

# K-12 Partnership Report

## Chambers in K-12 Education - Then and Now

*How chambers of commerce have impacted education historically – and how they do so today*

*“The ignorance of our workpeople is something almost beyond belief.”*

—A.R. Ilersic in *Parliament of Commerce: The Story of the Association of British Chambers of Commerce, 1860-1960*

It was a serious problem. Factory workers lacked technical training. And in offices, more and more foreigners took away jobs from the locals, because the local people didn't know other languages or have basic mathematics skills.

This was Great Britain in the late 1860s.

In response to these challenges, British chambers of commerce united to push hard for educational reform. It took a while, but they got it: The 1902 Education Act created massive reforms that answered many of their criticisms, helping the country compete with Germany and other European rivals. While the chambers did not overhaul Britain's primary and secondary education system singlehandedly, they clearly influenced the process.

The British experience wasn't unique. In the United States, chambers of commerce also have played a role in education over many years. Businesses are, to a large extent, the consumers that the education establishment attempts to satisfy. When the consumers are unhappy because their workers can't read or write or add well, somebody's going to hear about it, sooner or later. Usually, unfortunately, it's later.

The first chamber of commerce in what is now the United States was the New York Chamber of Commerce, founded in 1768. It had a minor role in education, trying to make sure pilots and seamen knew what they were

doing and that ambitious clerks were able to borrow books to advance their knowledge. It also aided Columbia College from time to time. But this was only the beginning.

A hint of how vital a role chambers would play was shown by the reformer Horace Mann, who, when advocating public funding for education in the 1840s and 1850s, approached wealthy business people and told them that they'd make more money if their workers were better trained.

*“My object is to show that education has a market value; that it is so far an article of merchandise, that it may be turned to a pecuniary account: it may be minted, and will yield a larger amount of statutable coin than common bullion. It has a pecuniary value, a price current. Intellectual and moral education are powers not only insuring superior respectability and happiness, but yielding returns of silver and gold. This is my idea.”*

—Horace Mann

So much of our thinking today harks back to the honeyed, moneyed words of this American Horace. This K-12 pioneer married business with education and frequently it was business people who helped push his ideas past sometimes recalcitrant legislators.

Local chambers of commerce proliferated in the United States after the Civil War and began to be seen widely as the logical representatives of business people, and sometimes of the entire community. Around the beginning of the 20th century and continuing through the 1920s, many chambers of commerce took up with the broader Progressive-era push to clean up corrupt city governments and install more businesslike, scientific management. These business groups attempted to install professional educators in place of party hacks who frequently ran local school systems. More funding for schools, tenure for teachers, and factory-like precision in schools and their management was the fashion of the time.

The change in attitude appears clearly in an article written in 1920:

KPR Table of Contents

January 2011 • v3n1

### Also in this issue:

New Year, New Challenges.....	4
The Annual Fund Campaign.....	5
Expert Roundup: Finding Volunteers.....	7
KPR Case Study: The Bravo! Awards.....	9
GFE's Trends in Education Philanthropy Report .....	11
KPR Case Study: NJ Chamber of Commerce Foundation .....	12

*“The condition of the public schools is a problem in nearly every American community. Ten years ago an effort by a Chamber of Commerce to better the public schools would probably have been regarded as “getting into politics.” But not today. Moreover it is interesting to observe that the business men now realize how direct is the connection between schools and sales. The towns as well as nations which have the best schools buy the most goods.”*

Thus, Mann-like, it was in the enlightened self-interest of business people to support their local schools. And, increasingly, they did. This isn't to say they didn't have reservations, as this 1917 observation from the New York Chamber of Commerce shows:

*“It now takes twenty-four of the forty-six members of the Board of Education to dismiss a teacher after a protracted trial and if, with the custom above cited, is added personal sympathy and political influence in favor of a delinquent, it is not surprising that, in a force of 20,000 teachers, few if any have been dismissed for inefficiency during the past ten years.”*

Nevertheless, in 1920 the same chamber of commerce recommended a pay increase for teachers of “at least 30 per cent” because of widespread teacher resignations, which were blamed on inadequate salaries.

It wasn't just in reforming schools, but in funding them that chambers of commerce played a role. Municipal bonding for schools became an increasingly important source of funds for education. Chambers of commerce were influential in these school-bond campaigns. If these hard-headed business people thought education was a good investment, surely it must be!

The Depression quickly cooled off the push for greater school funding, and indeed in 1933 the U.S. Chamber recommended that local chambers push to reduce class sizes and raise teachers' hours so that some of them could be laid off. Then during World War II, the nation's and chambers' attention turned mostly away from education to the war effort. But after the war, it was a different matter.

The baby boom forced a massive shift of resources to education. New schools by the thousands needed to be built for the children of returning GIs and others. Between 1960 and 1981, local and state government indebtedness soared from \$66 billion to \$361 billion, with a good portion of that money put into local school systems with chamber approval.

The Sputnik scare of 1957 added impetus to the push not only for more schools, but for better ones, with more math and science. Such an emphasis was a perfect complement to traditional chamber emphasis on

vocational and technical education and on the need for ever-better qualified graduates of schools. Indeed, Stanley Draper, the CEO of the Oklahoma City Chamber of Commerce, had anticipated the Sputnik outcry by starting, in 1955, a Frontiers of Science Foundation that had a significant impact on science and math education in the state.

Another, probably more profound development in the Fifties affected the shape of schools to come: the 1954 *Brown v. Board of Education* decision of the Supreme Court that condemned “separate but equal” schools. This would involve many chambers of commerce in helping integrate schools, or to deal with the problems connected with those schools.

One chamber executive's career in the 1960s reflected some of these changes. Dave Cooley was executive director of the Jacksonville (FL) Chamber of Commerce in 1964 to 1968 and then took the top job in Memphis. In Jacksonville, due in part to racial tensions and financial problems connected with the integration of the schools, the high schools had lost accreditation. Cooley immediately raised money to facilitate the reaccreditation of the schools. At this point, the teachers went on strike. The chamber recruited business people to teach until the strike was ended.

