

EEPC 08

Effective Education Partnerships Conference

Conference Book

Fairfax Marriott at Fair Oaks

Fairfax, Virginia

July 10-11, 2008

www.eepc2008.com

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Agenda-at-a-Glance

Wednesday, July 9, 2008

- 2pm-5 pm Pre-conference seminars
1. Developing & improving K-12 fundraising.....Monticello
 2. Preparing your principals for community engagement Dominion
- 6pm Welcome reception..... Potomac Ballroom

Thursday, July 10, 2008

- 7am-9am Registration and breakfast The Garden Atrium
- 8:15am-8:30am Welcome: Brett Pawlowski, DeHavilland Associates Potomac Ballroom
- 8:30am-9:30am Keynote: Rick Hess, American Enterprise Institute..... Potomac Ballroom
- 9:45am-10:45am Keynote: John Stone, Education Consumers Foundation Potomac Ballroom
- 11am-12pm Breakout session one
1. Building a diverse and engaged membership Dominion
 2. Maximizing impact of corporate philanthropy in education.....Great Falls
 3. Driving results through effective partnership program Potomac A operations
 4. How a hospital partnership puts youth on the “pipeline”.....Monticello to employment
 5. Partnering to turn dropouts into graduates..... Fairfax
- 12pm-1:45pm Lunch and networking..... The Garden Atrium
- 2pm-3pm Breakout session two
1. Bringing partners together to achieve excellence in education..... Potomac A
 2. A case study in the effective use of community stakeholderMonticello forums
 3. Engaging the community in career awareness & engagement..... Dominion
 4. Aligning education outreach with workforce needsGreat Falls
 5. Strategic leadership: maintaining and sustaining science..... Fairfax and math partnerships
- 3:15pm-4:15pm Breakout session three
1. Building a partnership with your Chamber of Commerce.....Great Falls
 2. Creating and sustaining partnerships that provide results..... Potomac A ...not promises!

- 3. Partnerships that make a difference in math and science..... Fairfax education
 - 4. Executive mentorships: the Partnership to Advance.....Monticello Student Success (PASS) model
 - 5. Identifying and recruiting partners for elementary-level..... Dominion initiatives
- 4:30pm-5:30pm Case study breakout sessions
- 1. Making the Case (business)..... Dominion
 - 2. Correcting Course (coalition), session one..... Potomac A
 - 3. Correcting Course (coalition), session two.....Great Falls
 - 4. A Fresh Start (school/district), session one..... Fairfax
 - 5. A Fresh Start (school/district), session two.....Monticello

Friday, July 11, 2008

- 7am-9am Registration and breakfast..... The Garden Atrium
- 8am-9am Keynote: David Matthews, Charles F. Kettering Foundation Potomac Ballroom
- 9:10am-10:10am Breakout session four
- 1. Creating a winning multi-stakeholder STEM partnership.....Mt. Vernon
 - 2. Building community-wide partnerships that promote serviceGreat Falls with learning
 - 3. Essential elements to successful school-based and..... Dominion district fundraising
 - 4. How stronger relationships led to a multifaceted.....Monticello partnership program
 - 5. Local and regional P-16 compacts: The new frontier in Fairfax education partnerships
- 10:20am-11:20am Breakout session five
- 1. Using the Critical Path method in designing your..... Dominion partnership initiatives
 - 2. Using business principles to maximize partnership successGreat Falls
 - 3. Education foundations...more than you expect!.....Monticello
 - 4. Building strategic partnerships through regional collaborationMt. Vernon
 - 5. Partnering to drive workforce development through Fairfax career clusters
- 11:30am-12:30am Breakout session 6
- 1. How smart strategy leads to greater impact..... Fairfax
 - 2. Building a State Scholars program in Tennessee Dominion
 - 3. Creating a conduit between schools and their communitiesGreat Falls
 - 4. Buy-in brings benefits: A lasting partnership with a science.....Monticello museum
 - 5. Fostering school business partnerships in Manukau City,Mt. Vernon New Zealand

Conference Agenda

Wednesday, July 9, 2008

2pm-5pm: Developing and Improving K-12 Fundraising Monticello

The National School Foundations Association (NSFA) will host a seminar on successful fundraising, which will include identifying prospective sources of funding, tailoring presentations to prospective donors, and grant writing. Attendees will learn to:

- Identify new and varied sources of external financial support for school districts
- Investigate and select the best practices for obtaining financial and gift support
- Select and incorporate effective marketing strategies for a K-12 foundation

Results of a national survey of school and foundation leaders, conducted by the NSFA during the spring of 2008, will be presented. A discussion of the three most common ways a school foundation benefits school staff, parents and community will be presented as well as an overview of leadership's role in foundation development and fundraising, which includes role discussion for the board of directors, executive director, school board and school administration.

2pm-5pm: Preparing Your Principals for Community Engagement..... Dominion

Representatives from the Partnership Directors Network will teach you how to prepare administrative leaders to engage their communities, build active partnerships, and create a school culture open to school, parent, business, and community involvement.

Part One addresses the skills your principals need. It includes the Florida Principal Standards for Community and Stakeholder Partnerships and information on the five skill sets necessary for community involvement programs to flourish in their schools. Other topics include the "new" qualities of a principal and an overview of research.

Part Two presents nuts-and-bolts training leaders can deliver to school-based partnership liaisons. It includes Broward County's policies and guidelines on advertising and security screening, partnership activities and how to align partnerships to curriculum standards, recruitment, retention and recognition. All participants will leave with a CD that includes PowerPoint presentations to adapt to their district and school and business liaison manuals.

6pm: Welcome Reception.....Potomac Ballroom

Thursday, July 10, 2008

7am-9am: Registration and breakfast The Garden Atrium

8:15am-8:30am: Welcome: Brett Pawlowski.....Potomac Ballroom

8:30am-9:30am: Keynote: Dr. Frederick HessPotomac Ballroom

Dr. Hess is resident scholar and director of education policies at the American Enterprise Institute. He will speak about the role that business plays - and can play - in public education innovation and reform, working from the ideas presented in his article (Biz Ed) which appeared in the July 2007 issue of *The American*.

Hess' smany books include *No Child Left Behind: A Primer* (Peter Lang 2006), *Educational Entrepreneurship* (Harvard Education Press, 2006), *Common Sense School Reform* (Palgrave Macmillan, 2004), *Revolution at the Margins* (Brookings Institution, 2002), and *Spinning Wheels* (Brookings Institution, 1999). His work has appeared in outlets including *Harvard Educational Review*, *Urban Affairs Review*, *Social Science Quarterly*, *American Politics Quarterly*, *Teachers College Record*, *Education Week*, *Phi Delta Kappan*, *Education Next*, *Educational Leadership*, *Washington Post*, *Boston Globe*, and *National Review*.

Dr. Hess currently serves on the review board for the Broad Prize in Urban Education and as a member of the research advisory board for the National Center on Educational Accountability. He is a former high school social studies teacher and former professor of education and government at the University of Virginia. He holds his M.Ed. in teaching and curriculum and his M.A. and Ph.D. in government from Harvard University.

9:45-10:45am: Keynote: Dr. John Stone Potomac Ballroom

Dr. Stone will talk about the importance of research and effective practices in designing programs and partnerships that impact student achievement.

J. E. Stone is the founding president of the Education Consumers Foundation and head of the Education Consumers ClearingHouse, a subscriber-supported, online "Consumers Union" for the consumers of public education. Dr. Stone has authored numerous articles and papers for scholarly forums. He is licensed as both a school psychologist and educational psychologist. Since the nineteen seventies, he has taught educational psychology, specializing in applied behavior analysis. His principal research interests are effective pedagogy, accountability, and teacher effectiveness. Currently, he is researching teacher training's impact on teacher effectiveness in Tennessee. Dr. Stone received an Ed.D. from the University of Florida in 1972.

11am-12pm: BREAKOUT SESSION I

1. Building a diverse and engaged membership Dominion

James Brown, Co-director, STEM Education Coalition

The STEM Education Coalition has a large and active member base, and is effective at keeping its members informed and engaged on issues critical to the field. Attendees interested in building their own base of active and involved members will learn how leaders of the STEM Education Coalition built the organization’s diverse membership, and how they keep members active in the coalition’s work through a range of communications efforts.

2. Maximizing the impact of corporate philanthropy in education Great Falls

Kirstin McCarthy, Assistant Director; Business-Higher Education Forum

Through mini case study presentations focused on three locations, attendees will learn about successful partnerships of business, K-12, higher education, and foundations to increase student achievement and college readiness through the P-20 pipeline. Attendees will also take away specific strategies for leveraging corporate philanthropic efforts to make high impact investments in education.

3. Driving results through effective partnership program operations Potomac A

Janet Delaney, Director, Community Relations; San Diego Unified School District

San Diego Unified School District currently has more than 1,400 community partners, a group that contributed more than \$5.6 million in value to the district in the 2006-07 school year. Using the district’s array of programs as examples, participants will learn about effective program management, including developing partnership priorities, engaging partners with a tangible “menu” of opportunities, managing a customer-friendly office, maintaining an accurate tracking system, and building organizational capacity.

4. How a hospital partnership puts youth on the “pipeline” to employment Monticello

Nancy Vaughan, School/Community Relations Coordinator; Waterbury Public Schools

Juana Clarke, Director, Grants & Operations Audit; Waterbury Hospital Health Center

In this session, participants will learn how the Waterbury Hospital partnered with the Waterbury Public Schools in an innovative K-12 program that helps introduce and prepare students for possible future careers in the medical field, working with students from the elementary level on up through high school through three separate but complimentary programs.

5. Partnering to turn drop-outs into graduates Fairfax

Barbara Richardson, Deputy Director; Simon Youth Foundation

Simon Youth Foundation began its work in 1998 when staff at Simon malls wanted to find a way to improve educational opportunities for disadvantaged and at-risk youth. As an independent nonprofit endeavor, SYF works with school districts to re-engage at-risk students through an alternative high school program in a nontraditional environment. Attendees will learn about SYF’s successes and consider how existing internal resources can be used in their partnership efforts.

12-1:45pm: Lunch The Garden Atrium

2-3pm: BREAKOUT SESSION 2

1. Bringing partners together to achieve excellence in education Potomac A

Jeff Edmondson, Executive Director; Strive Foundation

Mike Brandt, Superintendent; Newport Independent Schools

Attendees will learn how Strive, an educational partnership in Cincinnati and Northern Kentucky, builds successful, sustainable collaborations by focusing on data driven decision making and accountability to the community served. By sharing successes and lessons learned, attendees will have the tools needed to immediately begin building comprehensive education partnerships in their own regions.

