



The Council for
Corporate & School
Partnerships

**GUIDING PRINCIPLES
FOR BUSINESS AND
SCHOOL PARTNERSHIPS**

Founded by **Coca-Cola**

CONTENTS



Introduction	1
Overview: The Council for Corporate & School Partnerships	3
Summary of Educator Findings	4
Summary of Business Leader Findings	8
The Development and Use of Guiding Principles	10
Guiding Principles	11
Directions for the Future	14
Case Studies and Resources	15
Bibliography	28
The Council for Corporate & School Partnerships	29

INTRODUCTION



Across the nation, from the smallest towns to the largest cities, the quality of virtually every community is defined by the strength of its public schools. While the most important “stakeholders” in these schools are students and their parents, local employers and other businesses have a vested interest in the success of schools as well. Acting on both the need to enhance the quality of education and the desire to be a “good neighbor,” businesses have for decades embarked on arrangements that involve direct donations, contributions toward instructional programs and activities, volunteer projects and mentoring. Other initiatives have provided benefits to businesses and schools alike, such as product sales, direct and indirect advertising. Challenged by budget shortfalls in the face of efforts to have all students meet high standards, and recognizing the link between good schools, student achievement and a prosperous economy, schools and businesses are now more ambitious and creative than ever before in their efforts to work together.

In many cases, the arrangements that have grown out of this environment have brought a profound change to the way schools and businesses work together. In earlier years most relationships were largely philanthropic relationships, whereby businesses made direct monetary or service contributions to schools, or commercial relationships, through which schools and students simply bought goods or services from businesses. Recognizing the potential benefits of arrangements that support the long-term interests of students and schools, and the benefits that are derived from sustained business involvement, the vast majority of educators and business leaders are now beginning to engage in what can more appropriately be called true partnerships – relationships that build upon a shared understanding of values and culture to support mutual needs. In schools and board rooms around the country, these partnerships represent a win-win relationship for both the education community and their business partners.

The vast majority of educators and business leaders are now beginning to engage in true partnerships – relationships that build upon a shared understanding of values and culture to support mutual needs.

Because most business – school partnerships are developed on a playing field without specific rules or guidelines, educators and business leaders have sometimes encountered scrutiny about their relationships. Some advocacy groups have become stridently critical of “commercialism” in the school environment, arguing that companies are involved

with schools for publicity and marketing benefits alone. At the local level in particular, educators are often challenged by competing points of view regarding commercialism in schools. When considering issues such as the sale of products and services, advertising on school grounds, and direct marketing to students, the Council urges local school and community leaders to make decisions based on careful consideration of the needs and values of their students, schools, and local communities.

The Guiding Principles for Business and School Partnerships are designed to help educators and business leaders face these challenges by developing relationships that support mutual goals, and offer long-term, sustainable benefits for students and schools. Recognizing that the needs and interests of various businesses are as widely diverse as the needs of small, large, urban, suburban and rural schools and school systems, these Guiding Principles were developed to be a framework for structuring partnerships, as opposed to a prescription for partnership particulars.

In general, The Council for Corporate & School Partnerships recommends that decisions about partnership activities, such as whether a business should support curriculum materials, provide volunteers and mentors, offer products and services, or organize special events or other activities, should be made at the local level – and through collaboration between the schools, businesses and communities involved in developing these relationships. And while the Council, through its opinion research, found a significant level of appreciation among educators and business leaders for the financial support many partnerships offer schools, the Council cautions that resources from school-business partnerships alone will not close the budget gaps so prevalent in education – nor will partnerships supplant traditional sources of funding for education. The Council believes that business-school partnerships add significant value to the education space. We encourage businesses and schools to develop partnerships that benefit students and schools and to learn from the successful efforts of others by replicating effective models that can be adapted to meet specific needs.

OVERVIEW: THE COUNCIL FOR CORPORATE & SCHOOL PARTNERSHIPS



The Guiding Principles are the first major outreach effort of The Council for Corporate & School Partnerships. Established in 2001, with the support of The Coca-Cola Company, the Council serves as a forum for the exchange of information, expertise and ideas to ensure that partnerships between businesses and schools achieve their full potential for meeting key educational objectives.¹

To better understand the dynamics of successful partnerships, the Council conducted interviews with nearly 300 school board members, superintendents and other school administrators and more than 50 executives representing large, medium and small businesses.

All interviews were conducted by telephone in September 2001. Representatives of the business community were mid to senior level managers with day-to-day responsibility for management of their company's education partnerships. Representatives of the education community included 261 school administrators, 27 school board members and 20 superintendents.