Cooley then took a job in Memphis, coming into town for his final interview just two weeks after Martin Luther King's assassination in Memphis. He remembers walking around a tank to come to his interview. Four weeks later, he arrived at work, with the garbage strike (the one that had brought King to town in the first place) still on.

Memphis had a massive school system, with 102,000 students. But these schools were racially imbalanced and a judge had ordered them to be integrated. The School Board worked on a plan to fix the problem and it turned out that 6,000 students would have to be bused. The chamber was intimately involved in the entire process. In fact, Cooley noted, “The mayor and I rode the first bus.”

Things proceeded smoothly thereafter, although as a result of integration, a number of mostly white private schools were founded, including the one featured in the recent movie, *The Blind Side*. Still, a sensitive job needed to be done, and the chamber had helped perform it without serious incident. Cooley's experience was repeated in many other chambers in the nation.

In the Eighties and beyond, chambers began to focus further on the quality of education. The famous *A Nation at Risk* report came out in 1983. Japanese, Koreans, Europeans, and others were scoring better than Americans on international tests. If our students couldn't compete in the classroom, what did this augur for the competitiveness of American companies in the international arena?

Thus began a very gradual change of focus by

chambers of commerce. They continued to support spending on schools, by and large, but showed increasing interest in how that money was spent. With a given input of money, was there any evidence that students' test scores improved? Unfortunately, often there wasn't—if, indeed, anybody bothered to measure the inputs against the outputs.

Chambers of commerce specifically, and business people generally, began to exhibit some of the skepticism toward school bureaucracies that their predecessors had shown a century before, when reformers in some big cities had shaken up and transformed the structures of education, using modern management techniques. Was it time for another run at the management of the schools? Perhaps. Few realized that the centralized, tenure-protected structure of the system they were criticizing was the result of the reforms pushed by chambers and others many years before.

In fact, change was coming again – too slowly for some, perhaps, but far too fast for the K-12 education establishment in many communities. The 1990s and the following decade saw chambers of commerce increasingly calling for more accountability in schools, for better means of rewarding and dismissing teachers, for charter schools, and for other reforms. Indeed, it was a chamber, the Metropolitan Milwaukee Association of Commerce, that helped shepherd, against considerable opposition, the first major voucher program in a U.S. city.

And there were many other programs. Beginning in 2003, Greater Louisville Inc. raised \$8 million for a program aiming to get all 100,000 students in Jefferson County reading at grade level. The program did not achieve its objective, but after five years, it had cut the behind-their-grade students from 18,000 to just 9,000. The Greater Indianapolis Chamber of Commerce raised \$2 million and helped raise high school graduation rates from 70 to 75 percent. Starting in 2008, many chambers were also quick to embrace the Stephen Covey-inspired “Seven Habits” programs in schools, as these offered significant and measureable results while requiring modest funding and not demanding massive changes in school personnel or management.

The temperature for reform seems to be heating up even further. In 2010, the U.S. Chamber of Commerce began an ambitious campaign for school reform focusing on showings of the popular documentary, *Waiting for Superman*. And anecdotal evidence—more and more chamber executives reporting they are planning education initiatives—suggests that chamber involvement in K-12 education is going to grow.

It would certainly be a mistake, however, to view chambers as implacable foes of the K-12 education establishment. Even today, one of the key roles of chambers of commerce in K-12 education is helping persuade the voters to spend more on education. A

Google search (conducted August 2, 2010) provides convincing evidence that chambers of commerce continue to advocate for funding of the local schools, whatever their problems:

- “chamber of commerce” **opposes** school bond issue – 280,000
- “chamber of commerce” **rejects** school bond issue – 92,200
- “chamber of commerce” **supports** school bond issue – 823,000
- “chamber of commerce” **endorses** school bond issue – 266,000

Total results, against school bond appeal: 372,200.  
Total results, in favor of school bond appeal: 1,089,000.

The interest of local chambers of commerce in K-12 education is great, but they are not strongly focused in any particular ideological direction other than a pragmatic concern for reasonable results. Ultimately, chambers of commerce and their members expect to have a say in the quality of K-12 education. No company can long afford to live with shoddy products that can't be returned. But history indicates that while chambers of commerce will complain about schools, and occasionally take steps to reform them, they will also do much to support them.

*Chris Mead is senior vice president of the American Chamber of Commerce Executives (Alexandria, VA). He is working on a history of local chambers of commerce in the United States. He can be reached at [cmead@acce.org](mailto:cmead@acce.org).*

## Solid Partnerships = Workforce Success

It's not just what you know, but also whom you know. Education Partnerships Inc. holds the key to successful partnerships through our unique, highly personalized, grassroots approach.

We're passionate, flexible, energized and diverse. With more than 20 years experience, we advise, guide and assist clients to develop business/education partnerships that actively...

- Support education
- Enhance community presence
- Focus on corporate responsibility and signature giving
- Deliver positive results for the workforce of the future

**E P I**  
EDUCATION PARTNERSHIPS, INC.

For more information on EPI, visit [www.educationpartnerships.org](http://www.educationpartnerships.org), write to Jim Hoffmann at EPI, P. O. Box 875, Southport, CT 06890, call 203-362-1450 or email [jimhoffm@optonline.net](mailto:jimhoffm@optonline.net).

# New Year, New Challenges

Happy New Year - and welcome to the new and improved *K-12 Partnership Report!*

The 'new and improved' description comes as a result of two big changes that debut with this issue: First, that we are expanding our coverage to serve the school foundation field along with our traditional focus on partnerships; and second, that *KPR* is now a free publication (formerly subscription-based, for those new to the newsletter). The latter is made possible by our advertisers; I hope you'll remember their support for our industry when it comes time to select vendors and advisors in your work.