2. A case study in the effective use of community stakeholder forums..... Monticello

Ken Koch, Chief Communications and Marketing Officer; Meridian Technology Center

In order to introduce a new superintendent and rebuild relationships with stakeholders, Meridian Technology Center, an area vocational technical school serving ten partner school districts, launched a series of stakeholder forums across the district to great effect. Learn how to plan and implement forums in your own community and how they can jumpstart your efforts to build relationships and stakeholder engagement.

3. Engaging the community in career awareness and engagement..... Dominion

Kim Litzau, Partners in Education Supervisor; Rockwood (MO) School District

Linda Souder, Project Interface Facilitator; Rockwood (MO) School District

Over the past 24 years, the Rockwood (MO) School District has developed a series of career awareness and exploration programs, including classroom presentations (6,000 presentations every year), career shadowing, and Project Interface, a unique for-credit internship offered to qualifying high school seniors. Learn about their spectrum of programs and how you can engage the business community in your own career awareness efforts.

4. Aligning education outreach with workforce needs Great Falls

Cheryl Harvey, Workforce Preparedness Manager; Eastman Chemical Company

Years ago, Eastman Chemical Company's work in education emphasized "checkbook philanthropy." Today, however, the company is fully engaged in strategic partnerships that provide greater value, leverage core capabilities, and align with strategic business needs. Attendees will learn about this fundamental shift in approach and about the hands-on partnerships that are generating a real return on the company's outreach investment.

5. Strategic leadership: maintaining and sustaining science and math partnerships Fairfax

Francis Eberle, Executive Director; Maine Mathematics and Science Alliance

Strategic leadership is critical to effective partnerships, particularly in maintaining and sustaining them beyond their original vision. This session will explore the importance of leadership in both the tactical and strategic elements of successful partnerships. Examples of specific partnerships and the interactions of partners, measurement of progress, roles, and decision points within those partnerships will be presented.

3:15-4:15pm: BREAKOUT SESSION 3

1. Building a partnership with your Chamber of Commerce Great Falls

Kim Durand, Volunteer & Partnership Specialist; Arlington Public Schools

Patty Browne, Community Relations Manager; Arlington Virginia Federal Credit Union

The Chamber of Commerce can serve as a connection to the community and as a resource itself. Learn how Arlington Public Schools worked with its local chamber to build a strong relationship and hear about the benefits both parties see as a result.

2. Creating and sustaining partnerships that provide results...not promises!..... Potomac A

Jeff Rubel, Vice President; Greater Scranton Chamber of Commerce

To build initiatives that produce relevant and measurable results, the Greater Scranton Chamber of Commerce leverages effective practices such as market analysis (including surveys and polls), strategic communications, budgetary planning, and campaign assessment in its work with school, business, government, and other community partners. Attendees will learn how to analyze and address community needs using these and other effective practices.

3. Partnerships that make a difference in math and science education Fairfax

Tony Fowler, Acting Executive Director; Federal Interagency Committee on Education,

US Department of Education

In his role with the US Department of Education, Tony Fowler has seen a wide range of corporate-led initiatives to improve education in the STEM fields. Attendees will hear what's working and what's not, review critical opportunities and needs in the field, and discuss how a case can be made to corporate partners to solicit their involvement.

4. Executive mentorships: the Partnership to Advance Student Success Monticello (PASS) model

Dr. Elaine Liffin, President and Executive Director; Council for Educational Change

Dr. Patricia Penn Dixon, Leadership Development/Director, Special Projects; Council for Educational Change

Dr. John Hansen, Council Consultant, Council for Educational Change

Attendees will hear about the PASS model, which focuses on building an executive mentoring relationship for school leaders, and how this model has been successfully implemented in Florida. They will review case studies and hear from business and school representatives on the impact of this proven initiative, and then strategize on how they can advance school leadership using this model in their own communities.

5. Identifying and recruiting partners for elementary-level initiatives..... Dominion

Ellen Steverson, Business Partners Liaison; Dorchester (SC) Public Schools

Elementary schools have a wide variety of needs and priorities. By identifying and recruiting businesses, schools can work with businesses to share resources that will be mutually beneficial. Attendees will learn how a successful elementary school partnership program identifies and pitches partnership opportunities to the community and builds relationships that continually develop.

4:30-5:30pm: Case study breakout sessions

In each of the sessions listed below, a facilitator will present one of the case studies from this year's case study competition, with session participants identifying key issues and working together to build a strategic response. Some case studies have more than one breakout session to ensure that all attendees have an opportunity to participate.

1. **Making the Case (business case study)**..... **Dominion**
2. **Correcting Course (coalition case study), Session 1**..... **Potomac A**
3. **Correcting Course (coalition case study), Session 2**..... **Great Falls**
4. **A Fresh Start (school/district case study), Session 1** **Fairfax**
5. **A Fresh Start (school/district case study), Session 2** **Monticello**

5:30pm: End of Day One

Friday, July 11, 2008

7-9am: Registration and breakfast..... **The Garden Atrium**

8-9am: Keynote: **Dr. David Mathews, Charles F. Kettering Foundation** **Potomac Ballroom**

Dr. Mathews will discuss what citizens and educators alike want from public education and how they can come closer to getting it.

David Mathews is president of the Charles F. Kettering Foundation. He served as Secretary of the Department of Health, Education, and Welfare under President Gerald Ford. Between 1969 and 1980, he was president of The University of Alabama. At Kettering, he has steered the foundation's research toward studying the role of the public in our political system. Nonpartisan and nonpolitical, Kettering's research focuses on how to make democracy work as it should.

David Mathews has written widely on such subjects as southern history, public policy, and international problem solving. His most recent books are *Reclaiming Public Education by Reclaiming Our Democracy*, *Why Public Schools? Whose Public Schools?*, and *Politics for People*. He serves on the board of a variety of organizations, including the Gerald R. Ford Foundation, National Issues Forums Institute, and Public Agenda.

9:10-10:10am: **BREAKOUT SESSION 4**

1. **Creating a winning multi-stakeholder STEM partnership** **Mt. Vernon**
Elaine Naleski, Director of Communications/Community Relations; Colorado Springs School District 11
Larry Cutter, Principal, Mitchell High School; Colorado Springs School District 11
Laurie Maxson, Director, Youth Programs; Society of Manufacturing Engineers Education Foundation
William Gessner, Assistant Chief of Staff; Peterson Air Force Base
Colorado Springs Schools (district 11) has turned support from partners in the business,

foundation, and military communities into a summer STEM institute designed to encourage high school students to enter science, technology, and engineering pathways. Participants will learn how to build a winning partnership team, set project goals, and sustain their projects over time in order to meet STEM workforce needs.

2. Building community-wide partnerships that promote service with learning Great Falls

Margaret Wheeler, Senior Coordinator, Community Involvement; Polk County Schools

Bridget Fetter, Director, Chain of Lakes Community High; Polk Community College

Service learning enables students to link meaningful community service with the academic curriculum, and can be built through vertical partnerships between K-12 and postsecondary institutions and horizontal partnerships with corporate funders and community agencies. Attendees will learn how to incorporate service learning into the K-12 and college syllabi and to identify and nurture community partnerships.

3. Essential elements to successful school-based and district fundraising Dominion

Stacy Carlson, Executive Director; Consortium of Florida Education Foundations

Research has shown that there are five main characteristics that contribute to success in school-based or district-wide fundraising. Come learn about these five factors and how they contribute to the success of your fundraising and partnership efforts.

4. How stronger relationships led to a multifaceted partnership program Monticello

Nancy Schopf, Vice President of Education & Leadership; Green Bay Area Chamber

Partners in Education (PIE) was initiated in 1992 by leaders of business and education because of adversarial feelings between the two entities about the development of our future workforce. In this session, you'll learn how these leaders built mutual understanding and strong relationships as a result of their participation in PIE, and about the integrated system of school-to-work initiatives that have been created as a result.

5. Local and regional P-16 compacts: The new frontier in education partnerships Fairfax

Adrienne O'Neill, President; Stark Education Partnership

Joseph Rochford, Vice President; Stark Education Partnership

Working with district, higher education, business, philanthropy, economic development, and human service organizations, the Stark Education Partnership established a P-16 compact focused on increasing both the high school graduation and the college attendance rates. Based on their success, they have been instrumental in launching additional compacts across Ohio. Discover how they did it and what lessons they learned in the process.

10:20-11:20am: BREAKOUT SESSION 5

1. Using the Critical Path method in designing your partnership initiatives Dominion

Jim McMurtry, Executive Director, NASSMC

The Critical Path method is an effective tool to be used in designing and managing your education initiatives. Attendees will learn how to define their desired program outcomes and to identify the interim objectives, barriers, and project requirements they must address in order to chart a path to the successful fulfillment of their goals.

2. Using business principles to maximize partnership success Great Falls

Joan Fox, Specialist, Partnerships Office; Howard County Public School System

Mary Schiller, Manager, Partnerships Office; Howard County Public School System

Market research...prospect targeting...strategic planning...these and other skills are most often associated with business management, but they can also be applied successfully by schools in building effective, rewarding partnerships. Attendees will learn how these practices are being used in Howard County Public School System partnerships and how they can be leveraged in enlisting the support of partners in their own communities.

3. Education foundations...more than you expect!..... Monticello

Bob New, President; Mid-Atlantic Consortium of Education Foundations

Many local education foundations (LEFs) never realize their true potential. Using a proven model, this session will outline the important aspects of the school district/LEF relationship, and look at various elements of foundation operations, from governance to marketing and fundraising, to help foundations use the techniques and procedures best suited to helping them become more effective.

4. Building strategic partnerships through regional collaboration Mt. Vernon

Serenity Kelton, Marketing Director; Texas Association of Partners in Education

The Texas Association of Partners in Education has convened a series of Regional Education Partnership Planning Forums across Texas. These forums are focused on engaging all sectors of the regional community in a discussion around the planning and implementation of education partnerships. Workshop attendees will participate in a “mock forum” and take home strategies for implementing these unique and effective meetings in their state.

5. Partnering to drive workforce development through career clusters

.....Fairfax

Joe Unterreiner, Executive Director;

Kalispell Chamber of Commerce

The Kalispell, MT Chamber of Commerce has played a critical role in exploring challenges and solutions to workforce issues and in creating a dialogue among leaders and influencers to raise awareness and drive action on the issue. Attendees will hear how the Chamber’s initial partnership with its local schools to explore workforce solutions resulted in major reforms, and culminated in a conference that raised the profile of this issue along with promising solutions.



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EPI is an organization comprised of the nation’s top educators and consultants whose expertise is building successful, long-lasting business/education partnerships in the communities where our clients have a major presence.

