

SCHOOL DISTRICT OF SANTA ROSA COUNTY



Partners In Education Guidelines

Pam Smith
District Volunteer/Business Partnership Coordinator

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Information for Establishing Business Partnerships

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Through business partnerships, our educational programs are able to meet the ever changing needs of the workforce. The importance of Partners in Education (PIE) is to match the needs of educators with the resources of businesses. Business partnerships bring educators, community, and the business community into a needs-assessment and resource-providing atmosphere. The beneficiaries of this are the students.

I. Getting Started

Supporting education is good business. The goal is to promote business/community/education partnerships which will enrich the curriculum and ensure quality education. Businesses and schools need to look at each other's needs and resources to determine a place where they can become mutually beneficial to one another. Our Partners in Education (PIE) program seeks to coordinate the time, talents, and resources of the community to help achieve educational goals which will benefit everyone.

Needs and Resource Assessment

The first step in evaluating a partnership is to assess the needs and resources of the business/organization and the school.

1. Schools should carefully examine their school improvement plans and find ways to include businesses/organizations in achieving their goals.
2. Businesses/organizations should examine the benefits that a school can provide them.
3. The business partner should have a good idea of what resources they can provide to the schools.

Following is a list of possible programs for partnership consideration:

<i>Programs to Enhance Learning</i>	<i>Community Service</i>
<i>Programs for At-Risk Students</i>	<i>Career Education</i>
<i>School Improvement</i>	<i>Employment Partnerships</i>
<i>School Event Partnerships</i>	<i>Campus Enhancement Projects</i>
<i>Technology Related Projects</i>	<i>Programs for the Arts</i>
<i>Programs for Support of Sports Events</i>	<i>Programs for Campus Club Support</i>

II. Commitment to the Partnership

Once the education partners have evaluated their needs and the business partners have determined their available resources to meet those needs, both should finalize their commitment details. The best Partners in Education programs are set up in an agreement which spells out the commitment and intent of all the parties involved. Partner goals and time frames are clearly delineated in the beginning. The "key players" in a partnership are the principal, the school liaison, the CEO/Organization leader, and his/her liaison person.

PARTNERS IN EDUCATION SANTA ROSA DISTRICT SCHOOLS PARTNERSHIP AGREEMENT



PARTNERSHIP AGREEMENT

Between

(Name of Business Partner) and

(Name of School)

Business/Organization Information

Name: _____

CEO or Owner: _____

Address: _____ Phone: _____

Liaison: _____ Phone: _____

Business Website: _____ Liaison Email: _____

School Information

Name: _____

School/District Office Address: _____

Phone: _____ Liaison: _____

School/District Website: _____ Liaison Email: _____

The goal of this partnership is:

Business Partner Resources:

Please check the services your business can provide a school or our district. List below any additional resources or programs you wish to offer or support. All activities involving student contact require a volunteer application and appropriate security clearance.

- ☐ Provide release time for employees to serve as mentors or tutors (required volunteer application).
- ☐ Sponsor incentive and/or recognition programs for staff and/or students.
- ☐ Provide guest speakers for classes/events (Guest Speaker Application required).
- ☐ Assist students/teachers with technology projects.
- ☐ Participate in Career Days or provide student internships/externships.
- ☐ Participate as a judge for academic fairs/tournaments or join us to help with other school activities.
- ☐ Provide short term job shadowing for students.
- ☐ Contribute materials on careers or academic subject areas (brochures, applications, books).
- ☐ Make school supply donations or other donation of supplies or materials.
- ☐ Assist with student recognition programs.
- ☐ Assist with teacher/staff recognition efforts.
- ☐ Make a monetary donation to the school, a club or for a specific event.
- ☐ Other _____

School Partner Resources:

Please check the services the school may be able to provide in the upcoming year.

- ☐ Facilitate direct student-partner interaction in planned projects, programs and incentives.
- ☐ Provide the partner with information on the school, school system and special programs.
- ☐ Invite partner/partner personnel to participate in special school activities.
- ☐ Encourage student performances or art displays at partner workplace and for special partner functions.
- ☐ Conduct parenting or other workshops for partner employees.
- ☐ Provide meeting space for partner activities (in compliance with Facilities Use Agreement).
- ☐ Highlight partnerships in appreciation activities.
- ☐ Participate in a joint community service project.
- ☐ Identify partner on the school partner web page.
- ☐ Other _____

We, the undersigned, understand that the involvement in the partnership program is for the sole purpose of enriching the educational experience of the students. We agree to adhere to the School Board Policy which prohibits both the promotion of products produced or distributed by that partner, or the recruitment of members to a particular organization.

All activities involving student contact require a volunteer application and appropriate security clearance.

A partnership agreement may be terminated by either partner if a two week notice is given. During the last month of the partnership, an evaluation will be made of the partnership and goal achievement. All partnership agreements must be reviewed prior to June 30 of each year, and at that point, the partners will determine if there is a desire/need to continue the involvement for the next school term. An updated list will be provided to the school board for review.