## Why the Big Changes?

I decided to make these changes to the newsletter last fall, and it was a decision not made lightly. In the end, it came down to my belief that the huge challenges we face in K-12 education today cannot be solved without the full engagement of the community (the 'public' in 'public schools'), and that educators and community leaders will need to learn how others have built strong and sustainable community/school relationships.

What 'huge challenges' do we face? One would certainly be the budgetary issues schools are now dealing with. But rather than being a temporary storm to be weathered, this is actually the start of a 'new normal' of increasing financial challenges, brought about by several major trends (retirement of the Baby Boomers is just one of many factors). The proper response is not to simply cut budgets, but instead to change the way we educate, bringing in the public as full partners in the process.

The second challenge is the need to prepare students for the modern workforce. We owe it to every child to prepare them to earn a living after they leave school - and it's going to require help from the business community to make that happen.

## We Need Your Help!

I want this newsletter to help veterans and novices alike to build strong and sustainable community/school initiatives. You can help by spreading the word: let everyone in your professional circles know about *KPR* and encourage them to sign up for a free subscription at [www.KPRNewsletter.com/subscribe.htm](http://www.KPRNewsletter.com/subscribe.htm). And if you have any thoughts on spreading the word, or if you'd like to share a proven practice or case study, please let me know; my contact information is below.

Brett Pawlowski, Editor/Publisher  
[brett@DeHavillandAssociates.com](mailto:brett@DeHavillandAssociates.com); 704.717.2864



## Connecting Workforce Development and Career Guidance

Career Cruising Network brings together education and industry to help students extend learning beyond the classroom while addressing communities' workforce development needs. Network is fully integrated with the Career Cruising guidance system.

### Contact us for more information:

Phone: 1-800-965-8541 Ext. 2  
 Email: [sales@careercruising.com](mailto:sales@careercruising.com)  
 Web: [www.careercruising.com](http://www.careercruising.com)

## K-12 Partnership Report

Brett Pawlowski  
 Editor and Publisher

The *K-12 Partnership Report* is the newsletter of record for anyone involved in connecting schools and their communities, including K-12 partnership practitioners, school foundation directors, and the business and community leaders who work to improve students' lives and help to prepare them for the college and career opportunities that lie ahead. It is published 10 times per year (monthly except June and December) by DeHavilland Associates, 10101 Lampkin Way, Charlotte NC 28269. Phone 704.717.2864; email [brett@DeHavillandAssociates.com](mailto:brett@DeHavillandAssociates.com).

### Subscriptions

Subscriptions are free; readers can register to receive the newsletter at [www.KPRNewsletter.com/subscribe.htm](http://www.KPRNewsletter.com/subscribe.htm).

### Advertising

Those interested in advertising should contact the publisher.

© 2011; all rights reserved.

# The Annual Fund Campaign

*Incorporating all the key elements of a successful campaign*

Whether school foundations are new, established, small or large, annual campaigns sustain a steady source of unrestricted operating funds for programs, services, and activities. An annual campaign also establishes a base of donors who can involve, inform, and bond others to the foundation while building enthusiasm for the future.

The campaign is best led by the foundation's board of directors or a committee of dedicated volunteers. A charismatic campaign chair that is well respected in your school community can energize volunteers as well as donors. One of the tenets of fundraising is that people do not give to causes. They give to people with causes. The annual fund team should be composed of advocates for the foundation who can reach all core constituencies and reach out to new ones as well. Core constituencies may include, but not be limited to community business leaders, local politicians, and school district parents.

## Campaign objectives

The primary objectives of the annual fund should be:

- To raise unrestricted operating funds;
- To secure repeat gifts from previous donors;
- To upgrade gifts from current donors;
- To expand the donor base by acquiring new gifts;
- To inform and involve the organization's constituency.

## Components of a campaign

The basic components of an annual campaign are: personal solicitation; direct mail; and special events. All three components are needed for a successful campaign. Also needed are specific timelines for action and strategies, audience segmentation, prompt recognition, and good record keeping.

The majority of the gifts in an annual campaign will come from individuals, but there can also be some from foundations and corporations. According to the Giving USA 2010 report, 75% of the funds donated in 2009 came from individuals, 8% from individual bequests, 13% from foundations, and 4% from corporations. Therefore, the foundation's activities should be focused on individuals to generate the greatest return.

The **personal solicitation** allows a face-to-face dialogue where a donor can learn how they can make a difference in the community through philanthropy, directed at improving education. Personal solicitations are the most direct and effective way to raise money.

- Solicitation can be conducted by board members, volunteers, executive directors, and staff.

- It is critical that each solicitor make their own gift before soliciting others.
- Always request a specific gift amount.

Make the effort to cultivate a long-term relationship with the donors who are supporting the foundation. The donors become more invested in the foundation, which can yield major dividends in the future.

**Direct mail** is primarily used to establish the foundation's identity, to educate the public about the mission, and to inform them about giving clubs and other opportunities for involvement. It is a year-round effort that occurs on a regularly scheduled basis. Other points to consider:

- Direct mail consists of a letter, reply card, and reply envelope. It is also an opportunity to drive traffic to the foundation's website and to on-line giving.
- Direct mail letters should be issued 3 to 4 times throughout the year.
- Letters must be personalized and should be segmented by areas of interest and giving levels.
- Giving clubs are often an attractive tool for increasing annual support.
- Phone-a-thons are a good follow-up to direct mail and can also be used to reach donors not likely to be reached by personal solicitation.

**Special events** are used to raise awareness. They are primarily "friend raisers" and can be used to educate individuals who might not know about the foundation. For example, for a potential donor who loves music, can a foundation board member invite the donor to a school concert for which foundation provided funds? Other points to consider:

- Special events are a good point of entry to an organization.
- Events can be used effectively to honor volunteers and donors.
- Can be effective for recruiting volunteers.
- Do not hold more than two events per year to maximize attendance at each event.
- Typically they will net 50% revenue.