11:30am-12:30pm: BREAKOUT SESSION 6

1. How smart strategy leads to greater impact..... Fairfax

Terri Smatla, Community Partnership Coordinator; Mesa County Valley School District

In 2001, Mesa County (CO) Schools placed all of its existing community partnership programs under a single umbrella. Come learn about the range of programs operating in tandem, and how aligning everyone's efforts created a structure in which staff members were able to work more efficiently and more effectively.

2. Building a State Scholars program in Tennessee Dominion

Ruth Woodall, Director; Tennessee Scholars

The State Scholars Initiative utilizes business leaders to motivate students to complete a rigorous course of study in high school, one that will give them a boost in college and their careers.

Tennessee is fully engaged in the program: from two pilot sites five years ago, the Tennessee State Scholars Initiative has grown into a 48-county operation, and has already graduated over 10,000 Tennessee Scholars in four years. Attendees will learn how state leaders have built the program over time and how they continue to increase involvement from leaders in participating communities.

3. Creating a conduit between schools and their communities Great Falls

Joni Krieg, Executive Director; Business & Education Alliance

The School E-Lert Program is a centralized clearinghouse, connecting school needs with free and discounted resources from community stakeholders with the click of a mouse. Many of the 200+ schools served by the program received more than \$100,000 in resources just in the Fall 2007 semester, with contributions such as office supplies, furniture, computers, and more. Find out how this program is connecting schools and donors and how you can create a program of your own.

4. Buy-in brings benefits: A lasting partnership with a science museum Monticello

Maddie Zeigler, Education Outreach Specialist

This session will cover the process of developing a lasting relationship between the Albuquerque Public Schools and the New Mexico Museum of Natural History and Science and the many benefits both organizations have realized from this longstanding and award-winning multifaceted initiative.

5. Fostering school business partnerships in Manukau City, New Zealand..... Mt. Vernon

Sarah Harvey, Education for Enterprise Regional Coordinator, Manukau City

In this session, attendees will learn how the City of Manukau Education Trust (COMET) facilitates and implements a range of educational projects to foster school business partnerships within the wider community. The presentation will report on the processes involved in developing and implementing three successful and enterprising projects - Principal for a Day, Executive for a Day, and Education for Enterprise -that are offered to Primary and Secondary schools in Manukau City New Zealand.

12:30pm: End of Day Two

Speaker Biographies

Michael Brandt is the Superintendent of Newport Independent Schools in Newport, Kentucky (in Greater Cincinnati, Ohio). He began his accomplished career in education in 1968 as a history teacher and over the years rose through the ranks of coordinator, assistant principal, principal, and superintendent in various districts. He has a single goal of “making the Newport Independent Schools the best urban school district in America.”

James Brown is Manager, Policy and Government Affairs at the American Chemical Society. James directs the Society’s federal advocacy agenda on science, education and workforce issues and also oversees the newly launched ACS state government affairs program. James also co-chairs the Science, Technology, Engineering, and Mathematics (STEM) Education Coalition, an alliance of over 300 science, business, and education groups devoted to improving math and science education at the federal level. Prior to joining ACS, he worked as a Congressional Aide for Rep. Doc Hastings of Washington and began his career as engineer with Newport News Shipbuilding. He is a 2003 MBA graduate from George Washington University.

Patty Browne received a BS in History from Emory University. She has worked in Virginia credit unions for 24 years and currently holds the position of Community Relations Manager at Arlington Virginia Federal Credit Union. Ms. Browne served as the voting delegate from Virginia to the National



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Youth Involvement Board for seven years and has been a member of the Virginia League's Financial Literacy Committee since 2002. She is a Development Educator, graduating from DE Training in 2006. She was named Outstanding Volunteer of the Year, 2007, by the National Youth Involvement Board. She has served on the Board and Committees of local Chambers of Commerce, Education Foundation, and the March of Dimes WalkAmerica Committee. Currently, she serves on the Education and Workforce Development Committee for the Arlington Chamber of Commerce, member of the Arlington Rotary Club and member of Leadership Arlington, Class of 2007. She is married, with three grown children, and resides in Arlington, VA.

Stacy Carlson is the Vice President of the Transition Years for the Helios Education Foundation, a 600 million dollar private foundation awarding grants in Florida and Arizona. Previously, she served as executive director for the Consortium of Florida Education Foundations, a membership organization that coordinated statewide initiatives affecting district-wide education foundations. Previously, Stacy was a non-profit management and fundraising consultant with Designs in Development working with, Hubbs-Sea World Research Institute, Hillsborough Association for Retarded Citizens, Largo Library and the Hillsborough Consortium for Technology and Education. Stacy is an Alumni Fellow and a doctoral candidate at the University of Florida studying the characteristics of successful fundraising in the K-12 district-wide education foundations in Florida. Stacy holds a masters degree in education from Harvard University and a bachelors degree in psychology from the University of Florida.

Juana Clarke is the Director of Grants & Operations Audit for The Waterbury Hospital, a 350-bed private, non-profit, acute care teaching hospital. The hospital views the Waterbury Public Schools as its emerging workforce and Ms. Clarke has been instrumental in developing the Waterbury Hospital Youth Pipeline projects, a series of initiatives with area schools and many local partners to close the achievement gap for disadvantaged minority students so that they can compete nationally for college placement to pursue careers in health care. These projects include: Adopt-A-Classroom (elementary) the PEACH program (Providing Early Acquaintance with Careers in Healthcare - middle) and Mentoring the entire 9th grade and developing a Health Care Academy at a local high school. Ms. Clarke has a BS in Management from the University of Massachusetts and an MBA from the University of Hartford.

Larry Cutter has been involved in public education for 23 years. During that time he has worked as a high school science teacher, high school assistant principal, alternative high school principal, and is currently the principal of Mitchell High School, School District Number Eleven, Colorado Springs, Colorado. Over the span of his career, Mr. Cutter has participated in development of a number of school – business partnership initiatives including job shadowing, internships, mentorships and school-to-career programs for high school students. Mr. Cutter is currently working on implementation of an educational partnership between Colorado Springs District Eleven and United States Northern Command located at Peterson Air Force Base in Colorado Springs. Mr. Cutter holds a Bachelor of Science Degree in Science Education from the University of Wyoming and Masters Degree in Educational Leadership from the University of Colorado.

Janet D. Delaney has been with the San Diego Unified School District for 30 years. She began her career as a high school English teacher. She is currently the Director of Community Relations where she oversees more than 1,400 business/community partnerships, manages the Volunteer Program which involves 26,000 parent/community volunteers, and a service learning program that involves 16,000

students in volunteer activities and integrates their experiences within course curriculum. Additionally, numerous resource materials have been developed. The department has won numerous state and national awards including the California School Boards Association Golden Bell Award for Outstanding Multi-Level Community Involvement program.

Kim Durand is the Volunteer & Partnership Specialists with the School and Community Relations office of Arlington Public Schools. Under her direction, over the past three years, the program has grown from 150 reported partners to over 450 partnerships. Kim is an active member of the Arlington Chamber of Commerce and chairs the Education and Workforce Development Committee along with participating in the Resource Development Campaign and the Community Action Committee. Kim is also a member of the Partnership for Children, Youth & Families, working on the Community Assets Model and is the President of the Arlington Rotary Club. This past year, Kim participated in the Leadership Arlington program and continues to work as a resource director for the current class. Kim is a graduate from James Madison University in Harrisonburg VA where she majored in Communications with a concentration in Theatre Arts.

Dr. Francis Eberle is the Executive Director of the Maine Mathematics and Science Alliance (MMSA). His interests are in science education, particularly student and teacher thinking about science ideas, using data and systems reform related to both education and non profit organizations. He has founded one non profit and now leads the MMSA, with a multimillion dollar budget and 18 staff with Maine roots, but serving the nation. He is a member of several non profit Boards. He currently is a Co-PI on four NSF-funded STEM projects and has been PI or Co-PI on several others. Francis has presented and published articles and reports about science education and effectiveness of particular interventions, and has co-authored three books. Francis holds a Bachelor of Science degree from Boston University, a Masters of Science degree from University of Connecticut, and a Ph.D. from Lesley University.

Jeff Edmondson is the Executive Director of Strive, a coalition of postsecondary, K-12, business and non-profit organizations in Cincinnati and Northern Kentucky aimed at increasing educational aspirations, achievement, and attainment of students throughout the region. He most recently served as the Foundation Officer for KnowledgeWorks Foundation. In this role, Mr. Edmondson was responsible for assisting the President & CEO by leading and providing support for priority initiatives, facilitating meetings and delivering presentations on the efforts of the Foundation, and managing the Board of Directors.

Bridget Fetter is the principal/director of the Chain of Lakes Collegiate High School at Polk Community College in Winter Haven, Florida. She earned her Bachelors Degree from Ripon College and her Masters from Ball State University. She completed her Educational Leadership core curriculum at the University of Central Florida. Bridget spent 17 years at Lakeland High School, as an English teacher, department head, Dean of Students, Director of Student Activities, Community Service Coordinator, and swim coach. She began the Leadership Cadre Program at LHS, which remains a strong promoter of service learning/community service projects today. In 2001 she became a Program Specialist for the Florida Department of Education Assessment & Accountability office before returning to Polk County as the Coordinator, and later Assistant Director, of the Collegiate High School. Bridget is a recipient of a Disney Teacheriffic Award and the Bridget Fetter Leadership Award was established at Lakeland High School in her honor.

Tony Fowler has served as Director of Interagency Affairs for the U.S. Department of Education since 2004. Mr. Fowler is currently assigned to the Department of Energy Task Force on Hydrogen fuels, the Advisory Council on Historic Preservation and the National Coalition on Aviation and Space Education. He serves on the Board of Directors of Careers in Aviation and on the advisory board for Build a Plane. In January, 2006, he was assigned to provide outreach to the math and science education community on the President's Competitiveness Initiative. In that capacity, Mr. Fowler has spoken on behalf of the Department before the NCASE, NCWIT, and NASSMC. Mr. Fowler is also a freelance writer. He is married, has five children and lives in Annapolis, Maryland.

Joan Fox joined the Partnerships Office of the Howard County Public School System in 2006. She has over twenty years of experience in communications, marketing, and research in both business and non-profit organizations. She was previously head of marketing and community outreach for the Howard County Library system, and manager of marketing communications for the research and development division of AMP Incorporated (now Tyco Electronics), the world's largest manufacturer of electronic connectors. Joan has also been a freelance writer and editor since late 2000. Joan has a bachelor of arts degree in international studies from Bowling Green State University and a master of library science degree from Kent State University. She lives in Columbia, Maryland and has two sons attending Howard County public schools.