Respondents in the survey were queried on a number of factors to illuminate how successful partnerships are structured, implemented and evaluated. The goal of the opinion research was to create a series of Guiding Principles for Business and School Partnerships that would serve as a resource for educators, communities and business leaders nationwide. To ensure the objectivity of the findings, a third party – the National Association of Partners in Education (NAPE) – was contracted to consult and manage the research. NAPE conducted the project in cooperation with Consulting Research and Information Services and Kane, Parsons and Associates, Inc.

¹ For a full description of The Council for Corporate & School Partnerships, turn to page 29.

Opinion Research

Educator Findings

70% of all school districts now engage in some form of business partnership – an increase of 35% since 1990 ... Partnerships contribute an estimated \$2.4 billion and 109 million volunteer hours to schools.

During the research study, educators across the country answered questions about several topics, including:

- The process for developing business – school partnerships in their school or district.
- The most common objectives of business – school partnerships.
- The structure of successful partnerships.
- The level of satisfaction with partnerships.

Based on a summary and analysis of responses, a number of overall observations can be made about the current state of school and business partnerships, and the direction many are expected to take in the near future.

Partnerships are growing and expanding.

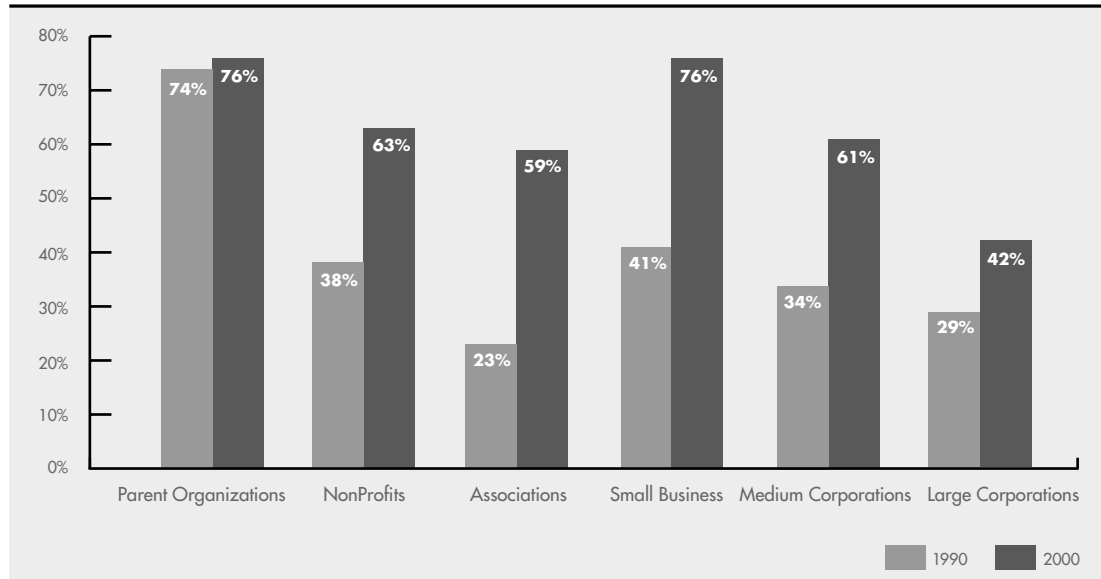
The number and scope of partnerships has increased significantly during the past 12 years. Nearly 70% of all school districts now engage in some form of business partnership – an increase of 35% since 1990. Contributing an estimated \$2.4 billion and 109 million volunteer hours to schools, these partnerships now impact the lives of an estimated 35 million students. *

TOPIC	1990	2000	INCREASE
Districts with Partnerships	51%	69%	35%
Students Served	29.7 Million	35 Million	18%
Volunteers	2.6 Million	3.4 Million	31%
Volunteer Hours	N/A	109 Million (52,000 FTE)	N/A
Value to Schools	\$ 1Billion	\$2.4 Billion	102%

*Source: National Association of Partners in Education, Inc. (2000).

