mentoring based in a school setting has become more of the norm.

TeamMates was a natural name for this school-based mentoring program, with Tom's background in coaching. What wasn't natural is that two such amazing people as Tom and Nancy Osborne would create such a program and stick with it throughout the years. They are not just the founders; it is their legacy. First and foremost, Tom and Nancy have always been educators, and hold strong religious beliefs that they live. It is truly evident in the

way this program was built.

Youth participants are required to sign an agreement that they will not take drugs, will not become teen parents, and will graduate from high school. In exchange, the TeamMates Mentoring Program works to make sure their graduates have the support they need to get a college or post-secondary education.

Everything about this program has been well researched, from how an investment of about \$300 per youth in the TeamMates school-based mentoring program can save thousands in the future for social service agencies and tax dollars, to how it can aid students as a result of the fewer discipline issues, higher attendance, higher grades and higher graduation rates.

The Sustainable Strategy

A key strategy in the mentoring program came from Ventures in Partnerships, our partnership program. Instead of going after one mentor at a time, we worked with groups like the Downtown Rotary Club #14 and St. Mark's United Methodist Church. In the Rotary Club, members were encouraged to sign up and become charter members of the Rotary TeamMates Mentors. To build it into their system, we were able to exchange mentoring time with their TeamMate in the school for attending Rotary lunch meetings. The time in school-based mentoring also counted as community service hours. TeamMate youth and adults were honored once a year and recruitment was ongoing at Rotary meetings. This enabled the TeamMates Mentoring Program to become sustainable for the Rotary Club and the schools. The Rotarians also aided in supporting the overall program, as it became key to their community work as well.

At St. Mark's United Methodists Church it became part of their service once a year – to honor the mentors and recruit additional new mentors. Meetings were held to help support the mentors at the church. Mentors were listed in the church bulletin, and recruitment was held on an ongoing basis through church newsletters and in church bulletins. Again, this partnership with St. Mark's United Methodist Church helped the mentoring program to be sustainable.

The Bigger Picture

The view of TeamMates grew in three directions:

1. It grew into a statewide program, with a board and a vision that included post-secondary education options for all students in the program;
2. Tom Osborne retired from coaching and went to Congress; and

3. Growth meant that the program's financial needs expanded.

The Mentoring for Success Act was a result of Tom and Nancy Osborne's vision. Tom ran for, and was elected into, the U.S. Congress. He wrote the bill that supported funding for school-based mentoring. It was through his efforts, and their joint passion and vision, that The Mentoring for Success Act was passed.

As a result, other mentoring organizations also have focused on school-based mentoring, both to aid in safety as well as to focus on academic success, which leads to success in life.

Summary

There are many stories to tell attached to the TeamMates Mentoring program. One could look at the results of successful fundraising, and evaluation. Or the results of being strategic on board development and growth. But, the real success for all of the tremendous behind-the-scenes work is the success of each youth who has taken their role of a TeamMate seriously – the students who have graduated and had assistance in going to college thanks to this program. Then there are the mentors, who have expanded their view of today's youth and of society as a whole. Even elections for bond issues have been impacted, as city leaders enter the schools as mentors. People see the changing needs of public schools first hand as they work with youth in need of a caring adult in their lives.

The successes are many. But the ultimate lesson is this: look what just two people can do. They can impact 4,000 youth in one year, and equally 4,000 adults. Multiple that by the nearly 20 years this program has been in existence.

I hope this inspires you, as it has me in my years of being affiliated with the program. Find those community leaders with a vision and a mission. Help them to build their legacy through partnerships. You can accomplish amazing things together.

Barbara Frank, PhD (Barbarajofrank@aol.com) has worked with partnerships since 1987. She now serves as a consultant in the area of strategic business-school-community partnerships.

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www.KPRNewsletter.com

Effective Education Partnerships Conference

Save the Date/Call for Presentations

POWERFUL PARTNERSHIPS: A RECIPE FOR SUCCESS

We are pleased to announce that the Texas Association of Partners in Education (TAPE) will host the Effective Education Partnerships Conference in conjunction with Texas Association of School Administrators Midwinter Conference. This powerful collaboration will bring together partnership professionals from all over the nation for an unparalleled learning and networking opportunity.