School Administrator _____

Business Partner _____

Date of Initial Agreement _____

Renewal Review Dates _____

SANTA ROSA SCHOOL DISTRICT
PARTNERS IN EDUCATION RENEWAL LIST

SCHOOL NAME: _____

SCHOOL YEAR: _____

SCHOOL PARTNERS LIAISON: _____

Please list all partnerships for renewal.

	Business	CEO/Owner
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

This list is for renewal of partnership only. New partners should have a Partnership Agreement form submitted for school board review and possible approval. Renewal lists will be submitted to the District Volunteer Coordinator, Pam Smith, by September 1st of each year. Reminder: All volunteers on campus must have individual volunteer applications on file.

III. Resources for Schools to Facilitate Partnerships

(Steps III and IV are simply additional resources to help schools with partnerships. Steps I and II are the only required documents to be submitted to the district).

a. General Guidelines

- Both the school and business should voluntarily undertake the partnership for the sole purpose of the enrichment and support of the educational environment for students.
- Communication between partners is the key to success.
- Both partners should emphasize the positive; translate “problems” into “opportunities” for partnership activity.
- Both partners should make an effort to become familiar with the other’s organization.
- Each partnership is unique and autonomous and should be free to develop activities based on individual needs and resources.
- Emphasis should be on the human resources of the business partner; time, expertise and experience.
- Plans for activities should be specific and written, with time given for planning and evaluation of success.
- The most successful partnerships are those in which the chief executive is involved (i.e., the school principal and the business owner/manager).
- The school is legally responsible for the welfare of its students and staff; therefore, the school has the final approval of all partnership activities.
- The partnership should be open to soliciting the help of other community resources to aid in addressing identified “opportunities.”
- The partners should be careful not to make excessive demands on each other.
- School partners should take every opportunity to publicly thank and recognize business partners.
- Both partners should participate in identifying needs; the business partner may have ideas overlooked by school personnel.
- Projects and activities that involve curriculum changes should be channeled through appropriate district procedures.
- Partnership activities should achieve the end result of benefiting students.

b. Partnership Goal Setting Process

Action Plan: Goals and Objectives

Creating a plan of action is at the heart of a successful partnership. This process is just one way schools can facilitate making plans for partnership involvement. This process is optional based on need. There are eight specific components to include:

1. Clear, well-stated goal(s) which may be related to the school's improvement plan.
2. Clear, measurable objectives.
3. Action plans to achieve each objective (include who has responsibility, resources needed, and time).
4. Additional time line detailing dates, responsibility, milestones, and outcomes.
5. Guidelines for monitoring progress.
6. Budget and resources required.
7. Specific methods and times to measure outcomes.
8. Provisions for midcourse review of the plan.

After the partners have agreed on these components, your success will be determined by their ability to gain support and participation from their respective organizations.

Setting Goals and Objectives

A GOAL is a broad statement of purpose for the partnership and is measurable.

An OBJECTIVE is a statement of intent for an aspect of the partnership, and is measurable, specific, and determines the focus of evaluation.

Overall Evaluation

Each year the school/district and the partner should sit down to discuss the goals of the partnership and assess the achievements of the relationship. Partners should discuss possible renewal of the agreement including changes or needs for continued success.

Retention and Recognition

Instrumental in maintaining an effective business/education partnership program is keeping the partners involved over a period of years. Those corporate volunteers who assist staff or students, such as mentoring or tutoring, will be more apt to come back again if they see positive results from their involvement the first year. The goal is to keep the partnership intact as long as the partners continue to have resources to share with one another.

c. The A – B – C's of Recruiting New Partners

Assess your school needs.

What kind of help do you need? Brainstorm with school staff, faculty and administration, and consult School Improvement Plans (SIP's). Outline your needs on paper so that you'll have something to refer to when you visit with a potential partner.

Be sure to target the right partner.

Brainstorm possible solutions/resources that would be necessary to meet those needs. How can a partner help you? Try to match the project to the partner – i.e. if your project will require an abundance of human resource capital, you should approach a partner with lots of manpower.

Brainstorm who in the community could provide these resources and compile a list of prospective partners who could meet these needs. If possible, you should target a business which is located near your school. Involving nearby partners helps you build positive community attitudes for your school.

Don't forget to assess what your school will be able to do for your partner – remember this is a partnership.

Contact your prospective partner – BUT NOT BEFORE you do your homework!

Once you decide which business to approach, find out who a good contact person would be – start with the receptionist or ask for the human resources department. Do you need to go through a regional or district office first?

Check with the Santa Rosa County District School volunteer office to determine whether or not your target partner is already involved as a partner elsewhere.

A phone call is often the best initial contact, but you may wish to broach the subject with a letter. In either case, remember to follow-up on your initial contact.

Ask for a meeting at the school. Be sure the school is expecting company on the day of the visit. Invite the principal to join you and offer a tour of the school facilities. Make your visitor feel welcome and comfortable with your school right from the start.

Have your information organized (partner packets are available through the school volunteer office) and be ready with specific suggestions about how your visitor could become involved as a partner. Your first meeting may only be the first in a series needed to work out details, so remember...If the partner agrees to get involved, confirm your respective roles in writing as you each sign the Partners In Education Partnership Agreement.