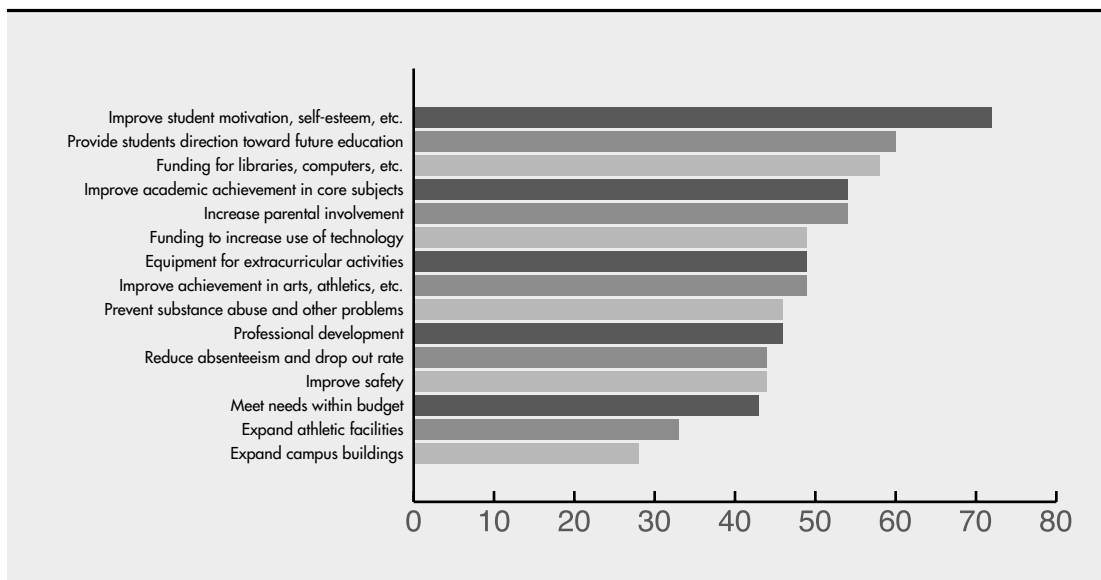
Small businesses represent the largest share of school partners.

76% of schools who partner with businesses collaborate with small businesses, up from 41% in 1990. 61% report partnerships with medium sized businesses, and 42% with large corporations, up from 34% and 29% respectively since 1990.



Educators consider student development to be the most valuable outcome of partnerships.

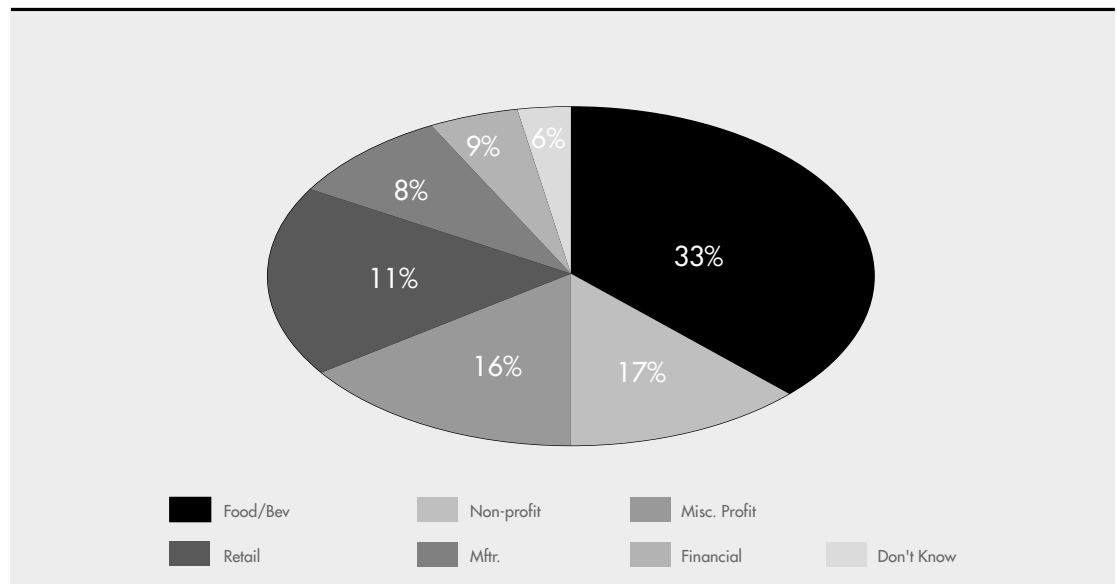
When asked what types of partnerships are most valuable, the majority of educators (72%) identify those designed to improve student motivation and 60% say that providing students direction in future education is either extremely or very important.



87% of the 261 school administrators surveyed reported they were very or extremely satisfied with the ability of their partnerships to meet their key goals.

Food, beverage and restaurant companies are considered the most important partners.

When asked what type of business is most important for helping educators meet their partnership objectives, 33% cited food, beverage and restaurant companies. This was followed by non-profit organizations (17%) and miscellaneous for-profit companies, including high-tech.



School administrators are generally pleased with the performance of their most important business partner.

