

## Engagement

**WE** believe that parent involvement and community engagement are crucial pieces we need to ensure every student achieves their maximum potential and graduates prepared for their next step. It takes more than dedicated teachers and staff to help each child succeed. It takes the entire Beaverton community helping in this work.

Measurement	2012-13	2013-14	2014-15	2015-16 Goal	2016-2017 Goal
* % of families who report they are active participants in the life of the school	78.6%	75.6%	Goal: 78% Result: 80%	81%	82%
* % of families who report they feel well-informed about what their students are learning and their progress	65.5%	76.0%	Goal: 77% Result: 76%	78%	79%
Value of volunteers p.6  <i>Hours are self-reported and at the secondary level under-reported.</i>	<i>in-kind value</i>  \$6.6 million	<i>in-kind value</i>  \$6.2 million	<i>in-kind value</i>  Goal: \$7.3m Result: \$6m	<i>in-kind value</i>  \$6.5 million	<i>in-kind value</i>  \$6.7 million
Value of other contributions to Beaverton schools- PTO/Booster Groups	\$585,000 18 schools reported data	\$1.2 million 32 schools reported data	Goal: \$1.3m  Result: \$935,755 22 schools reported data	\$1.2 million	\$1.3 million

\*Data Source: results from the Annual BSD Parent Survey; 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, 2015

Demographics	2011-12	2012-13	2013-14	2014-15
All Parents		78.6%	<b>75.6%</b>	<b>80%</b>
Male		N/A	73.3%	73%
Female		N/A	77.6%	81%
Other*		N/A	50.0%	
Asian		71.4%	73.4%	73%
Pacific Islander		80.0%*	69.3%*	
Black		50.0%*	71.5%*	
Hispanic		67.9%	65.7%	70%
American Indian/Alaskan Native*		--	80.0%	
White		74.3%	78.4%	82%
Multi-Racial		61.1%*	73.7%	77%
Heterosexual		N/A	77.4%	80%
LGBTQ*		N/A	62.5%	76%
2012-2014: Interpret with caution: Less than 20 respondents				
2014-15: blank cells with no data had less than 30 respondents				

Elementary Schools	2011-12	2012-13	2013-14	2014-15
Aloha-Huber Park K-8		66.7%*	64.7%*	
Barnes		99.9%*	66.7%*	80%
Beaver Acres		50.0%*	84.3%*	80%
Bethany		100.0%*	79.1%	77%
Bonny Slope		99.9%*	91.7%	94%
Cedar Mill		100.0%*	94.4%*	94%
Chehalem		100.0%*	68.4%*	
Cooper Mountain		--	90.7%	93%
Elmonica		100.0%*	87.6%*	
Errol Hassell		100.0%*	83.9%	
Findley		100.0%*	97.5%	95%
Fir Grove		100.0%*	89.4%*	
Greenway		100.0%*	58.3%*	
Hazeldale		100.0%*	77.0%*	
Hiteon		78.6%*	81.7%	85%
Jacob Wismer		100.0%*	93.8%	90%
Kinnaman		100.0%*	58.0%*	
McKay		100.0%*	91.7%*	
McKinley		50.0%*	75.0%*	
Montclair		100.0%*	80.9%	97%
Nancy Ryles		85.7%*	82.8%	84%
Oak Hills		75.0%*	93.5%	88%
Raleigh Hills K-8		100.0%*	81.8%	92%
Raleigh Park		100.0%*	89.5%*	88%

Ridgewood		100.0%*	95.0%*	98%
Rock Creek		77.8%*	83.8%	96%
Scholls Heights		85.8%*	91.1%	92%
Sexton Mountain		81.9%*	83.3%	82%
Springville K-8		100.0%*	76.3%	85%
Terra Linda		100.0%*	92.8%	84%
Vose		0.0%*	100.0%*	
West Tualatin View		83.3%*	81.0%	91%
William Walker		100.0%*	85.7%*	
2012-2014: Interpret with caution: Less than 20 respondents				
2014-15: blank cells with no data had less than 30 respondents				

Middle Schools	2011-12	2012-13	2013-14	2014-15
Cedar Park		65.2%	74.1%	86%
Conestoga		68.5%*	42.9%	71%
Five Oaks		68.8%*	52.4%	61%
Highland Park		69.3%*	40.6%	69%
Meadow Park		63.1%*	94.8%	70%
Mountain View		65.0%	52.6%*	
Stoller		68.9%	71.7%	62%
Whitford		74.9%*	43.4%	79%
2012-2014: Interpret with caution: Less than 20 respondents				
2014-15: blank cells with no data had less than 30 respondents				