The crucial component of a special event is the follow-up with attendees. Does your foundation have the manpower to place individual phone calls or will a survey to all attendees give ample feedback? The key goal

is to turn them into annual donors and ultimately major donors for the organization.

Nurture these relationships. Say thank you more than once. Use your board members to make phone calls to donors and let them know how much their gift means to the organization. Remember, people give to people. The number one reason people don't give is because no one asked them. The time is always right to plan a successful annual campaign.

#### About the Author

Judith Blank, CFRE of Judith L. Blank and Associates, Inc., has 27 years of experience in fund raising in both the not-for-profit and in the political arena. She has successfully secured major gifts as well as corporate and foundation grants. She is a former member of the Board of Directors of the Association of Fundraising Professionals, Chicago Chapter, and is a Certified Fund Raising Executive. She can be reached at [jblank@ameritech.net](mailto:jblank@ameritech.net).

*This article reprinted with permission by the author and by the American School Foundation Alliance (ASFA), in whose newsletter, [asfaconnect](http://asfaconnect.org), it originally appeared. The Alliance can be found online at [www.asfalliance.org](http://www.asfalliance.org).*

## Complete Support for Your Partnership Efforts

*Information • Training • Events • Consulting*

DeHavilland Associates, publisher of the *K-12 Partnership Report*, offers a full range of support services for anyone interested in building strong and sustainable community/school initiatives. Call on us to help with the following:

- Creating a training program for your staff with on-site training, webinars, and ongoing support
- Speaking to your staff or members on education trends and effective partnership models
- Helping you develop local or regional events highlighting the value of partnerships
- Providing key insight into market trends and partnership development strategies
- Conducting market analysis and leading strategic planning efforts, designing partnership initiatives, and building a partner recruitment program

If you want to revolutionize your partnership efforts, call us today:



Brett Pawlowski, President  
704.717.2864

[brett@dehavillandassociates.com](mailto:brett@dehavillandassociates.com)

## SCHOOL COMMUNICATION 101



- ✓ Emergency Notifications
- ✓ Employee Reminders
- ✓ Parent Reminders
- ✓ Absenteeism Notifications
- ✓ Sports Team Messages
- ✓ Club Fundraisers
- ✓ Bus Delays
- ✓ Back-To-School Reminders



# Calling Post

[WWW.CALLINGPOST.COM/TASA](http://WWW.CALLINGPOST.COM/TASA)

# 877.665.5646

# Expert Roundup: Finding Volunteers

*KPR asks partnership experts for their best tactics*

As part of our occasional “ask the expert” series at KPR, we asked partnership leaders across the country: What are your best sources of volunteers? Here are their answers:

## Leveraging Media and Events

We use several recruiting tools:

- A local newspaper runs complimentary ads that “invite community volunteers to engage in the schools,” at an in-kind value of \$25,000/year
- Our website has been pretty successful - [www.partnerstoledo.org](http://www.partnerstoledo.org)
- We utilize Partners In Education events like our Dragon Boat, Beethoven & Barbeque, and Celebrity Wait Night to inform and engage in the opportunity of volunteering

Through these channels, we have recruited over 500 new volunteers to the cause since September 2009. It is imperative that the word is always out there as turnover can be high: Toledo experiences tough winters, and I know several volunteers who have quit due to the icy roads and sidewalks. (They usually come back after it thaws.)

—Eileen Kerner  
Executive Director  
Partners In Education of Toledo; Toledo, OH

## Benefiting from an Active Advisory Council

The Clark County School District (CCSD) School-Community Partnership Program is governed by an Advisory Council made up of community and business leaders. The Advisory Council has worked together with the Partnership Program staff to create promotional materials, videos, and Public Service Announcements that promote partnership and volunteer opportunities. Many times Council members take an active role when we present to chambers, corporations, churches, or at conferences giving the business perspective side of becoming a partner.

—Judy Myers  
Coordinator, School-Community Partnership Program  
Clark County School District; Las Vegas, NV

## Tapping into Volunteers’ Networks

My best sources of volunteers are other volunteers. I have a wonderful person in our chamber of commerce who volunteers in our schools. He is a huge advocate and loves working with young people. He promotes our program at chamber meetings, and last year brought in

seven new volunteers. He said, “If I could quit my job and make the same money, I would do it in a minute. Making an impact on another person’s life is a great feeling.” Our alternative high school now also partners with the chamber to give students opportunities to job shadow with members.

—Terry Wintering  
Volunteer and Community Partnership Coordinator  
Shawnee Mission School District; Shawnee Mission, KS

## Attracting Volunteers Online

There appears to be a cadre of talented community and business people eager to “give back” to the community but uncertain what their options are. Having a web presence enables potential volunteers to review the program, confirm their interest, and then contact the right person. Designing an easy to navigate and informative site can be the source of many valuable volunteers. As a central office person of a huge school system, I have found the website to be one of our most effective recruiting tools.

—Shelley Prince  
MentorWorks Specialist  
Fairfax County Public Schools; Fairfax, VA

## Board Members Make the Difference

Our best source of volunteers has been our board members, who make direct contacts, lead presentations in the community, and initiate word of mouth efforts.

Being a relatively new organization, our board members are committed to building a strong, sustainable organization. They have been able to refer and make contact with others whom we recruited onto the board or to volunteer at events. We also see new volunteers through their word of mouth efforts and community presentations. Our board members make presentations at local civic groups and talk about Partners In Education to their employees and groups they are involved with.

We build on their efforts by being involved with our local school district’s Board of Education and the local chamber of commerce. We also published our first newspaper this fall, which has heightened the awareness of our organization and created excitement.