The event will be held **Sunday, January 30, 2011 through Tuesday, February 1, 2011** in Austin, TX - save the date, and consider sharing your expertise as one of our presenters!

For those interested in presenting, note that the deadline for proposals is September 15, 2010, with chosen presenters notified by October 1. Sessions must align with one or more of the following tracks:

Building Partnerships – Sessions in this strand will focus on effective strategies for partnership development, with an emphasis on showcasing successful initiatives from around the country.

Workforce Development – Sessions in this strand will highlight efforts to expose students to the world of work, with an emphasis on programs in the STEM and CTE arenas.

Managing Partnerships – This track will focus on leadership, management and effective administration skills that every program supervisor must have to achieve measurable results.

Communications: Marketing, Branding & PR – In these sessions learners should gain knowledge and insight into effective branding, communication strategies for traditional and new media, and effective story telling!

Fundraising (School Foundations) – Sessions in this track should align with one of these core competencies: fundraising overview, including the culture of philanthropy and why people give; developing a comprehensive solicitation program; building and sustaining relationships; securing the gift; volunteers, management and accountability.

For more details on attending the event, and to review the complete RFP for session presenters, visit:

www.EEPC2011.org

The Tulsa Chamber Education Plan

The Tulsa Metropolitan Chamber of Commerce has been involved in local schools for more than two decades: the chamber launched its Partners in Education program in 1983, and chamber leaders built on this long-running and successful volunteer initiative in 2004 by adding the Tulsa chapter of the Oklahoma Scholars program to its roster. Their success in recruiting business support for Tulsa schools was a contributing factor in the American Chamber of Commerce Executives recognizing them as Chamber of the Year in 2008.

But a recent study revealed far greater challenges in the local schools than anyone in the community realized, which the Tulsa Chamber took as a call to action, and which caused them to re-envision their efforts. This case study focuses on their motivation and the strategy they created to address the challenges they saw.

Origin

In 2009, Tulsa Public Schools (TPS) applied for a grant from the Bill and Melinda Gates Foundation. During the application process, the Foundation paid for a study by the McKenzie Group which found that only 7% of TPS graduates are college ready, meaning that they have a chance of earning a C or better in college level courses. (State and national rates are not much better: according to the McKenzie Group, only 9% of Oklahoma graduates are college ready, and only 13% of all US graduates are college ready.)

As bad as the news was, results for minority and disadvantaged populations were even worse: only 1% to 2% of black and Hispanic TPS graduates are college ready, compared to 14% of white students, and only 3% of economically disadvantaged graduates in TPS are considered college ready, compared to 15% of non-economically disadvantaged TPS graduates.

This received a great deal of attention within the Tulsa community, but it did not reduce the amount of support that local businesses wanted to provide to the schools through the chamber; instead, they saw a continued and even increased level of commitment to help prepare students for the future. Based on that level of commitment, the education team at the chamber began developing an enhanced strategy to build on their existing efforts and make an impact on student outcomes in TPS.

Strategy

To set their strategy going forward, the Tulsa Chamber relied in part on their membership in CEOs for Cities, a network of leaders of urban cities, and

particularly on their role in the organization's National Talent Dividend. CEOs for Cities has three Dividend projects:

- **The Green Dividend**, which focuses on the impact of reducing the average driving distance by one mile per day
- **The Opportunity Dividend**, which estimates the impact of one percentage point reduction in poverty rates; and
- **The Talent Dividend**, which calculates the impact of increasing the four-year college attainment rate by one percent.

The Tulsa Metro Chamber worked with CEOs for Cities to calculate the economic impact of increasing

The Tulsa Chamber Education Plan

Where:

Tulsa, OK

Partner(s):

Tulsa Metro Chamber of Commerce, CEOs for Cities, Tulsa Public Schools, University of Oklahoma Community Engagement Center, area businesses and volunteers

Challenge:

After discovering that just 7% of Tulsa Public Schools graduates are prepared to go to college, the chamber looked at initiatives and proposed strategies from CEOs for Cities (specifically, the Talent Dividend) and began working with partners to set a primary goal and a strategy to achieve it.

