

Engagement

WE believe that parent involvement and community engagement are crucial in order for each and every child to achieve maximum educational growth and to prepare them for college, career and lifelong learning. It takes more than dedicated teachers and staff to help each child succeed. It takes the entire Beaverton community helping in this work.

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
* % of families who report they are active participants in the life of the school	<i>question not on survey</i>	78.6%	75.6%	78%	79%
* % of families who report they feel well-informed about what their students are learning and their progress	<i>question not on survey</i>	65.5%	76.0%	77%	78%
Value of volunteers p.6 <i>Hours are self-reported and at the secondary level under-reported.</i>	<i>in-kind value volunteers</i> \$5.9 million	<i>in-kind value volunteers</i> \$6.6 million	<i>in-kind value volunteers</i> \$6.2 million	<i>in-kind value volunteers</i> \$7.3 million	<i>in-kind value volunteers</i> \$7.8 million
Value of other contributions to Beaverton schools- PTO/Boosters Beaverton Education Foundation p. 8	\$757,000 26 schools reported data	\$585,000 18 schools reported data	\$1.2 million 32 schools reported data	\$1.3 million	\$1.4million

***Data Source:** results from the Annual BSD Parent Survey

Methodology: Email survey: parents with children in grades 4, 5, 7, 9, 10

% of families who report they are active participants in the life of the school

source: Annual BSD Parent Survey, 2014

Demographics	2011-12	2012-13	2013-14
All Parents		78.6%	75.6%
Male		N/A	73.3%
Female		N/A	77.6%
Other*		N/A	50.0%
Asian		71.4%	73.4%
Pacific Islander		80.0%*	69.3%*
Black		50.0%*	71.5%*
Hispanic		67.9%	65.7%
American Indian/Alaskan Native*		--	80.0%
White		74.3%	78.4%
Multi-Racial		61.1%*	73.7%
Heterosexual		N/A	77.4%
LGBQ*		N/A	62.5%
* Interpret with caution: Less than 20 respondents			

Elementary Schools	2011-12	2012-13	2013-14
Aloha-Huber Park K-8		66.7%*	64.7%*
Barnes		99.9%*	66.7%*
Beaver Acres		50.0%*	84.3%*
Bethany		100.0%*	79.1%
Bonny Slope		99.9%*	91.7%
Cedar Mill		100.0%*	94.4%*
Chehalem		100.0%*	68.4%*
Cooper Mountain		--	90.7%
Elmonica		100.0%*	87.6%*
Errol Hassell		100.0%*	83.9%
Findley		100.0%*	97.5%
Fir Grove		100.0%*	89.4%*
Greenway		100.0%*	58.3%*
Hazeldale		100.0%*	77.0%*
Hiteon		78.6%*	81.7%
Jacob Wismer		100.0%*	93.8%
Kinnaman		100.0%*	58.0%*
McKay		100.0%*	91.7%*
McKinley		50.0%*	75.0%*
Montclair		100.0%*	80.9%
Nancy Ryles		85.7%*	82.8%
Oak Hills		75.0%*	93.5%
Raleigh Hills K-8		100.0%*	81.8%
Raleigh Park		100.0%*	89.5%*

Ridgewood		100.0%*	95.0%*
Rock Creek		77.8%*	83.8%
Scholls Heights		85.8%*	91.1%
Sexton Mountain		81.9%*	83.3%
Springville K-8		100.0%*	76.3%
Terra Linda		100.0%*	92.8%
Vose		0.0%*	100.0%*
West Tualatin View		83.3%*	81.0%
William Walker		100.0%*	85.7%*
<i>* Interpret with caution: Less than 20 respondents</i>			

Middle Schools	2011-12	2012-13	2013-14
Cedar Park		65.2%	74.1%
Conestoga		68.5%*	42.9%
Five Oaks		68.8%*	52.4%
Highland Park		69.3%*	40.6%
Meadow Park		63.1%*	94.8%
Mountain View		65.0%	52.6%*
Stoller		68.9%	71.7%
Whitford		74.9%*	43.4%
<i>* Interpret with caution: Less than 20 respondents</i>			