Cheryl Harvey has been with Eastman Chemical Company for 27 years where she is currently the Workforce Preparedness and Talent Manager. She has served as a board member for Hands On! Regional Museum; a regional board member with Junior Achievement; vice-chair for the Tennessee / Virginia Scholars Council; a board member and officer for Kingsport Civitan Club; Community Initiatives Committee, Greater Kingsport United Way; Kingsport Education Council; Tennessee Scholars Advisory Council and Curriculum Committee. Cheryl enjoys church, spending time with family, sports, working in the yard, and serving the community. She is married to Kim Harvey, Principal of Rock Springs Elementary School in Kingsport, TN and they have two sons, Tyler and Dylan.

Sarah Harvey works for the City of Manukau Education Trust (COMET) as the Education for Enterprise (E4E) Regional Coordinator and facilitates this school community/business project. In this role, Sarah has facilitated the implementation of a number of school community/business partnerships with the local Manukau secondary schools. Her networking opportunities have provided these schools with the ability to connect with key community/business stakeholders, and to engage students in authentic and relevant learning experiences. Sarah has been an effective classroom teacher in a secondary school and an active member of the pastoral care system. She has a strong business focus background, which enables her to facilitate enterprising learning opportunities.

Serenity Kelton is the Marketing/Membership Director for the Texas Association of Partners in Education (TAPE). She has worked in the non profit sector for over seven years, as a parent educator, project manager and volunteer manger. As a relative newcomer to the field of education partnerships she has spent the last year becoming acquainted with existing partnership programs around the State of Texas. Her goal for the next several years is to create the opportunity for open dialogue between all sectors involved in partnership planning so as to encourage stronger, more strategic collaboration amongst Texas businesses, civic & community organizations and schools. Serenity is also the mother to two boys and PTA member in her local school district.

Ken Koch is the Chief Communications and Marketing Officer at Meridian Technology Center in Stillwater, Oklahoma. He has more than 30 years of experience in advertising, marketing, corporate communications, broadcasting, photography and film production. Ken currently serves as President of the Oklahoma School Public Relations Association. A lifelong resident of Tulsa, Oklahoma, Ken is a graduate of the University, with a degree in Broadcasting and Film. He is currently pursuing a Master's degree in Mass Communications/Media Management at Oklahoma State University.

Joni L. Krieg CAP, has been an administrative professional for over 25 years. She is the Executive Director of the Business & Education Alliance, Inc. BEA is the only organization of its type that brings businesses and schools together throughout New Jersey. A 1981 graduate of Berkeley Business School (now Berkeley College) in Little Falls, NJ, she began her career as a Principal Clerk Stenographer for the Department of Higher Education in Trenton. Joni worked with the Hunterdon Drug Awareness Program, a substance abuse prevention, education and treatment facility in Flemington, NJ for 12 years. After six years in the 'for profit' world as a Comptroller/Office Manager then a Branch Manager, where she achieved and maintained the number one position in the Million Dollar President's Club five years straight, her heart called her back into the non-profit world where she remains today.

Dr. Elaine Liftin, as a former classroom teacher, principal, and district administrator in Miami-Dade County Public Schools, has a full range of educational experience and practical knowledge. She holds a Doctorate Degree in education from the University of Miami and she served as Associate Dean and Associate Professor at Barry University's School of Education. As President and Executive Director of the South Florida Annenberg Challenge, Dr. Elaine Liftin administered the largest and most comprehensive educational improvement partnership program in Florida's history. Dr. Liftin has also worked with educational organizations and institutions throughout the country where she has implemented a number of major partnerships with the Department of Education: She is now the President and Executive Director of the Council for Educational Change, the Challenge's statewide successor organization.

Kim Litzau has worked for the Rockwood School District since 1999. Litzau started in Community Education creating partnerships for Adult Education programs including GED classes and English as a Second Language classes. Her business background includes working for both large (McDonnell Douglas, Maritz Inc.) and small business in the St. Louis area. For the past year she has been the supervisor of the Partners in Education program for the Rockwood School District. The department includes 3 full time staff and 13 part-time employees that bring over 6,000 presentations/partnerships into K- 12 classes. The department includes initiatives that bring presenters into classrooms, places juniors in High School into one day Career Shadowing programs and Project Interfaces that places seniors in High school in business internship programs that earn High School Credit.

Laurie Maxson has 30 years experience in public education as a teacher and Career and Technical Education Director. Laurie earned her M.A. degree in Special Education from the University of Colorado, Colorado Springs. She received the Distinguished Service Award from the CU Regents in 1995, Fulbright Scholarship 1999, Society of Manufacturing Engineers Building the Future Award 2005, and CTE Colorado Hall of Fame Award in 2008. Laurie Maxson is currently working as the national Director of Youth Programs for the Society of Manufacturing Engineers Education Foundation and Project Lead The Way.

Kirstin McCarthy joined the Business-Higher Education Forum in 2006. Ms. McCarthy is primarily responsible for managing BHEF's College Readiness Initiative, which supports business and higher education partnerships to improve student achievement, college readiness and success. Previously, she served as an educator at international schools in both Ecuador and Thailand. McCarthy also worked as a graduate policy intern at the Advisory Committee on Student Financial Assistance and at the Institute for Higher Education Policy. Following this, she interned in the Office of the Dean for Administration at the Harvard Law and at the Higher Education Information Center. McCarthy is a graduate of the Harvard Graduate School of Education. She holds a B.A. from Bates College. She is the co-author of "Retention and Student Success at Minority Serving Institutions."

Jim McMurtray is the Executive Director of the National Alliance of State Science and Mathematics Coalitions. He joined NASSMC after serving for nearly 20 years as a contractor to NASA's Education Division during which time he presented lectures and workshops on space science and other aerospace related topics throughout the United States and in Mexico, Venezuela and Puerto Rico. As a representative of NASA, he was involved in the planning and execution of the first NASA/NASSMC Linking Leaders Workshop in 1996. He is the author of *Barbarian Science* (1999), a book on science literacy in America, and the creator of *Starlight* (1981), a nationally distributed planetarium show on the physics of stars. In April 2004, McMurtray testified before the President's Commission on Implementation of U.S. Space Exploration Policy (Moon, Mars and Beyond) at a public hearing in San Francisco on improving mathematics, science and technology education.

Elaine Naleski is Director of Communications and Community Relations for Colorado Springs School District 11, where she is responsible for all district communications and public relations. Elaine is a past-chair of the Pikes Peak Chapter of the Public Relations Society of America, southern regional vice-president and a past-chair of the Colorado School Public Relations Society. She currently serves on numerous boards and task forces in Colorado Springs and the state. Most recently, Elaine was awarded the 2006 Distinguished Service Award from the Colorado Association of Educational Specialists of the Colorado Association of School Executives.

Bob New is a nationally recognized leader in the education foundation movement. Bob possesses a unique blend of executive, entrepreneurial, and marketing skills from the profit and non-profit worlds. This dual experience as a business and nonprofit leader gives him a keen understanding of what is required for an education foundation to be successful. Troubled by declining funding of public education and the obstacles facing local education foundations, Bob founded the Mid-Atlantic Consortium of Education Foundations (MACEF) in 2005 and has created a proven business model that has enabled education foundations to meet their financial goals. Bob is passionate about sharing his "entrepreneurial philanthropy" strategies with education foundation leaders, superintendents, educators and concerned citizens throughout the country.

Dr. Adrienne O'Neill, Ed.D is the President of the Stark Education Partnership. She came to the Partnership from Canton City Schools where she served as the Chief Education Officer for the district and the Timken Regional Campus project. Formerly she served as President for the Academy of Business College in Phoenix and established the Academy of Technology High School. She was an Associate Professor and helped to design the Educational Leadership Doctoral Program at Johnson and Wales University, an Assistant Professor of Education at Caldwell College, and the Director of Graduate Studies and Assistant Professor in the Educational Leadership Department at William Paterson University.

Previously, she served as a Superintendent of Schools for 16 years in New Jersey, and as an assistant superintendent for curriculum and instruction, teacher, and principal in New York for 13 years.

Dr. Patricia Penn Dixon is the Leadership Development Director of Special Projects for the Council for Educational Change. She began as a teacher in Montgomery, Alabama and later a school principal followed by Area Director of School Improvement at Broward County Public Schools. As a former PASS© principal at Dillard Elementary, she improved the school's grade from a "D" to an "A", and maintained that grade for three consecutive years. Dr. Dixon was the recipient of the 2004 Principal ACCLAIM Award and the 2004 Leonard Miller Outstanding Principal Leadership Award; a 2004 finalist for the State of Florida Principal of the Year; Carrie P. Meek Outstanding Education Leadership Achievement Award in 2005; and one of 100 women around the United States recognized by Charming Shoppes, Inc. Dr. Dixon received her doctoral degree from Nova Southeastern University and her masters and undergraduate degrees from Alabama State University.

Barbara Richardson serves as Deputy Director and Vice President, Advancement for Simon Youth Foundation (SYF). She leads efforts to expand its alternative education and scholarship programs through local and national awareness-building and fund-raising efforts. Prior to SYF, she worked for the International School of Indiana, where, during her tenure, annual giving grew by 123 percent and she was a key figure in the school's highly successful \$17.8 million capital campaign. Ms. Richardson's background in education includes being a founding staff member of an inner-city alternative high school, Resource Director for the Alternative Schools Network and founding member of a Montessori school. She holds a Masters Degree in education from Loyola University, the accreditation of Certified Fund Raising Professional from the Association of Fund Raising Executives, is a member of the Lacy Leadership Association and has twice been named to Who's Who of American Women.

Dr. Joseph Rochford is Vice-President of the Stark Education Partnership. He has also served both as a university fellow at Kent State and a doctoral fellow with the Cleveland Clinic Foundation . Before going to Kent State, Dr. Rochford was general manager of Ameri-Rents, Inc. and spent several years at Baldwin-Wallace College in Berea, Ohio in administrative posts. He is author of both *Advancing Ohio's P-16 Agenda: Exit and Entrance Exam* and *P-16: The Last Education Reform* series. He also co-authored a white paper for Congress on *A Federal Approach to P-16*. A Fulbright Senior Specialist, he has presented on education and P-16 issues both nationally and internationally.

Jeff Rubel is Vice President of The Greater Scranton Chamber of Commerce. He is responsible for creating and administering all programs conducted by Skills in Scranton, the business education partnership of The Chamber. Mr. Rubel has been involved in a number of Task Forces established by former PA Governors Casey and Ridge regarding welfare reform and the effort to place Pennsylvanians back on the employment rolls. Mr. Rubel served on Governor Casey's "Bridge to Work" Task Force and served as chairman of the Business Mobilization Committee of Governor Ridge's Job Creation Task Force. Mr. Rubel has been with The Chamber since 1993 and programs developed by Skills in Scranton have received national recognition.