When asked about their primary goals for partnerships, school administrators cited efforts to advance achievement, to provide a needed product or service, to improve school facilities or equipment or to generate revenue. Overall, 87% of the 261 school administrators reported they were very or extremely satisfied with the ability of the partnership to meet key goals such as these.

Schools consider several characteristics in determining the success of partnerships (in order of priority):

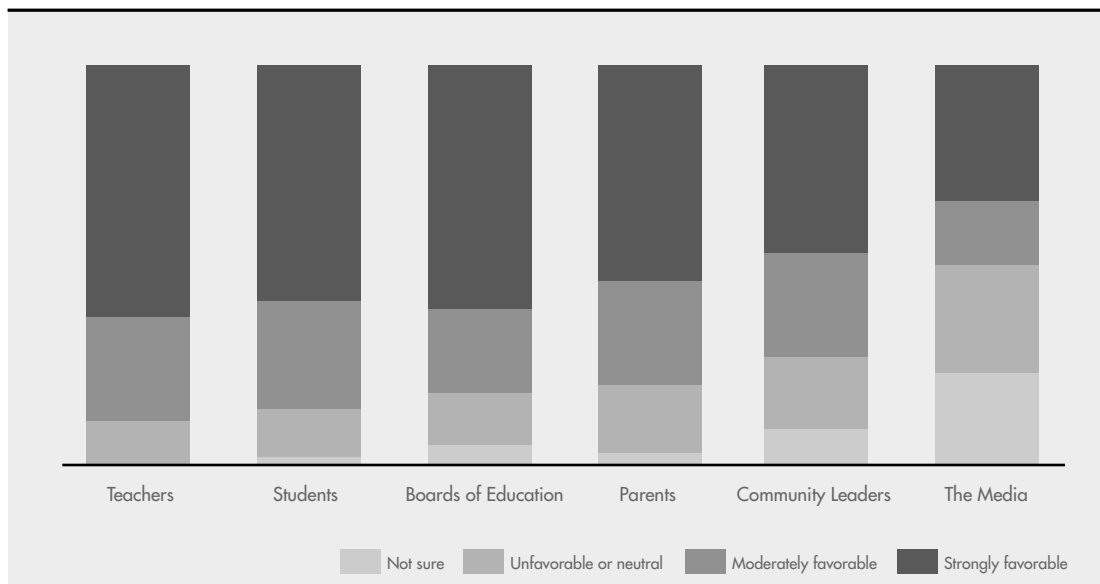
- The ability to resolve problems that arise through the partnership.
- The clear communication of roles and responsibilities.
- The presence of a well-planned program.
- The perceived value to the school or students.
- The amount or kind of follow-through asked of teachers and staff.
- The support materials provided to teachers and staff.
- The quality of services and products offered.

Most schools plan to continue their key partnerships.

Nearly 100% of those surveyed say they intend to continue their partnerships in the coming school year. When asked why, the administrators say they base these decisions on the following:

- The goals of the partnership and school are aligned.
- The partnership is designed to advance the students' educational experience.
- Teachers are favorably oriented toward the partnership.

More than 80% of administrators surveyed believe that teachers, students, parents and community leaders consider partnerships to be "moderately" or "strongly favorable."



Administrators believe that various groups in the school and larger community view partnerships as being favorable.

When asked to describe their sense of how various groups feel about partnerships, more than 80% of administrators believe that teachers, students, parents and community leaders consider partnerships to be moderately or strongly favorable.

Most administrators do not feel, however, that the media share their sense of goodwill toward partnerships. Only 50% believe that the media are moderately or favorably disposed toward them, and 27% believe the media have an unfavorable or neutral attitude.

School administrators want to acknowledge business partners.

When asked whether schools should publicly recognize the efforts of business partners, 76% say that it's very or extremely appropriate to do so.

In the early 1980s, businesses and schools were combining forces to address problems facing school administrators, teachers and students. A national consensus supporting partnerships began to grow throughout the 1990s, supported by community, standards-based and skills-based initiatives. The convergence created opportunities for change and facilitated the entrance of business as a full-education partner.**

Business Leader Findings

Interviews with business leaders sought to articulate the reasons for business involvement in school partnerships, and gathered information on such topics as:

- The process for developing partnerships with schools.
- The types of partnerships companies have with schools.
- The factors that determine success for the partnership.
- The benefits produced by school and business partnerships.

Survey responses revealed the following:

Business interviewees perceive a distinct variety of benefits from partnerships.

Executives interviewed believe that partnerships with schools benefit both the business and education partners in four key areas.



Human Capital Development

- Boosting employee morale through work on altruistic issues.
- Enhancing and supporting employee recruitment and retention.
- Preparing future employees for the challenges of the world of work.