High Schools/Options	2011-12	2012-13	2013-14	2014-15
Aloha High School		40.0%*	64.4%	63%
ACMA 6-12		81.0%	76.6%	80%
Beaverton High School		66.6%*	72.7%	73%
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%	76%
School of Science & Technology		62.5%*	64.3%*	
Southridge High School		71.3%	72.6%	76%
Sunset High School		60.0%*	74.4%	84%
Westview High School		56.7*	66.5%	66%
2012-2014: Interpret with caution: Less than 20 respondents				
2014-15: blank cells with no data had less than 30 respondents				

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

*source: Annual BSD Parent Survey, 2015*

Demographics	2011-12	2012-13	2013-14	2014-15
All Parents		65.5%	76.0%	76%
Male		N/A	67.5%	78%
Female		N/A	70.6%	77%
Other*		N/A	100.0%*	
Asian		71.5%	77.6%	85%
Pacific Islander		40.0%*	77.0%*	
Black		0.0%*	66.6%*	
Hispanic		69.9%	73.8%	76%
American Indian/Alaskan Native*		--	80.0%	
White		55.1%	68.2%	76%
Multi-Racial		33.3%*	73.3%	78%
Heterosexual		N/A	69.6%	77%
LGBTQ		N/A	56.3%	82%
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Beaver Acres		100.0%*	84.2%*	76%
Bethany		75.0%*	91.7%	89%
Bonny Slope		88.9%*	80.5%	82%
Cedar Mill		80.0%*	61.1%*	84%
Chehalem		0.0%*	79.0%*	
Cooper Mountain		--	83.3%	85%
Elmonica		0.0%*	86.7%*	
Errol Hassell		100.0%*	90.3%	
Findley		64.2%*	88.6%	88%
Fir Grove		50.0%*	94.7%*	
Greenway		100.0%*	81.9%*	
Hazeldale		75.0%*	99.9%*	
Hiteon		50.0%*	87.8%	87%
Jacob Wismer		85.7%*	95.8%	90%
Kinnaman		66.6%*	100.0%*	
McKay		100.0%*	66.7%*	
McKinley		50.0%*	66.6%*	
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Ridgewood*		50.0%*	80.0%*	83%
Rock Creek		87.5%*	83.4%	86%
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Cedar Park		54.5%	77.2%	70%
Conestoga		47.4%*	62.9%	77%
Five Oaks		62.6%*	60.0%	67%
Highland Park		23.1%*	83.9%	86%
Meadow Park		55.5%*	83.8%	90%
Mountain View		50.0%	68.5%*	
Stoller		51.7%	81.8%	79%
Whitford		83.3%*	73.9%*	78%
2012-2014: Interpret with caution: Less than 20 respondents 2014-15: blank cells with no data had less than 30 respondents				

High Schools/Options	2011-12	2012-13	2013-14	2014-15
Aloha High School		20.0%*	39.8%	59%
ACMA 6-12		28.6%	49.3%	41%
Beaverton High School		54.6%	63.0%	63%
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%	57%
School of Science & Technology		100.0%*	61.5%*	
Southridge High School		57.1%	50.0%	51%
Sunset High School		41.2%	56.0%	55%
Westview High School		35.7%	40.9%	59%
2012-2014: Interpret with caution: Less than 20 respondents 2014-15: blank cells with no data had less than 30 respondents				

## Analysis

### Successes:

**Survey:** Of the parents/guardians responding to the email survey, **80% report they are active participants in their child's school.**

Additionally, **76% of parents/guardians report they feel well-informed about what their students are learning and their progress.**

- **Parent Vue/Student Vue** are used by more parents and students and the systems are providing more information about real time progress.
- Second year of the Superintendent meeting with the **Hispanic Parent Advisory Council** with 35-50 parents across the District participating in two meetings.
- Second year of **Pillars of Learning exemplar stories** highlighting outstanding examples tied to the Strategic Plan and shared across a variety of communication 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

**2014/15- 260,952 hrs. X \$23.07/hr. = \$6,020,163**

With new reporting requirement from the BSD Business Office, we anticipate more complete fundraising data from PTOs/Boosters in 2016-2017.

### Issues:

When the survey data is disaggregated, there are several schools that appear to struggle.