IV. Survey to Assess Needs of Each Partner

The survey provided is simply a resource for working with partners to determine the extent of the partnership activities and to discuss various ways the organizations can work together to meet common goals.

PARTNERS IN EDUCATION SURVEY

(For Use by School or Business Partner)

Type of Organization: ☐ Business ☐ School ☐ Community Organization

Date: _____

Name: _____

Address: _____

Phone: _____ Fax: _____ # of Employees: _____ # of Students/Staff _____

Mission/Purpose of Your Organization: _____

NEED RESOURCE

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Provide staff to serve as tutors and/or mentors. |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide employees, knowledgeable in specific curriculum areas, to augment presentations. Please specify each area as a need or resource: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Be involved with the school improvement process. Assist with the development of goals and identification of resources to achieve goals. |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide incentive and recognition programs for grades, attendance, behavior improvement, scholarships, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | Contribute materials, equipment, books, periodicals, newspapers, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | Work with identified programs. Please specify: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Work with special clubs or programs. Please specify each as need/resource: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage employees to work with students individually. |
| <input type="checkbox"/> | <input type="checkbox"/> | Participate in Career Education Day. |

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Provided career shadowing/career mentor opportunities. |
| <input type="checkbox"/> | <input type="checkbox"/> | Conduct presentations on careers, job trends, educational requirements, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide instruction on employability skills, resume writing, interviewing skills, job research techniques. |
| <input type="checkbox"/> | <input type="checkbox"/> | Facilitate field trips to businesses. |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide part-time or summer jobs. |
| <input type="checkbox"/> | <input type="checkbox"/> | Offer student internships. |

NEED

RESOURCE

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Facilitate mock trials/interviews. |
| <input type="checkbox"/> | <input type="checkbox"/> | Enhance community/education image. |
| <input type="checkbox"/> | <input type="checkbox"/> | Promote partnership activities to parents and the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | Initiate press releases of partnership activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | Display student projects at business sites. |
| <input type="checkbox"/> | <input type="checkbox"/> | Attend student group performances. |
| <input type="checkbox"/> | <input type="checkbox"/> | Other (specify): _____ |
|
 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Boost employee morale through involvement in a rewarding program. |
| <input type="checkbox"/> | <input type="checkbox"/> | Generate thank you letters from students. |
| <input type="checkbox"/> | <input type="checkbox"/> | Invite partners to school social events. |
| <input type="checkbox"/> | <input type="checkbox"/> | Conduct VIP tours of school facility. |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide volunteer recognition programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | Other (specify): _____ |
|
 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide training opportunities for employees/students. |
| <input type="checkbox"/> | <input type="checkbox"/> | Sponsor co-curricular or extracurricular clubs. Specify area: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Assist with fundraising activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | Other ideas; please specify: _____ |
| | | _____ |

V. Partner Roles

a. Responsibilities of the Liaison

The individual at your business, agency or organization who will act as the point of contact for your new partnership is the Partner Liaison. This person would be responsible to...

...COORDINATE as needed with the School Partner Coordinator (the person who serves as the school's point of contact for this new partnership) and other partner contacts in matching needs with available resources.

...MAINTAIN RECORDS as deemed appropriate for your business, agency, or organization to document your involvement with the schools.

- ♦ See that partner agreement forms are completed each year.

- ♦ See that participating employees/members receive volunteer information and complete volunteer applications if they are providing personal service at the partner school site.

...ASSIST WITH PUBLIC RELATIONS by collecting/maintaining information and photographs of partner activities in which you participate for possible use in your internal publications, school or school district publications, or chamber publications.

b. Samples of Successful Partnership Activities

Business Partners have . . .

- included school administration in company-sponsored management training seminars.
- assisted school in finding speakers for special events.
- released employees and helped find other people for career talks.
- helped school design and print a newsletter and provided expertise and funds for printing.
- designed a computer program and used the company data processing system to schedule students for a special activity period each month.
- helped a school for exceptional students develop a marketing plan for student-made products.
- provided book covers with company name for all students.

- offered summer employment to outstanding students at a local high school.
- purchased tickets to a play for all students who had improved their grade point averages a letter or more.
- planned tours of their facilities combined with a full day of special activities to teach principles of the free enterprise
- hosted a barbecue and donated prizes for honor roll students.

Civic Organizations have . . .

- volunteered members to review skills with students, one-on-one
- assigned members to help seniors, who were planning to enter the labor force after graduation, find jobs.
- sponsored high school debate clubs and paid travel expenses to state and regional competitions.
- awarded the school's outstanding teacher a weekend at the beach.
- provided kickoff dinner for members of school accreditation team.

Businesses and agencies have . . .

- provided release-time for employees to tutor and/or mentor students.
- provided speakers and displays for classrooms and career days.
- provided personnel to career or executive shadow at their worksites.

Businesses, agencies and organizations have . . .

- sponsored a monthly writing contest.
- sponsored beautification projects.
- worked together to provide incentives for student improvement. A group of partners hosted a barbecue for honor roll students.