Community Development

- Creating better schools to contribute to the economic health of the community.
- Improving the academic achievement of students.
- Providing a worthwhile outlet for corporate philanthropy.



Student Achievement

- Boosting student test scores.
- Contributing to overall student achievement.
- Enhancing the student experience.



Financial Impact

- Increasing revenue.
- Building customer loyalty.
- Providing a revenue stream to schools.

**Source: National Association of Partners in Education, Inc. (2000).

Businesses measure partnership success by both the results for students and the benefits to the company.

When asked how they gauge the success of partnerships, business executives cite the following:

- Improved student performance.
- Increased publicity for business.
- Larger recruitment pools.
- Reduced turnover.
- Higher profitability.

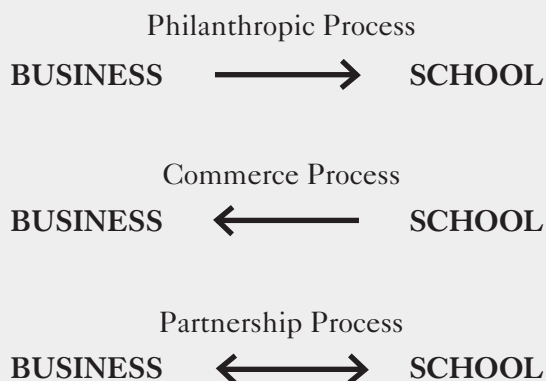
Business executives stress the importance of program planning, process management and communication in partnership development.

Business executives value structure and evaluation.

When asked to identify operating principles they value in an education partnership, business executives stress the importance of program planning, process management and communication. According to interviews with business leaders, individuals who create partnerships should focus on the following:

- Recognize that partnerships are both a process and a product.
- Establish a clear mission.
- Determine mutual needs.
- Secure top management support and commitment.
- Clearly define expectations, roles and responsibilities.
- Identify services and available resources.
- Set realistic goals.
- Emphasize clear communications.
- Create on-going monitoring and evaluation systems.

MUTUAL BENEFITS DEFINE PARTNERSHIPS.





THE DEVELOPMENT AND USE OF GUIDING PRINCIPLES

Building on the extensive insight gained through this research, The Council for Corporate & School Partnerships set out to develop Guiding Principles that incorporate key learnings about the relationships that have been considered successful. These principles have been developed to help illustrate the characteristics of effective partnerships for schools, communities and businesses that are interested in developing new partnerships or enhancing current partnerships.

GUIDING PRINCIPLES FOR BUSINESS AND SCHOOL PARTNERSHIPS



The Foundation

Developing the partnership's core values

School-Business partnerships must be built on shared values and philosophies.

Partnerships should:

- Begin with an open and frank discussion about values, goals and needs.
- Respect and reflect the culture and goals of both the education and business partners.
- Support the core mission of the school.
- Bolster the academic, social and physical well being of students.
- Compliment the social values and goals of the school, business partner and the community.

Partnerships should be defined by mutually beneficial goals and objectives.

Partnerships should:

- Clearly define short and long-range goals.
- Focus on collaboration to determine activities that meet the goals of all involved.
- Be aligned with education goals and board policies of individual schools and/or districts.

Implementation

Translating values into action

Partnership activities should be integrated into the school and business cultures.

- Partners should communicate frequently to respect and understand each other's cultures.
- Partnerships should provide students, teachers and business employees with opportunities to interact at school, community and business sites.

Partnerships should be driven by a clear management process and structure.

- Each school and school district should have a point person to manage partnerships to ensure quality and alignment with educational goals for students.
- Partnerships should include written descriptions of roles and responsibilities, accountability measures and guidelines for responsibilities of educators and business employees.
- Partnerships should include training for all key personnel.

Partnerships should define specific, measurable outcomes.

- Partnerships should be guided by a written collaborative agreement on outcomes, benchmarks and measures of progress.

Continuity

Sustaining the partnership over time

Partnerships should have support at the highest level within the business and school and concurrence at all levels.

- Superintendents, principals, school boards, CEO's and managers should articulate and demonstrate support for the partnership internally and externally.
- Partnerships should be explicitly supported by teachers, employees and other constituents.
- Communities should have the opportunity to review and contribute to partnerships.

Partnerships should include detailed internal and external communications plans, which clearly illustrate expectations of all parties.

- Partners should communicate regularly about intended and actual outcomes of all activities.
- Communication about partnerships should allow opportunities for private and public recognition of both parties.