High Schools/Options	2011-12	2012-13	2013-14
Aloha High School		40.0%*	64.4%
ACMA 6-12		81.0%	76.6%
Beaverton High School		66.6%*	72.7%
Community School		0.0%*	0.0%*
Health & Science School 6-12		63.5%	52.1%
International School of Beaverton 6-12		63.4%	66.6%
School of Science & Technology		62.5%*	64.3%*
Southridge High School		71.3%	72.6%
Sunset High School		60.0%*	74.4%
Westview High School		56.7*	66.5%
<i>* Interpret with caution: Less than 20 respondents</i>			

% of families who report they feel well-informed about what their students are learning and their progress

source: Annual BSD Parent Survey, 2014

Demographics	2011-12	2012-13	2013-14
All Parents		65.5%	76.0%
Male		N/A	67.5%
Female		N/A	70.6%
Other*		N/A	100.0%*
Asian		71.5%	77.6%
Pacific Islander		40.0%*	77.0%*
Black		0.0%*	66.6%*
Hispanic		69.9%	73.8%
American Indian/Alaskan Native*		--	80.0%
White		55.1%	68.2%
Multi-Racial		33.3%*	73.3%
Heterosexual		N/A	69.6%
LGBQ		N/A	56.3%
* Interpret with caution: Less than 20 respondents			

Elementary Schools	2011-12	2012-13	2013-14
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Bonny Slope		88.9%*	80.5%
Cedar Mill		80.0%*	61.1%*
Chehalem		0.0%*	79.0%*
Cooper Mountain		--	83.3%
Elmonica		0.0%*	86.7%*
Errol Hassell		100.0%*	90.3%
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Conestoga		47.4%*	62.9%
Five Oaks		62.6%*	60.0%
Highland Park		23.1%*	83.9%
Meadow Park		55.5%*	83.8%
Mountain View		50.0%	68.5%*
Stoller		51.7%	81.8%
Whitford		83.3%*	73.9%*
<i>* Interpret with caution: Less than 20 respondents</i>			

High Schools/Options	2011-12	2012-13	2013-14
Aloha High School		20.0%*	39.8%
ACMA 6-12		28.6%	49.3%
Beaverton High School		54.6%	63.0%
Community School		100.0%*	50.0%
Health & Science School 6-12		27.3%*	65.2%
International School of Beaverton 6-12		48.3%	40.6%
School of Science & Technology		100.0%*	61.5%*
Southridge High School		57.1%	50.0%
Sunset High School		41.2%	56.0%
Westview High School		35.7%	40.9%
<i>* Interpret with caution: Less than 20 respondents</i>			

Analysis

Successes:

Survey: Of the parents/guardians responding to the email survey, over **75%** report they are active participants in their child's school.

Additionally, over **75%** of parents/guardians report they feel well-informed about what their students are learning and their progress.

- IT and T & L Depts. launched **Parent Vue/Student Vue** providing parents and students with more information about progress.
- Formation of **Hispanic Parent Advisory Council** with 35-50 parents across the District participating in three meetings.
- Launched **redesigned Website** and **BSD App** in collaboration with IT for improved communications.
- Developed monthly **Pillars of Learning exemplars** highlighting outstanding examples tied to the Strategic Plan and shared across a variety of channels.

In-Kind Value of Volunteer Hours

2011 - 273,151 hrs. X \$21.79/ hr. = \$5,951,960

2012 - 301,982 hrs. X \$22.14/ hr. = \$6,685,881 *(based on IndependentSector.org valuation)*

2013 - 276,391 hrs. X \$22.55/ hr. = \$6,232,617

Issues:

When the survey data is disaggregated, there are several schools that appear to struggle. This appears especially true at the high school level.