—Leah Van Zile  
President  
Rhinelanders Partners In Education; Rhinelanders, WI

## Building on “Principal for a Day”

Career Development System gains volunteers through our Principal For A Day event. PFAD brings together business leaders and educators for a day of

activities designed to launch long-term partnerships. Partnerships have proven successful for our schools. For instance, one business provided a playground to a school, another created a program through which men in the business community act as role models and mentors to elementary students, and a third business leader provided dictionaries to their partner district's third grade population each year. These are just a few of the successes resulting from the 400+ business-principal matches created through PFAD since 2002.

—Cyril B. Embil  
System Coordinator  
Career Development System; Oak Forest, IL

### Working Through Multiple Channels

Volunteers In Public Schools (VIPS) appreciates the service of over 1,000 volunteers. These dedicated men and women tutor and mentor students enrolled in East Baton Rouge parish public schools. Here are a few of VIPS' recruitment strategies:

- Populating local establishments with self-standing flyers. Those interested remove only the pull tab with our contact information. We need only to reprint the pull tabs.
- Developing a strong partnership with the University and the faith community. We take the message to them on campus and in places of worship.
- Word-of-mouth – when volunteers enjoy a positive experience, they should share it.
- Annually, get at least one feature story published. Find a unique angle that sparks the interest of the editor. Make reporting on the story as easy as possible by submitting a well-written media inquiry; supplying contact numbers of persons who are well-versed on the subject and who are easily accessible; providing as much data as possible; and promptly answering questions from the reporter. When people see things in writing, they tend to believe it and respond.
- Next year, we plan to add to our efforts by getting our business partners to include us in their marketing campaigns.

—Judy K. Bethly  
Executive Director  
Volunteers In Public Schools; Baton Rouge, LA

### Calling on High School Students

I oversee an after school literacy tutoring program for students in kindergarten through third grade who are reading below grade. One of our best sources of volunteer tutors has been high school students. We have networked through key clubs and other service organizations to get the word out. It seems to be a win-win situation as these

students are looking for ways to serve in their community and we have plenty of opportunities for them to do so. Furthermore, one of our tutoring sites actually meets at a local high school. So 90% of our volunteers are all high school students from that school. This is the best way to utilize this source of volunteers!

—Karma Bradley  
Project READS Program Director  
Allen County Education Partnership; Fort Wayne, IN

### Sharing Resources with a Partner

The Business & Education Alliance, Inc. (B.E.A.) has created a partnership with one of our member school districts where we share services of their personnel to assist us with our membership programs via their staff time. In exchange, they get first dibs on the slightly-used office equipment, furniture, supplies, etc. that the Business & Education Alliance acquires through corporate/business donations. The school staff assists the B.E.A. in picking up the items from corporations/businesses. This creates a win-win solution with the school's budgetary shortfalls and the Alliance's staff limitations.

—Joni L. Krieg CAP  
Executive Director  
Business & Education Alliance, Inc.; Flemington, NJ

*KPR Readers...*

## Send Us Your News!

*K-12 Partnership Report* reports on partnership and school foundation programs, proven practices, and news from across the industry. To do that, we need to hear from you and others - professionals who are willing to share their successes (and failures!) and let us know what's happening in your area.

### News and Announcements

We occasionally run a column on industry news, including announcements, new hires, upcoming events, and the like. Please add us to your press distribution list so we can share your news with others.

### Case Studies

*KPR* considers case studies of successful programs to be a cornerstone of our coverage. If you've been part of a K-12 partnership or foundation initiative with measurable outcomes and believe your model could be of interest to others, please let us know.

To share a case study or news, contact:

**Brett Pawlowski, Editor and Publisher**  
Brett@DeHavillandAssociates.com  
or call 704-717-2864

# The Bravo! Awards

As anyone in the school foundation world knows, it can be hard to hit on a signature event: one that catches the eye of the media, produced a strong revenue stream, has the capacity to grow, and is distinctly related to the organization's identity and mission. But this is exactly what the Chesterfield Public Education Foundation (CPEF) created in launching their new Bravo! Awards program.

## Background

CPEF serves the Chesterfield County (VA) Public Schools, which serves more than 58,000 students through 64 schools. The system is among the 100 largest school districts in the nation and the fourth largest in Virginia. CPEF was incorporated in 1989, and has worked since that time to support the district's teachers and students through the following initiatives:

- The MCD Awards, established in 1997 to provide support for educators who pioneer innovative, creative educational strategies in the classroom and system-wide
- A Teacher of the Year Award
- Ongoing support for Communities In Schools
- Support for the "From Crayons to Computers Store"
- The BCWH Architects' Schools & Community Prize to recognize an elementary school, a middle school and a high school for a collaborative effort with the community
- Staff development through the CCPS Curriculum Academy
- Various awards to recognize teacher excellence; and
- A number of student scholarships made possible through business and community support.

To raise funds for these initiatives, the Foundation undertakes various fundraising efforts, including until recently a long-established annual golf tournament. But a few years ago, the trustees determined that this tournament was not serving the purposes such an event should serve. It did not raise significant funds; it was not raising the visibility of the foundation; and it was not casting a spotlight on the work of the foundation or on the work of the schools.

As a result, foundation leaders brainstormed various replacements for the golf tournament, without hitting on an idea that met their criteria. Coincidentally, however, the foundation had just begun working with Harris Connect to do an alumni directory (something that had

not excited before). That process, in light of the search for a new fundraising event, led to questions about how the foundation could leverage the district's alumni base in its efforts. That ultimately led to the creation of The Bravo Awards.

## Structure of The Bravo Awards

The Bravo Awards is an initiative recognizing the achievements of accomplished alumni. It involves a selection committee reviewing nominations to identify a handful of honorees, and recognizing those individuals at a gala event.

The selection committee consists of honorary trustees (three former superintendents), two chamber heads, one county administrator, and two previous honorees. Anyone may nominate anyone else for the award; the only requirement is that the nominee be a graduate of a Chesterfield County high school. After considering the need for categories and other criteria, and after soliciting feedback from school principals and others, program developers felt it would be simpler to minimize the criteria and let the committee decide who should be selected.