Evaluation

Determining strengths, weaknesses and future directions

Partnerships should be developed with clear definitions of success for all partners.

- Measures for success should be established at the outset of the partnership.
- Partnerships should be evaluated on a regular, agreed-upon basis.
- Evaluation should include collection and analysis of information to determine accomplishments, strengths and weaknesses of the partnership.



DIRECTIONS FOR THE FUTURE

These Guiding Principles are intended to optimize the effectiveness of school and business partnerships. They reflect time-tested elements present in relationships that have made a positive difference to businesses and schools. The Council believes the Guidelines will be useful to schools and businesses seeking direction on how to implement, expand and improve partnerships to best meet the needs of schools, businesses and the communities that support them.

The Council encourages businesses and schools to develop partnerships that provide mutual benefits and to utilize the Guiding Principles to implement, expand and improve partnerships to best meet the needs of schools, businesses and the communities that support them.

The Council firmly believes that all decisions related to establishing or developing school-business partnerships should be made in collaboration with local school officials and school boards. Further, the Council expects that local schools and school boards will utilize the Guiding Principles in developing and implementing policies and practices that enhance and expand school and business partnerships in their districts and schools. When considering partnerships that involve the sale of products and services, in-school advertising and other relationships that generate competing points of view, the Council recommends that

schools, businesses and communities base their decisions on whether or not the action will serve to enhance the mission of the school, and is in alignment with school values and goals. The Council also recommends that all of these decisions be guided by the needs of local students, schools and communities.

This Guiding Principles report is the first in a series of resources to support educators, business leaders and communities in the development of school-business partnerships. Through a series of outreach activities, the Council will disseminate these Guiding Principles to educators, business and community leaders working to improve K-12 education throughout the nation. The Council welcomes additional comments, case studies, recommendations and insights about effective partnerships, and encourages individuals and organizations to contact us for information and support.

The Council for Corporate & School Partnerships
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Washington, DC 20009

CASE STUDIES AND RESOURCES



The Guiding Principles can be utilized to define an “ideal partnership,” which is one built on values shared by the participating schools, businesses and local communities. An ideal partnership is defined by clear goals and measurable outcomes, and implemented – with support from top school and business leadership – to become a part of virtually every school and business day. Through internal and external communications channels, schools, businesses and communities have an opportunity to evaluate its success on a regular basis, to ensure continuing benefits for all partners.

In striving for this “ideal,” many educators and businesses can benefit by learning from the successes of other schools and organizations. The Council has therefore included a series of case studies that describe partnerships that have succeeded by employing many of the recommendations reflected by these Guiding Principles. While all of these partnerships were created prior to the development of the Guiding Principles, each has been cited as a good example of planning and execution from the Foundation through Evaluation stages.

Many of these partnerships have also been developed as long-term, sustainable programs through a collaborative process between the business and education partners – often in cooperation with educational organizations that include the National Association of Secondary School Principals (NASSP) and others. The NASSP has developed a series of recommendations for steps educators can take to ensure that partnerships meet the most pressing needs of their students and schools. These guidelines are also summarized in the following section of this report.

An extensive bibliography of resources that supported the creation of the Guiding Principles is included at the end of the report.

Case Studies

The following case studies offer tangible examples of partnerships that have successfully met the goals of educators, business leaders and students. Each is presented under the umbrella of a Guiding Principle that is effectively demonstrated by the case study.

**AIM
Management
Group (AIM)**
and
Wharton
Elementary
School
Houston, Texas

CREATING A FOUNDATION: School–business partnerships must be built on shared values and philosophies

Acting on the shared belief that local businesses could, and should, play a role in improving local schools, representatives of the foundation for AIM, an investment management company, and Wharton Elementary School began their partnership by sitting down together to determine the school’s most pressing needs. Through this dialogue, AIM and Wharton agreed that what they valued most was improvement in student achievement and parental involvement. Both AIM and Wharton also agreed with the philosophy that the best way to strengthen achievement was to go beyond financial contributions and provide direct tutoring and mentoring support from AIM employees and to establish a family literacy program to assist parents in learning to speak, read, and write in English so that they could take a more active role in their children’s education.

AIM has developed a partnership that involves the entire company and a collaborative partnership with 25 nonprofit organizations in efforts to encourage student achievement and parental involvement. Over 250 AIM employees (about 10% of AIM’s work force) volunteer in the effort to support the school. Employees are given up to six hours per month of company time to volunteer. The successes of AIM’s educational mission are shared at quarterly employee meetings, and highlighted frequently on the company Intranet.