Action Plan

This year:

- Collaborate with departments and schools to develop **Communication Standards** that set consistent expectations for one-way and two-way communication and engagement strategies across our schools.
- Last year was the first year for the **Hispanic Parent Advisory Council** to meet with the Superintendent and staff. They met three times. This year, we want to work with an organizer to assist this group become advocates and change agents to help their children attend school and graduate.
- Develop regular **Parent Tips** and **Counselor Corner** feature in the weekly BSD Briefs, social media and website parent pages.

Longer-term:

Work with the Executive Administrators and others to support principals in developing strong and inclusive communication and community involvement cultures, by providing **professional development** opportunities and just-in-time coaching as needed.

Analysis

Successes:

Community Partnership Teams

During the 2013-2014 school year, schools started developing their Community Partnership Teams, a transition from Community Engagement Committees. The teams are comprised of several existing entities that bring parents and community into the school to help meet needs for volunteers and additional resources. Bringing these groups together is creating a collaborative approach at the school level that is supported and encouraged at the District level and by the School Board. The Teams promote and assist with developing collaborative, school-based community outreach, engagement and volunteer activities amongst parents, non-parents, business, faith communities and community organizations.

- There were three District-wide meetings in 2013-2104 at the Capital Center with nearly 300 people attending each gathering.
- A Community Partnership Team webpage was created and updates are posted on the District website.
- Developed a very successful and inspirational WE Awards Celebration & Recognition program held at the Nike Tiger Woods Center.

Issues:

Not every school has a fully functioning Community Partnership Team. The CCI staff will provide assistance and resources to ensure their growth and success.

Action Plan

This year:

To keep the momentum going, the CCI Dept. has formed a **team of technical advisors** to assist principals and the Community Partnership Teams. Already this fall they have reached out to each school leader to see how they could be of assistance, sharing the Community Partnership Team Guidelines and support materials.

Ensure that **every school completes a Community Partnership Team Progress Report three times this year**. The Progress Reports would be included in the School Board packets.

Longer-term:

Build a database of partnership activities and resources to serve as inspiration for other schools and programs. Every school has a faith partner and other partnerships that are making a difference in the life of the school and the children.



The Beaverton Education Foundation (BEF) raises funds to provide hands-on innovative academic enrichment programs and projects in our schools that go beyond state school funding.

BEF Classroom Innovation Grants: Grants of \$500-\$1,000 are available for student-engaged projects that enrich learning and encourage classroom innovation in any content area. In 2013-2014, BEF funded **48 projects totaling \$50,981** with **13,881 students participating**.

BEF Middle School Extended Day Awards: Non-competitive block grants awarded to middle schools to fund before and after-school programs for tutoring, access to technology, activities, and enrichment for students. This year, BEF funded **all 8 middle schools totaling \$29,000 with 1,647 students participating**.

BEF High School Community Awards: **37 high school activity groups** participated in the fall 2013 and spring 2014 BEF Phon-a-thons. **370 students volunteered 1,110 hours**, gaining Career Related Learning Experience. A total of **\$18,000 was awarded to their activity groups**.

BEF Kids Count Grants: Grants ranging from \$5,000 to \$10,000 for extended day or year programs. This year, BEF funded **5 programs** for 2014 summer and 2014-2015 school year totaling **\$54,766** with **530 students participating**.

Summer programs serve students for a minimum of 4 weeks, and a minimum of 45 hours instruction time. Programs typically provide tutoring and/or enrichment opportunities for students that enhance and improve student learning.

What is ahead for BEF?

To deepen the commitment to the programs they fund, BEF will be adding a volunteer component to BEF-grant funded programs.

More information on the projects funded by BEF: beavertonedfoundation.org

COMMUNITY ENGAGEMENT**

The District believes that parent involvement and community engagement are critical in order to achieve maximum educational growth for each and every child and prepare them for lifelong learning. The District shall establish a culture and plan of best practices for parent involvement and community engagement in support of all children.