Mary Schiller joined the Howard County Public School System team in 2005. She has twenty years of business development and fundraising experience, primarily with Verizon Communications and then later, Hood College. Currently, Mary directs the Howard County Public School System Partnerships Office, where she works closely with the local community to ensure that Howard County remains one of the

leading school systems in the nation. Mary's experience includes creating fundraising/marketing strategies, setting and managing financial and participation goals, directing contract negotiations and project implementations, and supervising staff. Mary earned a BA in political science from McDaniel College in Westminster, Md., and a master of business administration from the University of Maryland, College Park. She has received numerous awards and honors throughout her career, including the Master's Club Sales Performance Award and Tribute to Women in Industry. Mary currently has two children attending Howard County public schools.

Nancy Schopf has been working in the Greater Green Bay community in conjunction with the Green Bay Chamber of Commerce to develop the Partners in Education programming since 1992. Today Partners in Education is a system of programs following the national school-to-work leadership model with the addition of promoting education. By pulling together, the community emphasizes fulfilling the Five Promises to help every young person in the Greater Green Bay Area succeed with America's Promise selecting the Greater Green Bay Area as one of the 100 Best Communities for Young People in the United States in their inaugural 2005 competition and again in 2008. Nancy is a University of Wisconsin graduate and was a business education teacher/vocational education administrator with three Wisconsin school districts.

Terri E. Smatla is an M.A. in Educational Leadership from Adams State College in Alamosa, Colorado, and B.S. in Business Management from Metropolitan State College of Denver. Terri is currently the Community Partnership Coordinator for Mesa County Valley School District 51 in Grand Junction, Colorado. Prior to this position, Terri has been a high school assistant principal, business education teacher, and elementary school secretary in District 51.

Linda Souder has worked for the school district since 1998 with most of those being in the Partners in Education department. Linda has held every position in PIE from Elementary/Middle School facilitator to Career Shadowing and now the Senior Project Interface Facilitator. Linda comes from a business/sales background and creates partnerships in all areas of her life.

Ellen Steverson has been the business partner liaison for an award winning elementary school for the past seven years. She graduated from St. Joseph's College in Patchogue, New York with a B.S. in Business and is currently pursuing her M.B.A. Mrs. Steverson's professional background includes over ten years of sales and marketing experience with Fortune 500 companies. Her desire to travel less and be with her young children led her to pursue opportunities at Newington Elementary School, Summerville, SC. She has applied her knowledge of sales and marketing enabling her to transform the business partner program into a highly successful and mutually beneficial collaborative Business in Education Partnership Program. She has more than quadrupled the number of businesses, now over 55, who support and donate to the school.

Joe Unterreiner serves as the chief executive officer of the Kalispell (MT) Chamber of Commerce, a position he has held since 1996. Prior to that time, he served for ten years in the field of commercial real estate development and financing in the Southern California. Mr. Unterreiner received his BS and Master of Public Administration degrees from the University of Southern California. Upon graduation, he was selected as a US Presidential Management Intern and served for two years in the Executive Office of the President. After completing this assignment, he served for three years at the American Embassy in Athens, Greece. Mr. Unterreiner was designated as a Certified Chamber Executive by the American

Chamber of Commerce Executives in 2006. His work to improve the education and workforce systems was recognized by the National Association of State Workforce Agencies with its William Heartwell Jr. Award and by the Governor of Montana with the Desiree Taggart Memorial Award.

Nancy Vaughan has served as School / Community Relations Coordinator for the Waterbury Public Schools for more than ten years. As such, she is responsible for coordinating the district's public relations efforts, including media relations, coordination of the district's educational access TV channel, preparation of the district's newsletter and materials for the district web site, management of the district's Partners In Education and Mentor Programs and more. As Coordinator for the Partners In Education program, she helps facilitate new and existing partnerships between the community and the schools and provides recognition for these partnerships through media contacts and through district publications. Nancy is currently President of the Connecticut School Public Relations Association. She is a member of the National School Public Relations Association (NSPRA), the Public Relations Society of American (PRSA) and the Connecticut Valley chapter of PRSA. Nancy achieved her APR (Accreditation in Public Relations) in September of 2007.

Margaret Anne Wheeler is the current Senior Coordinator of Community Involvement for Polk County Public Schools in Florida. The Community Involvement Office provides opportunities for partners to provide human, financial and in kind donations to the district, as well as promoting service to the community through the High School Community Service program and service learning initiatives at all levels. She has served as the President of the Florida Association of Partners in Education, a board member of the Florida Literacy Coalition and a member of the Florida Association of Service Learning. She has received the Adele Graham Award for her contributions to the Florida School Volunteer Program.

Maddie Correa Zeigler has been involved in the areas of program development and grant proposal writing for the past 12 years. She currently serves clients throughout the country as a consultant for grant and educational development projects. She was previously a senior education staff member at the New Mexico Museum of Natural History and Science (NMMNHS). At NMMNHS, Maddie served as the Director of Proyecto Futuro, a bilingual family science education program that was a successful school-community partnership. A native of Puerto Rico, Maddie is bilingual (English/Spanish) and holds a M.Ed. in Counseling and Guidance and a B.A. in Modern Languages.

Case Study Competitions

From March 1, 2008 through May 15, 2008, professionals working within the field of community/school partnerships were invited to participate in a case study competition managed by DeHavilland Associates, host of the Effective Education Partnerships Conference. Participants were invited to select one of three hypothetical case studies and, in 1,000 words or less, to highlight the main issues presented in the case study and how the featured challenges would best be addressed. The first place winner in each category receives an award of \$500; the second place winner receives \$250.

Case studies included:

- **For businesses** - Making the Case: Everyone is supposed to benefit from Sam Browning's workforce development program. So why isn't everyone on board?
- **For schools/districts** - A Fresh Start:: New leadership means new opportunities for Julie Newman's partnership program. Can she overcome barriers created in the past to build a stronger program?
- **For partnerships/coalitions** - Correcting Course: Declining membership, internal friction, and a mix of programs that no one seems happy with. What can Erin Wofford do to return CBEC to its glory days?

The original case studies are presented on the following pages, along with the verbatim entries of the first and second place winner in each category.

Making the Case

Everyone is supposed to benefit from Sam Browning's workforce development program. So why isn't everyone on board?

Sam Browning continued staring at the spreadsheet on his laptop. He was having a hard time grasping the story told by the numbers on his screen.

As head of NBI's education outreach initiatives, Sam had created the company's signature program: a semester-long course that gave high school students an opportunity to work with the company's line of advanced computing products. The company provided all the resources that schools needed to make the course available, including course materials, equipment, underwriting (to cover the teacher's salary), and even employee volunteers from the company who were available to talk about the equipment and about various career opportunities in the technology sector.

It seemed to be a winning proposition all around. Students received credit for the class, were in a better position to consider career and continuing education opportunities in the field, and even got preferential treatment if they applied for jobs with NBI. Schools were able to offer an interesting new course in a high-demand field without spending a dime. And the company expected to see direct benefits as more students – students with practical experience and industry knowledge – moved into a field with a real need for capable workers.

Unfortunately, after five years in the schools, the program didn't seem to be playing out as Sam had expected.

The biggest problem he saw was a drop in participation. After a successful pilot program six

years ago, the company launched courses in eight high schools within their region – and all but one, a charter school with a focus on technology, were now seeing significant declines in student participation. Participation numbers were down anywhere from 15% to 46% - and one of the schools even shuttered their program due to a lack of interest.

Of course, Sam had asked someone to investigate. The problem did not seem to be with his hand-selected teachers, whom everyone seemed to like; rather, both students and teachers simply considered the program to be too hard, and some teachers were even discouraging students from participating for that reason.

This was disappointing feedback: Sam and his team had tried to build a course that wasn't overwhelming, but that would still provide students with a core set of practical skills and knowledge they would need to earn a job with his firm or in the larger industry. Was his course really too demanding? Or could it be that students weren't being prepared adequately for this level of work? He had wondered about that in the past: the district had adopted a controversial new math textbook for the middle grades at about the same time that his program started, and the students who went through that curriculum were just now showing up in his high school program.

Regardless of the reason, as a former public relations man, Sam realized that once a perception was in place (like the one about the difficulty of his course), it would be very hard to change it. He could tweak the program as needed but it would be an entirely

different job to change the way that people talked about it.

As if the issues with the schools weren't enough, Sam was also experiencing some resistance within his own company. When the program was launched, it was done with the complete support of the CEO at the time, Jane Able. In fact, Jane considered it to be the crown jewel of the company's community outreach efforts, highlighting it within the local business community and the technology industry to show how a company could serve community and corporate interests simultaneously. But Jane left two years ago, and the new CEO, Mark Johnson, has taken a different view.

Mark's opinion on the program was that it failed to offer a real return on what was a substantial investment. Sure, employees who volunteered with

the program enjoyed working with the kids. But there were almost certainly better ways to spend that money: workforce development is a long-term issue, and Mark was much more focused on short-term results. He wanted to know what the company was getting – now – for its investment in the program, and Sam had a hard time answering that question.

Turning off his laptop, Sam settled in to wrestle further with these challenges. How could a program with so much promise, he thought, go so wrong? And what could he do to build back enthusiasm and participation, both in the schools and within his own company?

Making the Case - First Place

Judy Reckart, Monongalia County Schools • Morgantown, WV

From initiation through implementation, on-going collaboration builds successful, sustainable partnerships

Despite its first-glance appearance as a “winning proposition all around” – good for NBI, good for the school system, good for the students – Sam’s workforce development program appears to have built on a shaky foundation.

Even Sam considers it “NBI’s signature program,” rather than an effective collaboration between the school system and his firm, created to benefit the students first and NBI second. Were the initial needs for the program’s creation mutually agreed upon by school system administrators and NBI representatives? If not, its inception recalls that old saw, “I’m from the government and I’m here to help you.” As NBI has backed the program with funding, hardware and even volunteers for five years, the school system has no financial stake in its ongoing success and no sense of responsibility for its possible failure.

As “a former public relations man,” Sam should have appreciated that lack of buy-in at all operational levels can sabotage a program or project from the get-go. Assuming school administrators were on-board with the program *concept*, were the school system’s curricular specialists invited to collaborate on the program’s design? “Sam and his team had tried to build a course that wasn’t overwhelming...” but professionals employed in the workplace probably aren’t in touch with what’s overwhelming to a 17-year old.

How and by whom the program’s “hand-picked teachers” were selected raises additional concerns. Let’s assume they were chosen by “Sam and his team” from among existing school staff. Were the teachers required to have met specific criteria for selection? Were they offered adequate opportunities to familiarize themselves with the program and to adopt its objectives? These teachers could have become the program’s most ardent advocates, presenting it in a positive light to their peers, prospective enrollees and the community at-large.