Solution:

The chamber built on its existing successful programs, including a long-running Partners in Education Program and the Tulsa chapter of Oklahoma Scholars, and adopted two of the strategies outlined by CEOs for Cities: re-engaging adults with no or some college experience, and helping high school students cross the bridge between high school and college.

Partner Roles:

The Tulsa Chamber worked with Tulsa Public Schools and the University of Oklahoma Community Engagement Center to establish the new high school initiative; as a full partner in the program, the district has committed to capturing and sharing outcomes data. Local business volunteers will work with small groups of students as part of the program.

Outcomes:

While the new programs are only now being implemented, they have seen strong community-wide buy-in, and existing programs are seeing greater results.

local graduation rates, and saw the potential value to the community: increasing the graduation rate by one point would result in an economic impact of \$646 million per year for the city of Tulsa. They adopted this as the primary goal of their education outreach efforts, and began working to build a strategy to help them meet that goal.

The Tulsa Chamber also took a close look at the key strategies that the National Talent Dividend promotes as a solution. Those include:

- Re-engage adults with either no college or some college experience
- Increase transfer rates of students in two-year institutions into four-year programs
- Retain current students for timely completion
- Encourage college-going behavior in high school students

According to Heather Johnson, Education Programs Manager for the chamber, they looked particularly hard at the first and fourth bullets, and began building a strategy to focus on those.

To re-engage adults in formal postsecondary education, the chamber is initiating an Adult Enrollment Blitz initiative, which is a job-fair model held in various locations for working adults, intended to help them learn about higher education programs from local institutions with the opportunity for fast-track degree completion.

The Tulsa Chamber put even more emphasis on the final bullet point, given their experience working with the Tulsa Public Schools and the relationships that they have established among both schools and the many chamber members who have participated in their programs over the years. In addition to adding an emphasis to their Oklahoma Scholars program, they are designing a new program specifically intended to help students bridge the gap between high school and college.

This new program is a career access/college readiness initiative, and it was designed in conjunction with Tulsa Public Schools and the University of Oklahoma Community Engagement Center. Through this program, volunteer career and education advocates from the business community are matched with small groups of students to help them learn about plan for their college careers. They cover subjects such as how to apply for college, how to acquire funding for college, what classes to enroll in, and so on. It is a complement to their Scholars program, and is expected to draw heavily from an established base of business volunteers who have already participated in that program.

While the planning process began in the education department of the chamber, their preliminary plan was embraced throughout the chamber, and the strategic plan enjoys strong support throughout the organization. And,

based on the initial responses of their existing volunteer base (some of whom have been recruited for these new initiatives, some of whom have volunteered), they will enjoy strong support among chamber members as well.

Next Steps

Many of these programs are in the beginning or developmental stages, which means that no performance data has been available to date. (Johnson notes, however, that the Oklahoma Scholars program has seen an 11% increase over the past year.) By having Tulsa Public Schools as a partner, the chamber has ensured their support in tracking and reporting outcomes data among participating students, a huge boon to the future success of the program.

Resource Links

The Tulsa Metro Chamber of Commerce
ww3.tulsachamber.com

Oklahoma Scholars Program
www.obecinfo.com/scholars.php

CEOs for Cities
www.ceosforcities.org

National Talent Dividend
www.ceosforcities.org/work/talentdividendtour

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The Teachers' Guide/The Employers' Guide

Two comprehensive online resources from the UK with real value for US partnership practitioners

While there are many similarities between the partnership work taking place in the United Kingdom and in the United States, there is at least one major difference: the existence in the UK of national organizations engaged in advocacy, research, and recruitment around partnerships. Two of these groups - Business in the Community (BiTC) and the Education and Employers Taskforce (EET) are jointly responsible for creating and maintaining a remarkable recruitment and training tool that could serve as a model for the work of partnership leaders in the US.

The project to create the Employers' Guide and Teachers' Guide was initiated by BitC in January 2008 in response to the need to bridge the gap between employers and schools/colleges. BitC Education played a key role in developing the concept and in providing the initial structure and content. The Guides were further developed by EET beginning in April 2009, and today serves as a set of comprehensive resources for educators and employers interested in exploring the benefits and best practices of partnerships.