The District's plan shall address the following:

- Recruiting and organizing volunteerism and other support;
- Designing effective forms of communication about school programs and children's progress;
- Providing information and resources to families about how to help students at home with homework, planning and other activities;
- Collaborating with parents and students in school decisions and developing school leaders and representatives;
- Collaborating with community; strong and sustained engagement to strengthen school programs, family practices, and student learning and development.

The Superintendent or designee shall develop administrative regulations to implement this policy and review the effectiveness of the community engagement plan.

END OF POLICY

Cross-references:

Policy BCFAA – Community Partnership Teams
Policy IKB – Extended Learning Activities
Policy JFB – Student Involvement in Decision Making
Policy KAA – Volunteers
Policy KB – Public Communications Program
Policy KC – Community Involvement in Decision Making

Community Partnership Teams

The District shall support the establishment of Community Partnership Teams (CPT) at each school for the purpose of engaging the broader Beaverton community in school volunteer and engagement activities.

Roles and Responsibilities:

- 1) Promote and assist with developing collaborative, school-based community outreach, engagement and volunteer activities amongst parents, non-parents, business, faith communities and community organizations. The Community Partnership Team and the school principal shall meet on a regular basis to assess school needs, and collaboratively and strategically set measurable goals, plan activities, track progress and evaluate outcomes.
- 2) Provide quarterly electronic progress reports to the School Board and Superintendent. These progress reports would be included in the Board Packets.

Team members will also serve as a communication link between the public in their school attendance area and the School Board.

Each school shall regularly publicize their Community Partnership Team goals, work and accomplishments in their school newsletters, at school gatherings, etc. The District will also use these stories to further community engagement and understanding of the work happening in our schools.

- 3) The Team shall participate in three (3) District-level Community Partnership Team meetings to learn best practices, highlight and celebrate accomplishments and be briefed on District-level issues by the Superintendent and his staff.
- 4) The Community Partnership Team will assist the principal and District with building use requests or issues as needed. For example, if a boundary adjustment were needed in a particular school attendance area, representatives of the Team could be asked to provide input to the District prior to final decisions. Other examples of District level engagement would be bond measures or local option levies. This team would be the catalyst to engage with and energize the local school community.

The Community Partnership Team shall include:

- school principal
- school volunteer coordinator(s)
- parent group leader(s) or designee
- faith partner(s)
- business partner(s)

However, this is not an exclusive team, and principals with their Community Partnership Team could identify others to expand this group, if desired. Additional partners could include:

- current staff
- retired teachers, classified staff or administrators
- senior citizens, retirees, grandparents of students
- neighbors near the local school
- Neighborhood Associations (City of Beaverton=NACs)
- Community Participation Organizations (Washington County=CPOs)
- homeowners associations
- social service agencies
- non-profits

The Communications & Community Involvement Department will provide technical support and assistance to help schools develop their Community Partnership Teams.

The Superintendent or designee is instructed to develop administrative regulations to implement this policy and provide guidelines for the Community Partnership Teams.

END OF POLICY

Community Partnership Teams

Each school shall form a Community Partnership Team from several existing entities that bring parents and community into the school. Based on principal feedback, they already meet with many of these groups separately, bringing these groups together creates a collaborative approach at the school level that is supported and encouraged at the District level and by the School Board. The Teams streamline and magnify many efforts that are underway to support each student.

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However, this is not an exclusive Team, and principals with their school community should identify others to expand this group, if desired. Additional partners could include:

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2. Provide quarterly electronic Progress Reports to the School Board and Superintendent. These progress reports will be included in the School Board Business Meeting Packets.

Team members will also serve as a communication link between the public in their school attendance area and the School Board.

Each school shall regularly publicize their Community Partnership Team goals, work and accomplishments in their school newsletters, social media, at school gatherings, etc.

The District will also use these success stories to further community engagement and understanding of the work happening in our schools.