## The Bravo! Awards

### Where:

Chesterfield County, VA

### Foundation:

Chesterfield Public Education Foundation

### Challenge:

Build a high-profile and profitable event that provides a path to increasing alumni and community support

### Solution:

The Bravo Awards, an annual gala event recognizing alumni who have marked significant achievements

### Structure:

A selection committee reviews submissions, with the only criteria being that nominees graduated from a Chesterfield County high school; honorees are recognized at an upscale evening event supported by sponsorships and ticket sales. Honorees are also asked to speak at their former schools and participate in other activities.

### Outcomes:

The awards program itself was immediately profitable; furthermore, it sends a powerful message to the community about the quality of local education. There are also many benefits to the increased ties with accomplished alumni.

Nominations are requested from the public; while foundation leaders had to make some informal inquiries among school principals the first year in order to identify and encourage submission of some likely prospects, this process has taken on a life of its own. In the first year, the committee had a total of 40 names to consider; with the deadline for its third cycle not until February 14, the foundation had already received more than 50 nominations as of December 14, a clear indication of the growth and success of the program.

According to Jane Carlson, executive director of CPEF, “Once we have our candidates, it has been amazing to see how fast the committee has settled on our list of honorees. Committee members receive nominee information in advance, so by the time they come together to meet, it’s a very efficient process: we ask each member to submit their top five, and it has been uncanny how many are alike out of their respective ‘short lists.’ Committee members discuss the selections then finalize a list of seven winners, and in each of the past two years that entire process has taken less than an hour.”

Honorees have varied widely by age and, while some have been household names, others have not. A few examples from the past two years:

- Lanny Wadkins, professional golfer (Meadowbrook High School class of 1968)
- Jennifer Miles-Thomas, surgical urologist (Clover Hill High School class of 1993)
- Herschel Weinstock, Commander, U.S. Navy (Lloyd C. Bird High School class of 1989)
- Kate Lindsey, opera professional (Monacan High School class of 1999)
- Evan and Eric Edwards, founders of Intelliject LLC (Monacan High School class of 1998)
- James Farrior, professional football player (Matoaca High School class of 1993)

To be recognized, honorees must be present at the Bravo Awards dinner, a semi-formal event (cocktail attire required) held at the upscale Jefferson Hotel that includes a cocktail reception, seated dinner, and post-even dessert buffet. While not required, honorees are also encouraged to participate at some point after the event in ceremonies at their former high schools, presenting a banner to the principal and speaking with students.

Because the initiative is only two years old, it has a great deal of room to grow: one area in which Jane Carlson wants to move is to more fully leverage the new

relationships being developed with these accomplished honorees. There is an opportunity to cultivate these alumni as major donors; provide them additional speaking venues (some have already spoken at community events about upcoming changes in district strategy); and find additional platforms for their speeches, including taping them and posting them online.

According to Jane Carlson, “while this event has been financially successful for us, if it were only a fundraiser I don’t know whether we would invest the time and energy in

it. But given our criteria - not only raising funds but also highlighting the foundation and presenting us and the schools in the best light - The Bravo Awards have proven to be a very good investment for us.”

### Results

For an event announced in 2008 and first held in 2009 - two of the most financially challenging years in memory - The Bravo Awards has been a real success. In its first year, it made money; in its second year, it generated \$95,000, and more than doubled its net return over the previous year. Ninety percent of revenues have come from sponsorships (from both existing and new partners), while 10% have come from ticket sales. (Everybody - even the superintendent - is expected to buy a ticket if they wish to attend.)

The event has also been successful from a publicity and messaging standpoint: it has been well-received by the press has allowed the foundation to showcase success, putting a face on what good quality education means and building pride in the community for the schools. From the Foundation’s point of view, it has also proven to be a unique platform from which to cultivate major donors and future board members.

School employees have also been encouraged by the initiative, being able to see how successful past students (the fruits of their efforts) have become. And many have attended the event itself, either purchasing tickets or attending as the guest of a corporate donor.

Could this model be adopted in other districts? Jane Carlson thinks it could: while they have a distinct advantage due to their size (12 high schools and more than 100,000 living alumni), the principles of this model could work in any market in some form.



### Resource Links

Chesterfield Public Education Foundation  
[www.cpefound.org/](http://www.cpefound.org/)

# Benchmarking 2010: GFE's Trends in Education Philanthropy Report

As schools' financial challenges continue to increase, the idea of attracting the support of one or more national foundations becomes increasingly attractive. Of course, funders will be the first to tell you that they're not interested in simply filling budget holes. So the natural question is: what it is that major donors do want?

Fortunately, the annual benchmarking survey from Grantmakers for Education (GFE), "Benchmarking 2010: Trends in Education Philanthropy," strives to answer exactly that question. GFE is the largest national network of major education funders, and its annual benchmarking report comes about as the result of its annual member survey on the state of giving in education philanthropy.

According to the survey results, GFE members represent a broad mix of foundations: there are multiple types of funders, with the most common being private (35%) or family (28%) foundations, and giving amounts vary as well: 30% report giving less than \$1 million per year, 40% report giving between \$1-\$5 million, and the rest give in excess of that. Geographic scope, amount, and terms of grants are also mixed.