Sam’s program also is suffering from a serious lack of routine preventive maintenance. K-12 curricula and instructional models can and do change from year-to-year, let alone over a five-year span. Had Sam and school administrators conducted annual program reviews, they might have anticipated the impact the change in the middle school math program would have on students enrolled in NBI’s program. They could have worked together to alter the NBI course curriculum to compensate for the knowledge gap its students are experiencing – a gap that may well have been instrumental in causing the program’s current reputation as being “too hard” and for declining student enrollment.

“Coulda, woulda, shoulda” aside, Sam himself needs to roll up his pant legs and wade into the floundering project immediately: if he’s serious about salvaging it, sending in “someone to investigate” just won’t cut it. Dynamic action based on an objective, collaborative SWOT analysis by Sam and other NBI

representatives, teachers and school administrators is required, action that may well result in a project redesign, re-branding and re-marketing effort.

That analysis will include interviews with current program teachers, results of focus group discussions among past and prospective program enrollees and a nation-wide, best-practices investigation of similar – but successful – school/industry partnerships, including a closer examination of the success the NBI program has enjoyed at the one charter school participating.

Sam and his school-based collaborative team may conclude that the program should be expanded to a full-year course of study from its original single-semester design. Teachers would use a portion of the additional instructional time to bring the students up-to-speed in the skills and knowledge base they need to participate in the program successfully – thus addressing the “too difficult” obstacle. Additionally, those students who demonstrate proficiency in the course will be offered the incentive of actually working at NBI a few hours a week during the final weeks of its second semester, putting their newly-acquired skills to practical use. In the workplace, they’ll be paired with the NBI employees who had volunteered as tutors and mentors in the classroom.

These practicums will be expanded to three-month, paid internship positions for the most promising students, thus satisfying new CEO Mark Johnson’s short-term ROI goals. Mark also may have harbored unvoiced concerns that the original initiative was too closely aligned with his predecessor’s longer-range goals: with the design changes Sam and his team propose, Mark can justify his full support of the “new” program.

The costs of expanding course duration and paying interns will be offset by reducing the number of schools at which the course is offered – tough decisions that will be made by the collaborative team and based on enrollment trends to-date. The school system also will be required to participate in the program financially by underwriting one professional development opportunity each semester for course instructors.

Finally, the collaborative team will meet annually for a year-end review and to adjust course content and delivery, if necessary, for the coming year.

Making the Case - Second Place

Karen Giron

The key issues in this scenario are the dwindling interests of students, at all but one of the eight high schools, and subsequently the new CEO's skepticism about the benefits of the workforce development program for his company.

Sam appears to know the root of the declining interest in his educational program. The general perception of the program is that it is too difficult to master. The student body at the high school level may not be adequately equipped to learn the material that Sam's education program offers. He is also keenly aware that negative perceptions are difficult if not impossible to change or eradicate from the school community.

Despite these challenges, however, there are many positive aspects which should not be ignored; a) The student participation at the technology focused charter school has remained the same b) At least one of the schools is experiencing only a 15% decrease in participation c) NBI's employees enjoy the work they do with the students and best of all, d) The new CEO, Mark Johnson, apparently acknowledges this benefit!

The workforce development program at the charter school should remain in place. Given the charter school's focus on technology and steady interest from students, it may prove beneficial to offer two semesters worth of classes. These added resources should be transferred from one of the other schools demonstrating a dramatic decrease in participation. The school with a 15% decrease in participation should also remain funded and supported by NBI. This low decline in student participation shows that there is still great interest in Sam's program and that those 15% of students maybe weren't up for the challenge. The way to remedy this situation is to ensure the successful completion of the course by the remaining 85% of interested students. Since NBI employees appear to find their work with students rewarding, it should be fairly easy to recruit more volunteers to ensure that the remaining students are able to master the material.

The other great benefit in this scenario is that fixing the problem will not require Sam to spend more money or even to "tweak" his program; a fact that will not be lost on the new CEO, Mark Johnson. Rather the solution involves shuffling some of the resources from the schools with dwindling interest to a more aptly prepared consumer base. Community colleges, for example, will offer a broader spectrum of students in terms of age and knowledge. The added benefit of providing the education program to community college students is that they will be more readily and quickly available to go into the work force upon completion of the program. As a matter of fact, Sam could incorporate NBI human resources recruitment efforts into his workforce development program toward the end of the semester long curriculum. This may ensure optimal recruitment of skilled workers; and it will provide quicker and more tangible results to appease the new CEO.

Of the eight schools, one has already self regulated and stopped offering the course. These resources should be immediately transferred to the charter school as a second semester. The charter school will have the experience and familiarity with the program necessary to efficiently implement a second course. The remaining five campuses offering the course to an ever decreasing student body should complete the semester that is in progress and not offer the course in the future. While these courses are in progress, Sam should have his program introduced to community colleges in an effort to create interest and ensure ample enrollment.

While the shuffling of resources to more appropriate consumers may not require investment of additional capital and although employees' morale may be positively influenced by the experience of working with students; these reasons still may not be sufficient for the CEO to get on board with Sam's educational outreach program.

However, Sam is a former public relations man and he seems to share in the previous CEO's notion that his workforce education program is the "crown jewel of the company's community outreach efforts". While it may be impossible for Sam to directly convince the new CEO of this idea, Sam can host media events which will serve to promulgate NBI's message of community outreach. As Sam already knows, perceptions are difficult to change or eradicate. If the community holds NBI in high esteem because of their workforce program, CEO Johnson will be hard pressed to terminate the program. Furthermore, a favorable perception of NBI's community involvement may entice new employees who want to be affiliated with charitable corporations.

A Fresh Start

New leadership means new opportunities for Julie Newman's partnership program. Can she overcome barriers created in the past to build a stronger program?

Getting a new superintendent can induce a bit of anxiety, and district employees naturally consider the best-case and worst-case scenarios as a new leader puts his or her priorities into place. But Julie Newman, head of the district's Partners in Education program, was wondering whether her best-case scenario was the one that was going to lead to the greatest failure of her professional life.

Julie had worked in community outreach for years, and had always seen tremendous potential for community members to work with schools and the district as partners. She believed that parents, business leaders, and others should have a real voice in setting outcomes and in building small- and large-scale partnership initiatives to achieve those goals.

For the past several years, however, she had been working under a mandate to focus entirely on generating resources – money and volunteers – to support district-led initiatives. This kind of community support is certainly important, thought Julie: it allowed the schools to provide classroom supplies to underprivileged students, for example, while volunteers took administrative tasks off teachers' plates, freeing them up to spend more time on instruction. But she firmly believed that including community leaders in the design and execution of other programs, such as the career exploration initiative she had long considered, was the key to broadening community support and making more opportunities available to students.

During her first meeting with Mark Newbridge, the newly-hired superintendent, Julie realized that her

job was about to get a lot more interesting. The last superintendent had been a top-down, command-and-control type, and as a result one of the biggest complaints about the system was that it didn't listen to the community. Dr. Newbridge represented a clear contrast to that approach: he firmly believed in communication and collaboration, and was excited about the potential for building partnerships with community members to create new opportunities for students and staff alike.

Julie came out of that meeting with a mandate: re-launch the district's Partners in Education program and focus on building collaborative, hands-on partnerships with stakeholders based on their shared interests. It was an exhilarating challenge, but it was also a bit daunting: Julie wasn't worried about the amount of work involved (although it would be substantial), but she was very concerned about her prospects for success, given the poor state of community/school relations that had developed over the past several years.

She thought about the cool reception she had started to get from business leaders, who felt that their input wasn't welcome (but that their money certainly was). When local businesses contributed to school and district programs – which, thankfully, they still did - it felt much more like a dutiful obligation rather than a commitment to education. Jill Foster, head of the local chamber of commerce, had even shuttered their K-12 education committee, feeling that it was futile to spend time on the issue when there was no way to influence district and school practices.

There were internal challenges to be dealt with as well: the top-down mentality had spread throughout the system, and district and school officials alike were less than receptive to feedback from the community. “We’re the educators, not them,” said Bill Diggs, principal of Grier Heights Middle School, at a recent meeting. “We know what needs to be done, and if we need help, we’ll ask for it.” Julie was afraid that this point of view was more prevalent than anyone would care to admit.

Even if she was able to break down internal resistance, and persuade the business community to step back up to the plate – where should they place the focus of these proposed new partnership initiatives? Should she have them built around workforce development, which is certainly on the minds of business leaders? What about focusing on raising the graduation rate? Or should she make

essential skills, such as reading and math mastery, the priority?

Julie realized that she had a huge job ahead of her – even with the promised support of the new superintendent, it would be a real challenge to bring internal and external stakeholders to the table and expect anything productive to happen. But she also understood that this was her one best shot to create the kind of collaborative relationship with the community that she knew could revolutionize the schools and provide exciting new opportunities to students.

If only she knew how...

A Fresh Start - First Place

Diane Senerth, Lawrence Township Education Foundation • Lawrenceville, NJ

The new superintendent is offering a chance for communication and collaboration in addressing the needs of local public schools, and Partners in Education is uniquely positioned to play a pivotal role – that of convener of a community partnership that will work together to provide quality programs and exciting opportunities for students and teachers. Julie, with her strong relationships within the district and in the community, can help to bring together all constituents and to fashion a process that will be meaningful, collaborative and successful. It will be important that Julie advocate for a neutral role for Partners in Education as convener. The group should make sure that as many voices as possible are heard, not decide which voices or ideas have merit.

Step 1: Building Commitment

As a first step in engaging businesses and the larger community, Julie might consider starting a community conversation about the mission of their public schools. Unfortunately, the “It Takes a Village” message has been trivialized in the media, but the underlying message that we all have a role to play in the lives of children can be very compelling. All members of the community have a stake in the future and in students as future citizens, employers, employees, opinion leaders, and policy-makers.

Action 1: *Engage a speaker or panel of speakers for an open presentation on the importance of public education. The goal is to motivate the community by offering a compelling mission.*

Step 2: Gathering the Partners

It is important for Julie to cast a wide net in gathering the partners who will frame the collaboration. In order to create successful public schools, all sectors of the community should feel connected to the process. Julie should reach outside the traditional constituencies to include, for example, young couples who do not yet have children, senior citizens, economically disadvantaged populations, alumni, small businesses, faith communities, local non-profit organizations, local private schools, and area colleges. Everyone sees the elephant from a different point of view. Incorporating all of those points of view will strengthen the decision-making processes that will follow.