3. The Team shall participate in three (3) District-level Community Partnership Team meetings to learn best practices, highlight and celebrate accomplishments and be briefed on District level issues by the Superintendent and his staff.
4. The Community Partnership Team will assist the principal and District with building use requests or issues as needed. For example, if a boundary adjustment were needed in a particular school attendance area, representatives of the Team could be asked to provide input to the District prior to final decisions. Other examples of District level engagement would be bond measures or local option levies. The Team would be the catalyst to energize the local school community.

School Level Formation & Action Steps

1. Community Partnership Teams will meet at each school regularly to plan, evaluate and adjust volunteer and community engagement activities based on ongoing school needs assessment, in collaboration with the school principal. By bringing all partners together, a more comprehensive and cohesive plan would be planned and executed to support the varied needs at each school. It is community building and relationship building at its best.

Examples of some resources to assist school teams: Needs Assessment

See page 4

Schools & Faith-based Partnerships

See page 5, 6

Also, the Portland area Faith – School Partnership Network lead by Larry Whittlesley and the Palau Association would be an effective partner to assist in connecting faith communities with schools.

Business, Community & Education Partnerships

See page 7

The Beaverton Chamber of Commerce, City of Beaverton, Washington County and the Westside Business Alliance would be effective partners to help develop partnerships.

2. Community Partnership Teams will keep Board Members and the Superintendent apprised of their successes, challenges and progress by submitting regular updates to the Superintendent’s Office for inclusion in the Board Packet.

Progress Reports

Quarterly Progress Reports should include a synopsis of the activity(ies), results including the number of volunteers, hours donated through planning and execution, and student achievement data, if appropriate. In addition, anecdotal or qualitative evidence from staff and partners will be encouraged. Stories and results will illustrate

the power of Community Partnership Teams and inspire even greater engagement to help all students succeed.

There are many other examples of effective partnerships and community engagement activities, so a resource bank will be developed to assist Community Partnership Teams.

In addition, these reports should also include advice for the School Board concerning the needs and perspectives of the individual school community.

District Support

The Team shall participate in three (3) District-level Community Partnership Team meetings. The District meetings would be generative and engage and recognize our partners and partnerships. In addition, these meetings develop more people who are informed 'key communicators' who get things done in a positive way to help move our District forward, and helping to develop a culture of innovation. Community Partnership Teams fit into the **WE Collaborate Pillar of Learning**.

- **October** meeting- District Kick-Off Breakfast for all principals and partners; sets an inspiring and energizing tone for the school year; District messages and/or requests for assistance.
- **January** meeting- celebration of activities underway or completed; learning about best practices and helping each other succeed; District messages and/or requests for assistance.
- **May** meeting- annual celebration of successes and accomplishments. Energize for the coming year.

District level technical training and support for school volunteer coordinators and parent group leaders is provided by Johanna Shrout, Coordinator, Volunteer & Business/Education Partnership Services. In addition, Johanna can provide advice and recommendations for schools wishing to develop business and/or community partnerships. Ongoing support via email, phone and school visits are available as requested by school teams. Other staff that will support the development of Community Partnership Teams include: Maureen Wheeler, Public Communication Officer; Melissa Larson, Communications Specialist; Carol Marshall, CCI Dept. Assistant; and Mary Hawkins, Superintendent's Office Assistant;

A planning team comprised of Superintendent Jeff Rose, Maureen Wheeler, Johanna Shrout, Mary Hawkins, Carol Marshall, Melissa Larson will develop District level agendas based on need and feedback from principals and Community Partnership Teams.



Needs Assessment

“Need” refers to the gap between a present state (what is) and a desired state (what should be). The need is neither the present nor the future situation; it is the gap between them.

Here is an example of a three-step Needs Assessment Model:

STEP ONE

Explore: What is.

- Identify major concerns or factors
- Determine indicators of need
- Consider available data (What do we already know?)
- Set preliminary priorities

STEP TWO

Gather & Analyze Data: Why does this need exist?

Use multiple data including demographics, perceptions, survey data, parent and community involvement processes.