Partnership activities include:

- Professional development through Rice University.
- English as a Second Language and GED instruction for parents.
- Computer/technology assistance for students and staff.
- Math and reading tutors for students; classroom speakers; computer pen pals; and Junior Achievement curriculum taught in grades K-6.
- Programs through various cultural organizations, which are linked with specific grades to promote integrated curriculum enrichment.
- Funding support from AIM Management and AIM Foundation.

Successes and Benefits

- Through structure and scope, the partnership brings a diverse array of resources to Wharton – school uniforms and supplies, library books, computers, field trips, and immunizations.
- Favorable visibility has been generated for both AIM and Wharton, including a 2001 award from the *Houston Business Journal*; an award from the Texas Partners in Education, and several awards and recognition from the Houston Independent School District (HISD).
- Exemplary ranking for Wharton Elementary by Houston ISD and the State of Texas, thus attaining desired improvement in student achievement.

Advice from Partners:

- "Business representatives should be familiar with education issues. This brings additional insight about the resources and activities that can support the partnership."
- "Educators appreciate the opportunity to engage and learn more about the business perspective."

CREATING A FOUNDATION: Partnerships should be defined by mutually beneficial goals and objectives

Going far beyond simple philanthropy, Verizon created a partnership with the Union City, New Jersey school district that has enabled both the company and the district to achieve remarkable goals. Through the partnership, Verizon has been able to test equipment and expand its ability to respond to the needs of schools, and Union City has strengthened its technology infrastructure and created significant technology training opportunities for its students. The partnership has been a resounding win-win for both partners.

The roots of the partnership began in 1989, when Union City was an urban school district cited by the State Department of Education for extreme failure – on 42 out of 50 indicators. Recognizing the opportunity to use technology to engage students and address key academic issues, in 1992 Verizon created a partnership that donated computers to 7th graders, teachers and administrators at Christopher Columbus School and also gave students computers to use at home. This partnership followed the students through their graduation from Emerson High School, keeping the computers and the network up to date and continuing with the teacher training. Through its network, Verizon provided both school and home access.

Recognizing the need for careful monitoring and evaluation of the project, Verizon brought in an additional partner – the Center for Children and Technology at the Education Development Center, Inc. (EDC). From the beginning, EDC worked to document the project, examine student-learning outcomes and ensure smooth, informative reporting to the school district and Verizon.

Building on this foundation, Verizon, Union City and EDC also developed an infrastructure to ensure that both the school and business communities would thrive on shared success. Students received engaging training in an exciting field. Verizon, as a corporate partner, strengthened its value to the school community by addressing a compelling educational need.

- Test scores for Union City’s urban students compare well to those of suburban students.
- The district has seen a decrease in the student-mobility rate.
- The program has improved collaboration between educators and parents, preparing more students for honors programs and for successful New Jersey Early Warning Test completion.

Verizon
and schools in
Union City,
New Jersey

Successes and Benefits

Advice from Partners:

“One of the reasons the district has been able to make such phenomenal advances with the technology and use it so effectively is that they had, and continue to have, broad consensus around an educational vision.” – Dr. Margaret Honey, Deputy Director of the Center for Children and Technology, the Education Development Center.

Coca-Cola
and
South Plantation
High School
Plantation, Florida

IMPLEMENTATION: Partnership activities should be integrated into the school and business cultures

Going beyond the adage that local businesses have a responsibility to “give back” to community schools, one Coca-Cola bottler in Florida has become an integral partner in the educational success of its schools. As evidenced by the activities at South Plantation High School, both the school and the business cultures are enhanced by the collaborative activities that have become a key part of every school and business day.

“This relationship goes far beyond writing checks,” says South Plantation Principal Joel Herbst, a member of the Council for Corporate & School Partnerships. “Support from this company is embedded in the success of everything we do here.” This support comes to life through three key initiatives – one that’s maximizing South Plantation’s success as an environmental magnet school, one that continuously recognizes and rewards student achievement, and one, in partnership with Plantation hospital, which provides students with an active role in helping future generations enter school ready to learn.

As a result of their school-business partnership, South Plantation students in chemistry classes are treated to in-the-field lessons by chemists at the local Coca-Cola bottling plant. Herbst and fellow administrators are writing business plans to support expansion of academic programs with insight about effective business practices from Coke. South Plantation is working in partnership with Coca-Cola, Costco, and local volunteers to deliver reading advocacy materials to mothers of newborns at a hospital that sees more than 4,000 births every year. And South Plantation administrators regularly share information with Coca-Cola representatives about how to best transfer business practices into the public sector to improve outcomes for the students and the school.