Action 2: *Invite everyone!*

Step 3: Knowledge Drives Action

Before substantive partnerships can be energized, all interested parties need accurate information. The local schools have been increasingly held accountable to collect large amounts of data. While the raw numbers are publicly disseminated, it would be worthwhile to hold an information session that reaches behind the statistics to understand the district’s current situation – demographics, facilities, programming. The more informed the community is, the more likely it is to respond to real needs and issues. In addition to data, anecdotal information is useful in developing common understandings. The perspective of current teachers and students, parents, employers, and community leaders can provide insight.

Action 3: *Work with a Steering Committee (district leadership, teacher's union rep, Partners in Education leadership, local education foundation leadership) to prepare for information sessions and focus groups. Focus these efforts on data and experiences rather than opinions and theories.*

Step 4: Collaboration vs. Confrontation

The perception on the part of district personnel & school boards may be that this process will be confrontational rather than collaborative, despite the leadership of the new superintendent. Educators often come from a tradition of barring the schoolhouse door against a combative, critical public. To ensure that the process is viewed as helpful rather than critical, it is best to involve frontline staff early and often. Julie will depend on the leadership of the new superintendent, but will also need to cultivate support from the teacher's union, veteran educators, and teachers who have benefited from her group's involvement in the past. It will also be important to reinforce the collaborative intent with all participants and to encourage listening as well as honest communication.

Action 4: *Focus groups where school administration, school board members, and classroom teachers can express their hopes and dreams for the schools will reconnect educators with their mission. Partners in Education might work with local media to ensure that publicity about successes that are occurring in the schools counterbalance the shortcomings that might surface through the process of re-examining the schools.*

Step 5: Programs & Initiatives

Only when a true atmosphere of collaboration has been established are the parties ready to come together to fashion specific programs and initiatives. Once again, the Partners in Education group can serve as a convener. The group can use its resources to bring experts to the discussion and can be a liaison between groups working on specific initiatives to address agreed-upon issues. The questions addressed in this case study are at this level – the answers depend on the schools, the community and the wishes of the constituents. Programs in any of the areas mentioned – workplace readiness, fundamentals, or at-risk students – will likely all be part of the plan. The important thing here is to build the vision that will involve the community in creating quality educational experiences for all of their children.

Action 5: *Pilot programs, assess outcomes, and be willing to admit that some things will not work as expected. Look for opportunities to connect community/business resources to school programming.*

Step 6: The Process Goes On

Partners in Education should now be a stronger and more focused organization. To keep the momentum going, the group will need to commit itself to an ongoing process. There should be a continuing effort to disseminate and update information, opportunities for dialogue among the partners, and a willingness to frankly evaluate the outcomes of initiatives. The goal is to build on the trust and mutual understanding that the process has yielded so far and ensure continued collaboration.

Action 6: *Partners in Education should extend its convener role. An annual "State of the Schools" forum could be an opportunity for all interested parties to re-commit themselves to the collaboration, to fine-tune their roles and to ensure that they are responding to the ever-changing environment in their public schools.*

A Fresh Start - Second Place

Shannon Cain, Volunteers In Public Schools • Baton Rouge, LA

Working under a new mandate to re-launch the Partners in Education program with a focus on building collaborative hands-on partnerships with stakeholders presents Julie with some exciting, yet difficult, challenges. Hurdles that Julie will have to overcome in this campaign include: changing attitudes of both the community and school district and deciding on a focus for partnership initiatives.

Julie faces several advantages in her new situation. She has pre-existing relationships with both the district and the powerhouse of the business community, the business chamber. More importantly, she has a superintendent on board who strongly supports community collaboration. Partnering with the chamber, Julie needs to bring business leaders, literally, to the table by forming a Partners in Education council. In addition to business leaders, and the chamber, this council will also include the district superintendent. Having the superintendent as a member of the council reinforces the fact that the district supports this new approach, and will make a sincere investment in partnering with the business community. A formal partnership agreement should be drafted between the council business leaders and the district to solidify the collaboration of both internal and external stakeholders. Julie will also invite school employees to participate on the partnership council with the business community, to increase cooperation. Individuals, who are new to the system, or unaffected by the former top-down mentality, should serve as the best candidates for council representation. The council will conduct meetings on a regular basis to guide the redesigned partnership campaign; to help set the direction for the new program; offer opportunities for constructive dialogue and feedback; and establish models for effective partnerships.

The council will be charged with developing a process for establishing and maintaining partnerships to be used as a guideline for district/school employees. The initial redesign component will focus on identifying schools' needs. Needs assessment forms can be distributed to schools through the district office to be completed and returned. Employing criteria incorporated by the council, Julie should concentrate on a finite number of target schools to educate on the tools of building successful partnerships. This will ensure success of the pilot program. Julie should conduct sessions with the target schools to walk each through their needs assessment, and to ensure that, if unable to attend council meetings, these target schools have a voice on the council.

The next step in the process for forming and maintaining partnerships will involve businesses. Keeping with the theory of controlled success, business leaders on the council will provide interests, needs and skills of their employees and corporations. Julie will then take that information and match schools and business partners based on the criteria provided by both groups. Partnerships will be most successful if both parties benefit from the relationship. For example, an elementary school has at least 40% of their first, second and third graders reading below grade level. On the school's needs assessment, they indicate the need for volunteers to work one-on-one with these identified students on reading. In this same example, a business, residing on Julie's council, indicates a desire to get involved in a literacy initiative because adult illiteracy in the area is costing them millions in employee error and hiring costs. This business also has

a high employee turnover rate, due to the stressful office environment, and it is looking for a way to give employees time out of the office while still on the clock.

Matching this business with the above-mentioned school will meet the needs of both the school and business in both the short and the long term. The business is able to get involved in a literacy initiative, by allowing employees time off on the clock, to volunteer in a reading program at the school. Employee morale increases because employees are given paid time off to volunteer, are working on a fulfilling project together as a team, and the turnover rate decreases in the long term. As for the school, volunteers are supplied, and the literacy program is successful, advancing students to reading level. Due to the success of the literacy program, eventually the adult illiteracy rate decreases. Successful matching has created an ideal partnership where both the business and school benefit. The success of the partnership yields a great relationship, positive media attention, and also increased community involvement. Eventually, Julie will be able to expand her ask to businesses outside of her council.

The matching process will also eliminate Julie's issue of having to select a specific partnership initiative. Each partnership will derive its own initiative based on the needs of both the school and business. The opportunities for partnerships are limitless as long as both parties benefit. Julie will evaluate each partnership or partnership activity by collecting measurable results and feedback regarding partnership endeavors. This data will illustrate that businesses influence school/district practices.

Changing the biases of district employees, as a whole, will be far more difficult to conquer. Marketing the success of the target schools' community partnerships to those school/district employees reluctant to change, Julie will be able to enlist more cooperation. This bit of psychology will also account for the final steps in the partnership process created by the council. The council should host professional development workshops open to all district/school employees, demonstrating effective partnership practices, recruiting community involvement, and maintaining contact with partners. Continuous teaching and constant promoting of successful partnerships will help to eventually eliminate any pre-existing bias by school/district employees.

Julie's partnership council brings stakeholders together to form an effective partnership model including evaluating needs, and matching community partners based on specific criteria. By targeting schools and businesses, Julie will have success that then can be utilized as evidence that not only do outsiders have a voice in school/district practices, but that schools have a hands-on commitment from the business community.

Correcting Course

Declining membership, internal friction, and a mix of programs that no one seems happy with. What can Erin Wofford do to return CBEC to its glory days?

The end of the day was approaching at the Centerville Business/Education Coalition's annual board retreat – and it couldn't come fast enough for coalition president Erin Wofford, who had been in the hot seat all day.

What was once a strong coalition seemed to have lost its way. CBEC's membership was experiencing attrition, and efforts to recruit new members were falling short. And what was worse – and possibly contributing to those membership problems – tensions were beginning to develop between some of the groups represented by the coalition, who were unable to see eye to eye on the scope and focus of the organization's work. It was Erin's job to get everything back on track, and she was feeling the pressure.

Erin had been hired six months ago, coming from a position with the Centerville Chamber of Commerce's economic development office. It was a good fit: she had spent years focused on workforce development, which was CBEC's core issue. Granted, she had worked much more with the business community than with other factions within the organization (such as K-12 education system representatives and postsecondary education members), but neither she nor the board considered that to be an issue.

When she joined the coalition, Erin inherited a handful of initiatives, each of which related to some aspect of workforce development. Each of these signature programs had a base of support within the membership, and each had received some level of

public recognition and praise. Key CBEC initiatives included:

- **The CBEC Scholarship Fund** – The organization awards scholarships each year to college students who major in high-demand fields like engineering or mathematics. Funds for the program are generated through an annual dinner featuring a celebrity chef.
- **The Hands-On Tools Campaign** – This campaign encourages local businesses to contribute equipment and funds to high school vocational education programs.
- **The Centerville Career Guide** – Each year, CBEC publishes a booklet highlighting the major industries and employers in the region, with information on the types of careers they have available. The guide is distributed through local high schools and paid for with ads from local businesses.
- **CareerAware** – This signature program focuses on career awareness, with individuals from the community talking to students about their work, combined with a job-shadowing initiative for those students wanting to explore certain careers in greater depth.

Though each program had its advocates, the overall mix had its detractors as well. *Too much fundraising, said some business members. Not enough of an impact for the investment, either.* And the K-12 representatives weren't entirely happy either: *Not enough support for instruction, they said.*

Erin had decided at the outset not to alter the program mix until she had built some key internal relationships and developed a better understanding of the organization's strategy. What she found was that there wasn't much strategy to work with: this set of initiatives was more or less patched together, not designed as part of any master plan.

However, while her efforts to identify existing strategy had fallen short, her relationship development efforts had not: Erin was confident that she had enough support from key CBEC members to create the change that the organization needed, and that the board had been pressing her about all day.

The question was: what kind of change? What could she do to stop losing members and rebuild the membership rolls? How could she eliminate the

tensions between members and get everyone moving in the same direction? And what direction should that be: what was their unifying vision, and how should they revise CBEC's program mix to coincide with that vision?

As the board had reminded her today, six months was long enough to consider the questions. Now it was time for answers – answers they expected her to provide at tomorrow's meeting.

Correcting Course - First Place

Kay Andrews, Chattanooga Area Chamber of Commerce • Chattanooga, TN

Key Issues:

- Attrition
- Lack of focus
- Too much fundraising, not enough ROI
- Too little instructional support
- Aggregate WD programs

New Purpose:

Reform education to develop a more highly skilled labor force for Centerville economic development.