Their giving is similarly diverse, with grants reported in 22 different areas. Some issues were more heavily supported than others: for example, 87% of respondents report providing funds to address the achievement gap for low-income or minority students; 72% fund teacher profession development efforts; and 68% support high school reform, including college- and career-readiness efforts. What is of particular interest, however, is their reporting on giving trends, with the following areas seeing the greatest increase in attention from funders in coming years:

- 31% anticipate increasing funding to address achievement gaps
- 29% anticipate increasing funding for innovation and new models of learning
- 28% expect to increase funds for high school reform, including college- and career-readiness
- 27% anticipate increasing funding for teacher professional development
- 25% expect to increase funds going to family, community, and social support initiatives

The Benchmarking 2010 report also showcases how thinking in the grantmaking community about strategies for leveraging impact has evolved. One of the biggest developments has been the gradually increasing focus on engaging in public policy; while the Gates Foundation's

support for Race to the Top grants this year received a great deal of media coverage, the report notes that 70% of funders include in their portfolios grants

to influence public policy or build public will for policy changes. In addition, respondents expressed a strong interest in non-traditional roles such as supporting policy research and analysis (74%), funding advocacy efforts (72%), and coalition building (69%), among other types of engagement. Collaboration with other funders is also gaining in importance: 90% report seeking advice from colleagues around specific initiatives, 85% have met with other funders to discuss places where their work intersects, and just over half report pooling funds for joint initiatives or specific issues (56%) or pooling funds or coordinating grantmaking for a specific grantee (51%). Clearly, foundations are attempting to move beyond their traditional roles and relationships to meet the changing needs of the education field.

GFE also asked respondents to step outside their own particular grantmaking efforts to comment on field-wide funding trends. They report four key takeaways:

- There is strong interest in the idea of building stronger cradle-to-career pathways—not just moving children from high school to college or the workforce, but looking at early intervention to change the trajectory of students' lives.
- There is support for accountability in areas such as standards, assessments, and teacher accountability.
- There is an interest in new school models, but no consensus on the right way forward.
- There is also a concern about systems in financial crisis, but significant issues to be considered on the role of a foundation in that circumstance.

For those interested in foundation support, this report is an invaluable reference offering priceless insights to the activities, interests, and concerns of major donors.



## Resource Links

Benchmarking 2010  
[edfunders.org/downloads/GFEreports/GFE\\_Benchmarking2010.pdf](http://edfunders.org/downloads/GFEreports/GFE_Benchmarking2010.pdf)

# NJ Chamber of Commerce Foundation

As our feature story indicates, chambers of commerce have played an active role in education for hundreds of years, and continue today as an active force in the field. One of the most active chambers in K-12 education has been the New Jersey Chamber of Commerce which, through its foundation, has helped shape the education conversation in the state and made great strides in providing schools and the public with the information and resources they need to move forward.

## Background

In 1995, the New Jersey Chamber of Commerce's board of directors decided to significantly increase their focus on workforce issues, and decided to establish a nonprofit foundation with that as its charge. Dana Egreczky was brought in to help launch the foundation after working at the Morris County Chamber of Commerce; she continues to serve as Executive Director of the foundation, as well as working as Senior Vice President of Workforce Development for the chamber itself. (Egreczky is also currently serving as Interim President while a search for a new president is underway.)

The chamber understood the importance of K-12 education within the context of workforce preparedness discussions, since the K-12 system serves as a pipeline for future workers. The foundation therefore made it its mission to help ensure that students graduate well-prepared for citizenship, college, and work.

The creation of the chamber's foundation was well-timed: It happened just as the governor at the time, Governor Whitman, had started working with Art Ryan, CEO of Prudential Insurance, through an initiative of the National Governors Association. One of their initiatives was to establish a business summit on education and, with the help of the chamber, it was an extensively planned event, created with all of the resources of Prudential behind it. Out of that summit came the launch of the Business Coalition for Educational Excellence (BCEE), which was housed within the chamber's new foundation.

This new entity was created with an extensive to-do list in hand: it was given 27 goals and objectives to be completed within a two year period. These were significant goals: one was to pull together a committee of experts on the use of databases from some of the top companies in New Jersey. These experts were asked to work as pro bono advisors to the state department of education, which was working on the launch of its first real student-level database. In another case, schools were behind the curve at the time on the use of technology in

schools, so they established a program called Tech Corps New Jersey, which provided businesspeople who would go into schools to help them get their technology systems up and running. Out of the initial list of 27 goals and objectives, BCEE completed 25 within the desired two year window.

Since then, under various governors, the chamber foundation has held additional summits, each providing a new set of goals and objectives. One of the larger-scale objectives that came out of a 2004 summit on high school reform was to ensure that the graduation mandates for high school were changed and increased. They successfully met that goal within two years, thanks to an extensive campaign with significant public exposure. As a result, the State Board of Education passed a mandate that students take a much more rigorous course load than ever before. They expect a new set of goals and objectives soon: the foundation is currently laying the groundwork for a new summit, likely held in fall of 2011, and possibly looking at a legislative, rather than regulatory, agenda.

According to Dana Egreczky, "the foundation is completely driven by the needs and interests of the New Jersey business community. They have called for

## NJ Chamber Foundation

### Where:

New Jersey

### Partner(s):

Varies by initiative, but includes support of NJ Department of Education, Rutgers University, political leaders, and business leaders who underwrite and otherwise support their work

### Challenge:

Improve workforce preparedness outcomes in New Jersey

### Solution:

A multitude of initiatives, including awareness and outreach among the public, business, and education communities; regulatory advocacy; and creation of programs including KnowYourSchoolsNJ.org, an online school performance database; MATHNext, a math-focused professional development initiative; and LearnDoEarn, a program to help students prepare for life after high school

### Partner Roles:

Varies; includes support for foundation or full partnerships on development and delivery of resources

### Outcomes:

Significant public and regulatory achievements; proven impacts with their various products

significant reform, so the foundation is empowered to tackle major issues and enact major programs. It comes down to board leadership and the support of people on the chamber side, including the company who have underwritten our work to date.”

Since its founding, the organization has grown in two important ways. First, it has expanded in scope: while still strongly focused on K-12 education, the foundation now also works on issues related to the employment of qualified people with disabilities, as well as on the pending nurse shortage. Second, while they have been successful at getting policies put into place, they have also been successful in establishing programs that get down to the grassroots level to help schools do what they need to do. They feel it is important to do both - policy can be subverted or go awry, so they feel the need to play a role in helping schools do what they need to do in response to the policy changes.