## 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.
- Second year of work with the **Hispanic Parent Advisory Council**. They met two times. This year, work with the Welcome Center to reimagine this work.
- Continue **Parent Tips** and alternate **Counselor Corner with Nurse's Notes** 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

This was the second year of Community Partnership Teams. Schools are making good progress. 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 2014-2015 at the Capital Center with about 250 people attending each gathering.
- Updated the Community Partnership Team webpage with progress reports from schools.
- Second year producing the WE Awards Celebration & Recognition program, held at the Village Baptist Church.

### Issues:

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

## Action Plan

### This year:

The **team of technical advisors** (CCI/ Supt. Office staff) assisting principals and the Community Partnership Teams has been helpful to keep schools on track for success.

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

### Longer-term:

**Hire a volunteer coordinator** to assist schools and programs with developing partnerships.

**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.

# Beaverton School District

Code: KA

Adopted: 6/4/12

## **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.

The Community Partnership Team shall include:

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

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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- social service agencies
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### 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 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.

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**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.

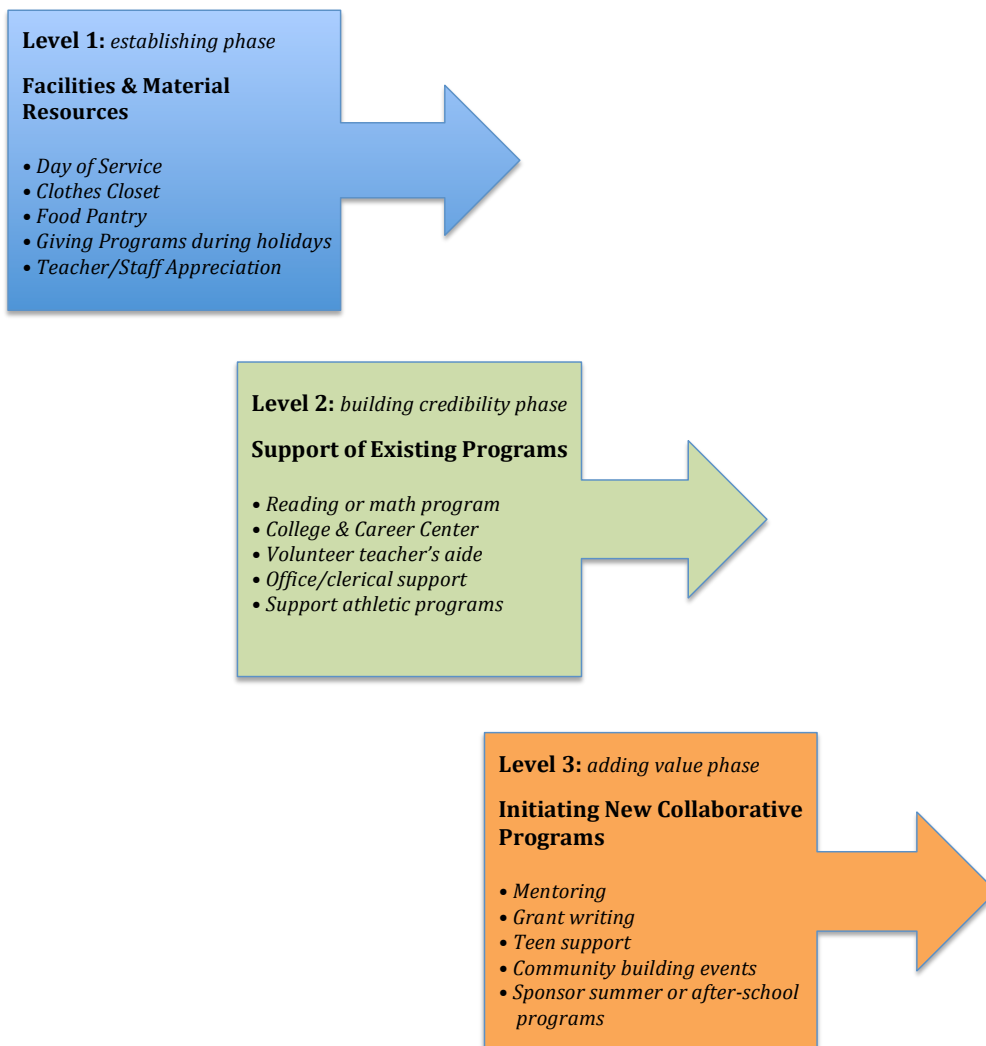
**Guidelines for Schools and Faith Partners**

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.

Aug. 2014 MW

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## 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.

### 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.