Erin's must deliver a message that will create a new purpose and enthusiasm for the CBEC. She should focus on the one factor that will unite business and education members of the coalition. Business members complain that there is not enough return on their investment in existing workforce development projects, while educators complain that not enough emphasis is placed on instructional support. Erin's ED background makes it possible for her to see that the ROI for business would mean a better prepared workforce in Centerville that meets the needs of existing industries and attracts new businesses to the community. Clearly, the workforce development programs implemented by the CBEC have an impact upon the community, given the continued base of support within the committee; however, they are not enough to quell the concerns of coalition members. Therefore, Erin might suggest folding the workforce development programs under an umbrella initiative directed at Centerville's education pipeline, P-20, that would affect the education system as a whole, rather than be limited to extra-curricular workforce development programs, and will better prepare students for local occupations.

Once the new purpose is presented to the coalition, Erin will call for a process to implement the new initiative. Her first issue is that of defining the structure and function of the organization. She will hold visioning sessions with coalition members to see how best to proceed with the function of the new initiative, and will talk with members about various organizational models for the coalition structure. If the coalition were to choose, for example, the Baldrige model for reaching organizational goals; they might also compete for the Baldrige Award which would give them national recognition for their success. A vision statement and a mission statement will lead Erin to further engage in her strategic planning process. During this phase, Erin will want to include focus groups with various segments of the community such as government, non-profit organizations, and foundations as well as business and education representatives. The point of this broad range exercise is to make sure the coalition's function integrates with the activities of other community organizations toward the interest of economic development, workforce development, and education. The strategic plan will include the workforce development initiatives originally implemented by the CBEC, as well as the education programs

developed in the strategic planning process. Committees could be formed to manage the workforce development project and the new developments. These new elements may include:

- A system of articulated small learning community high school career academies that will provide relevance to classroom instruction as well as build career pathways for students beyond high school through community college and university degrees. These academies should be established in the context of a Centerville labor market analysis to assure that students are preparing for jobs that are realistic and available. (Meets need for instructional support requested by educators.)
- A public policy committee that will influence legislation to support education in Centerville and across the state. (Institutes business support for the education system.)
- Development of a resource-sharing website for teachers to put their classroom needs online for business persons to meet with in-kind donations, facilities space for meetings, professional development opportunities for teachers, internships, job shadowing, classroom speakers, or field trip opportunities. Hire independent contractors to serve as liaisons to contact businesses in an effort to expedite the process of meeting instructional needs. (Meets the need for less fundraising and more direct participation by businesses in the education process.)
- Establishment of an Education Emissary program with business volunteers who are willing to attend community meetings, speak at community luncheons, and meet with educators to address business and education partnership needs. These emissaries might also work with the local Chamber of Commerce to relay to site selectors the career readiness endeavors of the P-12 and higher education organizations in the Centerville area. (Maintains direct communication between business and education, and directly serves economic development.)
- Implementation of an advertising campaign to promote education for economic development, one message might be: “Education means jobs.” (Earns public support for the initiative.)
- Inclusion of Work Keys and Key Train programs within the school system to assess and teach workforce skills for specific occupations.
- Annual Awards Dinner to celebrate Centerville business and education partnerships.

Fundraising for the new initiative should be less problematic than it had been under the original framework, because the goals of the organization now meet the needs of the business community. It will be important for the coalition to include in its strategic planning process a detailed budget and fundraising plan. Erin might consider hiring a firm to professionally coordinate the fundraising efforts of the organization. In addition to traditional fundraising efforts, however, the coalition might want to pursue grants opportunities either as a charitable 501 (c) (3) organization or through the 501 (c) (3) status of the partner organizations in the education system.

When the strategic plan is approved by the Board and the committees are formed to address the various pieces of the initiative, then annual action plans will be developed to guide the activities of the committees. The degree to which committees are able to meet their annual goals will help to measure the performance outcomes of the coalition as a whole at the end of each year of progress. In addition, Erin will work with her Board to design other instruments for performance measures, such as instructional improvement, increased skills levels of job applicants from the Centerville education system, level of company and job expansions, number of new industries relocating to Centerville, etc.

If Erin follows this plan, she will develop a focused, directed, and revitalized organization that will have a measurable impact on Centerville for economic development, education, and quality of life.

Correcting Course - Second Place

Jan Johnson, Grantsformation Inc. • Houston, TX

The interlocking issues of Case #3 are like links in a chain—complete unto themselves but connected with the others in a way that forms a greater, more useful whole.

Two issues that are *not* central to the case are:

1. Board pressure (re: declining membership, weak recruitment efforts) and
2. Erin's "new kid on the educational block" background.

That the board is forcing action for a new direction is simply what boards are designed to do and provides background for the case's central action. Erin has been on the job for six months already, and the board expected action by now. While they likely do not anticipate that a full-blown plan will materialize overnight, the board members have been clear they want to see a well-formed outline of next steps and expected outcomes. This will be easy enough for her to produce in time for tomorrow's meeting as long as she maintains a big-picture view and allows multiple opportunities for input from stakeholders to guide the Coalition's reinvention.

Also of only peripheral concern is Erin's experience in economic development versus her experience with educators. While this balance is a matter of concern to be addressed over time as Erin's coalition-building work bears fruit in both realms, she is well grounded in the focus of the CBEC and has already begun to build "key internal relationships" that will prove crucial as she addresses the two main issues at hand:

Issue #1:

As the newly hired president of the an education coalition, Erin has inherited a patched-together collection of initiatives, the relative efficacies of which are unknown. Certainly, the advocates and detractors each have their ideas, opinions, and agendas. But it is Erin's job to face the reality of each initiative and construct a clear plan of action that will bring the CBEC into a new and exciting future while attracting—and retaining—business and community leaders who will expand and enlarget the CBEC's vision, ensuring fulfillment of its dual economic and educational missions.

More than just "putting her own stamp" on each initiative as so many new leaders are wont to do, Erin must evaluate the short- and long-term viability of each program on its own merits and decide which to revise, redesign, revamp, retire, or recreate in order to meet a wider variety of stakeholder needs. Facing the issue of program effectiveness head-on will satisfy board members' concerns while simultaneously building Erin's creditability with community members and educators alike.

To wit:

I. The CBEC Scholarship Fund--REDESIGN

Features:

- A good PR move for the Coalition that involves the public in a fun, accessible way
- Provides much-needed educational resources for students, thus fulfilling both the economic and educational intentions of the CBEC

Questions/Concerns:

- How much money has the Fund raised and awarded in each of the past five years?
- What measurable differences have the scholarships made in the community? Have the winners actually pursued—and attained—degrees and careers in engineering and mathematics?

Action Steps:

1. Gather objective data on funds raised/awarded, longitudinal economic/employment data on scholarship winners, and testimonials from the winning students and their families.
2. Investigate the possibility of expanding the program to high school students, integrating it with other redesigned Coalition initiatives.

II. The Hand-On Tool Campaign--REVAMP

Features:

- Provides tangible resources to underfunded (but still-in-demand) educational programs

Questions/Concerns:

- How can this program provide more than just “stuff” to students and schools? What educational opportunities exist for business and tradespeople to pass on their knowledge, skills, and passion for their work?

Action Steps:

1. Ask the participants: conduct focus groups and surveys that solicit feedback from a representative sample of the public and the schools. Are we providing the right tools to the right program for the right kids? What do schools actually need versus what we are supplying?
2. Review the research: what does the scientifically based research say about how to create successful vocational training programs? What are we doing, and what is missing?

III. The Centerville Career Guide—RETIRE/RECREATE

Features:

- Disseminates user-friendly educational and economic development content

Questions/Concerns:

- How much does it cost the CBEC to produce this static, environmentally unfriendly resource?
- A printed guide for tech-savvy high school students in the year 2008 (and beyond)? No!

Action Steps:

1. Scrap this guide and put the resources to use revamping the CBEC website, adding new and accessible communication methods (blogs, emails, weblinks, podcasts, text messaging, downloadable audiobooks, etc.), and getting the word out.

IV. CareerAware--REVISE

Features:

- Signature program; much public support and visibility

Questions/Concerns:

- Who is participating? Who are we leaving out?
- How can we deepen our presence in the community?

Action Steps:

1. Conduct surveys and focus groups with program participants.
2. Adjust program in collaboration with businesses and schools

And the overarching question guiding the redesign of CBEC initiatives is How can they each be leveraged so that the sum of their parts, like links in a chain, forms a greater, more useful whole?

Issue #2:

The issue of flagging community enthusiasm and support can be dealt with briefly and within the context of addressing Issue #1 through the action items listed above: ask participants for their ideas and opinions, really listen when they respond, and go for economically friendly quick wins up front to maximize resources and build support.

Conclusion

For a business/education coalition to be successful in the eyes of the community, it must exemplify the values it espouses. Therefore, it is incumbent upon the CBEC and Erin Wofford to set the example for how to increase efficacy across the board.

Aligning the individual program components with each other and with student need, community resources, education research and best practices, and 21st-century technology will create ever-expanding networks of positive public talk and forge strong inter-agency partnerships.

There is no community resource greater than collaboration.

About DeHavilland Associates

DeHavilland Associates, producer of the Effective Education Partnerships Conference, serves the field of business/education partnerships in two ways: as a consulting/communications firm and as an information provider.



Consulting Services

The company works with individual clients to help them understand the K-12 education market and to create education outreach initiatives that meet their own objectives and the needs of all targeted stakeholders. Clients include corporations, foundations, nonprofit organizations, industry associations, and school districts; services include market research and analysis, strategic planning, partnership development, campaign implementation and management, marketing and outreach, and evaluation.

Information Provider

DeHavilland Associates supports the field of business/education partnerships by creating resources for practitioners and by helping those practitioners to find and share information on building effective partnerships and programs. Key initiatives include:

- **The Effective Education Partnerships Conference**, an annual gathering of professionals in the field to share case studies and best practices.
- **The Business/Education Partnership Forum** (www.biz4ed.org), a clearinghouse for anyone interested in learning to build effective business/education partnerships. This clearinghouse offers news and announcements, links to resources, a directory of organizations, and a monthly newsletter.
- **The SAI Guide to Building Effective STEM Education Programs**, a guide written for NASSMC, and underwritten by Lockheed Martin, to provide practical advice on building a strong STEM education program.
- **Business Coalition Leaders Speak Out on Education**, a survey of coalition leaders (chambers, NASSMC coalition members, etc.) on their interests and experiences working with schools and districts.
- **Community/School Partnerships: A National Survey**, a survey of school and district leaders on their interests and experiences working with community partners.
- **Other White Papers**, focusing on subjects ranging from campaign design to evaluation.

For more information on the company, visit www.dehavillandassociates.com or contact Brett Pawlowski, President of DeHavilland Associates, at 704-940-3201 or brett@dehavillandassociates.com.

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