Each guide is a standalone website containing a great deal of practical content, introducing them to the value of partnerships and taking them step-by-step through the process of establishing their own initiatives. Both offer numerous references to current research in the field (another area in which the UK outdoes the US).

The Teachers' Guide

EET's Teachers' Guide offers accessible and thorough content on partnerships, written from an educator's point of view. The site offers information on the following:

- **Why Work with Employers** - About the benefits for all parties involved, not only for students and staff but also for employers, parents, and society at large

The screenshot shows the homepage of the 'EMPLOYERS' GUIDE' website. The header includes the title 'EMPLOYERS' GUIDE' and the tagline 'Working together for young people'. A navigation menu is located below the header. The main content area features a 'WELCOME' message, a 'GET STARTED IN THREE SIMPLE STEPS' section, and a search bar. The footer contains copyright information and various links.

Home page of The Education and Employers Taskforce's Employers' Guide.

- **Types of Engagement** - Information on the many types of partnerships educators might pursue
- **Taking Action** - A detailed guide to building partnerships, from making contact to evaluating your program
- **Understanding Employers** - Some insights as to the makeup and motivations of employers
- **Case Studies** - More than 20 descriptions of successful community/school partnerships

The site offers additional resources, such as its myth-busting guide, and offers links to additional resources as well.

The Employers' Guide

As one might expect, the Employers' Guide speaks to the interests and needs of businesspeople. It offers support in the following areas:

- **Why Work with Schools and Colleges** - An overview of the benefits businesses receive from working with education partners

- **Ways of Working with Schools and Colleges** - How business can work with schools, ranging from financial support to leadership and governance
- **Taking Action** - An outline of the steps to building a strong and stable partnership, with additional information on each step provided as needed by the user
- **Understanding the Education System** - A useful primer on schooling in the UK, designed to help businesspeople familiarize themselves and understand the nature of the system
- **Case Studies** - More than 30 examples of partnerships between schools and businesses or public sector organizations. Note that these are different case studies than those offered in the Teachers' Guide.

As with the Teachers' Guide, the Employers' Guide offers additional resources, links to more information, and news on current EET campaigns.

While US partnership leaders may not be able to use these sites directly, due to differences in the countries' education systems, both sites provide an invaluable model for those interested in developing online resources for their primary audiences. And perhaps one day a national organization will spring up in the US to create a version of these resources for all to use...



A graphic describing "the four main types of engagement," helping teachers understand the full array of opportunities for community support, from the Teachers' Guide website

Resource Links

The Education and Employers Taskforce
www.educationandemployers.org

Teachers' Guide
www.teachers-guide.org

Employers' Guide
www.employers-guide.org



Fall 2010 Webinar Series on Community Engagement

Six sessions, 9/22–10/8 • Led by national experts • Just \$49 each

This fall, DeHavilland Associates is hosting a series of six webinars, each focused on a different aspect of partnership development, and all providing practical information you can immediately apply to your work. Each webinar includes a 75-minute audio/online session (including time for Q&A), materials from the presenter, and an audio archive of the session. Each session is just \$49 per connection, which can be used by a single person or by a small group sharing a computer and phone.

Sessions in the fall 2010 series include:

Business/Education Partnerships 101 - Essential steps to building great programs by Brett Pawlowski, president of DeHavilland Associates (9/22)

Communicating the Value of Your Work to the Public by Christy Farnbauch, CEO of Strategic Links (9/24)

The seven key benchmarks of successful education foundations by Jim Collogan, executive director of the National School Foundation Association (9/29)

Developing and Implementing a School-based Mentoring Partnership with the Business Community by Dr. Susan G. Weinberger, president, Mentor Consulting Group (10/1)

Building a Network of Partnerships – Lessons Learned from Detroit by Brooke Franklin, director of the Detroit Regional Chamber's Education Engagement Project (10/6)

How to Define Your Needs and Find the Right Partners to Meet Them by Barbara Frank, national consultant (10/8)

Bonus: Register for all six sessions and receive a free one-year subscription to the *K-12 Partnership Report* newsletter (or a one-year renewal for current subscribers)!

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