As a result, the chamber’s foundation has created several initiatives to improve public education in New Jersey. Their efforts include the following:

### **KnowYourSchoolsNJ.org**

Several years ago, the foundation was active with an online data project called Just For The Kids, which compiled and displayed data on student and school performance within a school, district, or state. They found it to be very valuable and important in terms of compiling and accessing the kinds of data they wanted to use in our work and share with the public; they are therefore in the process of launching a new online data resource that extends on the value of that initial project.

This new online resource, KnowYourSchoolsNJ.org, was developed in partnership with Massachusetts and New York. Users can select any school they wish, and the site not only gives you data on how well (or poorly) the school is doing, but it also automatically pulls up between 5-15 other records featuring schools with equally or more challenging populations that are performing as well as, or better than, the searched for school. By doing so, it eliminates excuses such as large school size, or the percentage of low-income or ESL students in a school: visitors can point to other schools with similar or greater challenges who are performing better.

While the database engine of this site is fully functional, the “face” of the site is still in development; the foundation hopes to launch it very soon.

### **MATHNext**

For the past several years, the foundation has been working to help teachers and school administrators reconsider how math is being taught and what kids should and should not be doing in good math. This initiative, called MATHNext, is focused at the middle grades (grades 6 - 9) and consists primarily of research-

## **LearnDoEarn: Sample Messages from Student Presentation Materials**

**Visible tattoos, or piercings on faces, necks, arms, and hands will limit your employability.**



**The kinds of dishonesty that can result in termination include lying (which can consist of anything from lying to a manager or lying on a resume), cheating, or plagiarism.**

**LIAR LIAR**



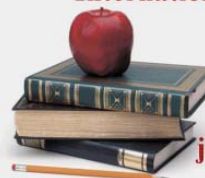
**No matter how much money you earn, it’s how you spend it that will make you rich or poor.**

**Do you agree?**

**Let’s learn more.**



**Many colleges like to admit students who have proven they can handle college material by completing Advance Placement (AP) or International Baccalaureate (IB) course work.**



**You will need time for those courses in junior and senior year.**

backed workshops that help teachers understand how complex problems, given to students in classrooms where instructional practice is designed to support cognitive demand and emotional risk-taking, results in deeper levels of learning and increased engagement and persistence in learning math. Working with their partners, which include the state Department of Education and Rutgers University, the foundation trains hundreds of teachers each year in effective instruction, and has a growing body of research to back up their efforts.

### LearnDoEarn

Egreczky notes that, "When we knew we were going to be pushing for increases in high school graduation mandates, we knew that kids and their parents needed to understand why we were asking for that. LearnDoEarn was created in part to answer questions like, 'Why do I need to take Algebra?'"

LearnDoEarn offers students in grades 6-12 a series of 29 classroom presentations intended to help them understand what they need to do to prepare for life after high school, and to motivate them to work harder. These presentations are backed by an array of support materials, including wall posters, classroom exercises, program credentials, activities, parent videos, and online resources, all of which supplement and reinforce the key messaging of the series.

The foundation has worked to track outcomes from the program, and based on its historical effectiveness, they are now licensing their resources to others across the country. They have already seen successful adoptions in several pilot markets and look for continued growth going forward.

### The Future

The foundation has found a great deal of success over their short 15-year history; future plans include continued growth of their current programs, an ongoing concerted effort to track outcomes data, and a full willingness to reach the new objectives laid out for them by chamber leadership and members.

## Resource Links

New Jersey Chamber of Commerce Foundation  
[www.njchamber.com/foundation.asp](http://www.njchamber.com/foundation.asp)

LearnDoEarn  
[www.learn DOEARN.org/lde/index.asp](http://www.learn DOEARN.org/lde/index.asp)

MATHNext  
[www.mathnext.org/](http://www.mathnext.org/)

KnowYourSchoolsNJ.org  
[knowyourschoolsnj.org/site/](http://knowyourschoolsnj.org/site/)

Business Coalition for Educational Excellence  
[www.bcee.org/](http://www.bcee.org/)

# Effective Education Partnerships Conference

**Keynote Speaker: Ranjit Sidhu,  
SVP of Strategic Initiatives for ACT**



**"The Promise of Partnerships:  
Ensuring College and Career  
Readiness for All"**

**Ranjit Sidhu** is uniquely qualified to speak to both the past and present of K-12 Partnerships. After serving as Executive Vice President and COO of the National Association of Partners in Education, he joined the National Council for Community

Education Partnerships as Executive Vice President, leading the organization's work in providing national advocacy and technical assistance leadership in support of the \$300 million federal GEAR UP program.

He works today at the intersection of education and career and college preparedness, overseeing the Research and Development areas of ACT's Education Division, including the publication of major policy reports and the development of product solutions, and providing strategic leadership to the Education Division in overseeing and managing initiatives related to new programs and services in education and enhancements of existing educational programs. This wealth of experience offers him a particular insight into the connection between K-12 and postsecondary opportunities – and the role that community/school partnerships can play in that field.

Remember, this event will be held **Sunday, January 30, 2011 through Tuesday, February 1, 2011** in Austin, TX - register today to lock in the early bird rate of \$199 (\$249 for non-TAPE members)!

In addition to our keynote presenter and numerous networking opportunities, the conference will feature 35 breakout sessions with expert practitioners from across the country presenting in one or more of the following tracks:

- **Building Partnership**
- **Workforce Development**
- **Managing Partnerships**
- **Communications: Marketing, Branding & PR**
- **Fundraising (School Foundations)**



*For more on the event,  
to register, or to learn  
about sponsor or exhibitor  
opportunities, visit:*

**[www.EEPC2011.org](http://www.EEPC2011.org)**