- Gather data to define needs
- Prioritize needs
- Identify & analyze causes
- Summarize findings, share with team

STEP THREE

Make Decisions: What should be?

- Finalize priority needs
- Identify possible solutions. What is feasible?
- Select solution strategies
- Develop an action plan

Needs assessment is part of a continuous improvement cycle:

Plan, Implement, Evaluate, Improve, UPDATE NEEDS ASSESSMENT...and the cycle begins again.

Overview

The tremendous task of educating each and every child in the Beaverton community entails partnership, cooperation and commitment over the long-term. It means that schools, families, businesses, civic and social service organizations and faith-based communities must develop deeper, committed relationships to ensure student success, stronger families, and healthier communities.

For many years, the Beaverton School District has regularly met with church leaders across faith traditions to have an ongoing dialogue about our community's children. We serve many of the same students and families. Some faith communities have taken the next step to build partnerships and activities to support students by providing health clinics, distributing backpacks and school supplies, and organizing work groups to clean up school grounds. And yet, there are still untapped resources that can help our schools and communities be even stronger.

Guidelines for Schools and Faith Partners

Public schools are encouraged to develop faith-based partnerships provided there is an understanding of some concepts related to the separation of church and state. Here are some guidelines as cooperative relationships are developed:

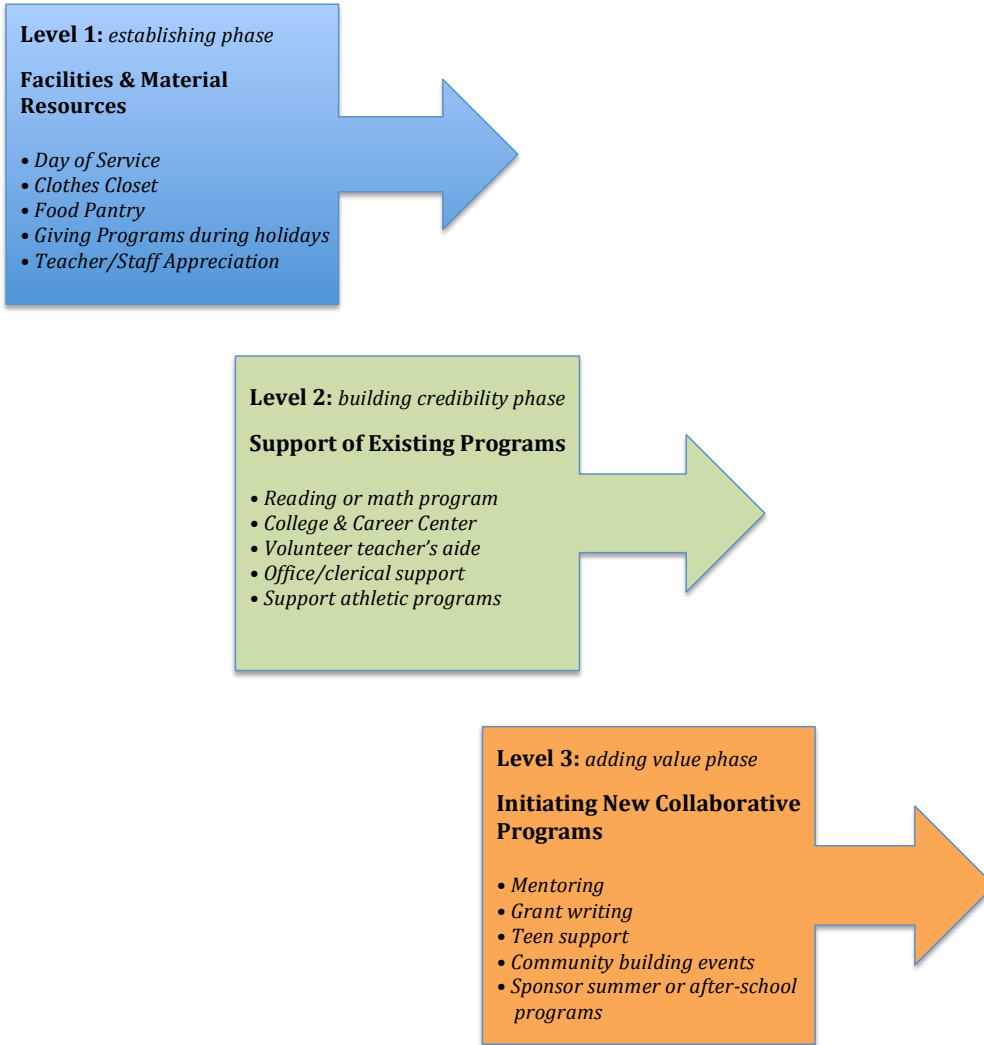
- Under the First Amendment, public schools must be neutral concerning religion in all of their activities.
 - *Mutually beneficial partnerships are encouraged that improve student learning and growth.*

- Schools must be open to participation by all responsible community groups. Other community organizations must be given an equal opportunity and are subject to the same secular selection criteria to operate programs in partnerships with schools.
 - *Diverse faith communities are encouraged to partner with schools.*

- A student's grades, class ranking or participation in any school program will not be affected by his or her willingness to participate or not participate in a cooperative program with a faith-based partner. Student participation in any cooperative program may not be conditioned on membership in any religious group, acceptance or rejection of any religious belief, or participation (or refusal to participate) in any religious activity.

Three Levels of Partnership and Engagement

Partners should start with Level 1 programs to begin the relationship and build trust. As the partnership matures, schools and faith partners can build on their commitment and creativity to develop resources that have deeper, longer lasting impact. Here are some examples:



For more information or assistance, please contact the Beaverton School District's Communications & Community Involvement Office, 503-591-4360.

Business & Education Partnership Guidelines

Return on Innovation v.s. Investment

For businesses it is wise to avoid the traditional notion of return on investment or ROI when it comes to education since it represents very short-term thinking when, in fact, educating a child is a long-term proposition. Instead, focusing on “Return on Innovation” can help companies measure their investment, not in terms of dollars and cents, but in the number of young people they are helping to achieve at higher levels.

While it can be difficult for educators to put a price tag on the capabilities and potential of a single student, they must still be mindful of metrics. If they expect significant and long-term business investment, they must have clearly defined goals, outcomes and assessment tools that measure their progress on a periodic basis.

Partnership Versus Donation

There is a significant difference between a donation and a partnership. A donation is a financial transaction between a company and an education organization, often one-time in nature, that may require some degree of reporting on the part of the education partner.

A partnership, on the other hand, has clearly shared and defined visions, goals and outcomes that build upon each other’s strengths and strengthen each other’s weaknesses. It can be challenging at times because it involves sustaining personal relationships as the work becomes increasingly complex and staff changes occur.

Source: (excerpts) Building a Diverse U.S. STEM Workforce: Perspectives on Creation Successful Business Education Partnerships, Bayer Corp., 2010.

Aug. 2014 MW

Picking the Right Partner

Do the research

Selecting the right partner doesn’t just happen, it’s a process which involves:

- identifying potential organizations that share a common vision and goals.
- meeting face-to-face to see if those commonalities along with areas of expertise and infrastructure align effectively.
- assessing other business & education partnership models to learn what their experience has been.
- finding a partner with credibility and a history of success in order to avoid re-inventing the wheel.

Define the roles

Business is not an education expert, nor should it impose yet another set of demands on educators. In an effective business & education partnership, the education partner will allow the business partner to act as a facilitator and catalyst.

Determine your radius/location

If you want business employees and others to be involved, then partners should consider school location.

Share the passion for children

Ultimately, picking the right partner(s) boils down to passion. Do you both share the same values and enthusiasms about education? When you do, you’ll know it’s the right partner.

Need Assistance? Please contact the Communications & Community Involvement Department 503-591-4360.