Successes and Benefits

- The partnership enhances the school’s culture by evolving to meet changing needs.
- Because both partners are committed to lifelong learning, the partnership has led to opportunities both in and out of the classroom, particularly in reading and school readiness.

Advice from Partners:

- **“Business and education partners should recognize what it takes to improve the readiness of children before they enter school, and work throughout the community to make it happen,” says Herbst. “It’s only with a commitment to your community that you can really change your school.”**
- **“Educators should look beyond the philanthropic capabilities of businesses and work to create ‘a real relationship’ that brings the resources of both parties together to enhance the student learning experience.”**

IMPLEMENTATION: Partnership activities should be integrated into the school and business cultures

ExxonMobil and schools in Houston, Texas

Recognizing that the Junior Achievement program reflects many of its own core values, ExxonMobil has been remarkably successful in integrating support for the program into the daily lives of hundreds of employees. Conversely, local school partners recognize that volunteer mentors from ExxonMobil are a real asset to their students' lives. In one local area (Houston, Texas) 150 volunteers taught in over 200 Junior Achievement classes from elementary school to middle and high school in the 2001-2002 school year. For more than 25 years, ExxonMobil has supported Junior Achievement at the local, national and international levels.

Building on the belief that the culture of both the school and the company is enhanced through mentoring programs, the company has also created the Science Ambassador Program which provides:

- More than 350 employee volunteers for school activities, including science fair judges, science experiment mentors and career day presentations.
- Classroom materials to enhance understanding of chemicals.
- Teacher-training workshops based on school district needs.
- Grants for schools based on volunteer involvement.
- Job shadowing and field trips.

Like all of its education partnerships, participation is employee-driven as opposed to being top-down. Believing that support for education is the responsibility of the company and individual employees alike, ExxonMobil's partnership efforts are led by an Education Advisory Board and supported by District Ambassadors who work at the school district level.

- The ambassador program has proven to be an effective umbrella effort to get employees involved in schools.
- Company representatives consider the efforts to be valuable for improving the education of future workers.
- Both Junior Achievement and the Ambassador program help employees develop their own skills as well as those of future workers.

Successes and Benefits

Advice from Partners:

- **"Develop a mission statement and strategy. Start this through collaboration between the school and business."**
- **"Develop and sustain a two-way dialogue about the partnership and its progress, addressing problems at multiple levels."**
- **"Tailor programs to meet the needs of the school, the community and the business."**
- **"Maintain realistic expectations."**
- **"Keep an open mind. Teaching is a hard job."**

BE&K
and schools in
Birmingham,
Alabama

IMPLEMENTATION: Partnerships should be driven by a clear management process and structure

In an effort to ensure that its educational programs are smoothly implemented and sustained, construction and engineering firm BE&K structures its partnerships with special local committees which assess the needs of local schools and tailor efforts specifically for them. BE&K's "Adopt-A-School" management committees include nearly a dozen volunteer employees. Each committee meets regularly throughout the year. Building on BE&K's comprehensive program to enhance the life of every child every year, the company's support has been directed toward several efforts, including:

- Funds for after-school tutoring.
 - Funds to hire retired teachers to assist permanent teachers.
 - Funding for extracurricular activities.
 - Computers and teacher training.
 - Awards programs for outstanding students.
 - Special projects involving many volunteer employees and spouses.
- Successes and Benefits**
- The company and schools both cite improved community goodwill.
 - Improved grades have led to greater satisfaction and commitment from students.

Advice from Partners:

- **"Choose one project at a time and do a great job so people feel committed and successful."**
- **"Avoid volunteer burnout, and work with schools to determine the best way to utilize volunteers."**
- **"Remember that listening is the key to success – listen carefully to principals and other educators to ensure the meeting of mutual goals."**

**Northrop
Grumman**
and schools in
Southern California

IMPLEMENTATION: Partnerships should define specific, measurable outcomes

Through a partnership with seven Southern California school districts, Northrop Grumman has created an internship program that encourages students to recognize the long-term opportunities of the technical and manufacturing economy – and builds on specific, measurable outcomes to mark their progress along the way.

At the beginning, Northrop representatives and the students both sign a contract clarifying both partners' obligations for the partnership. Interns are interviewed before hiring, and are expected to report on time, wear badges, and meet measurable objectives for all projects to which they are assigned.

In addition to outcomes designed to mark student performance throughout their internships, the success of the program can also be measured by the number of students who earn additional high school credits and a scholarship – both of which are awarded to students who complete the program. The partners can measure additional outcomes

that include the number of long-term relationships established between students and employees who maintain the connections as the students continue onto higher education and prepare for technology careers.

In addition to earning managerial experience, students enhance their career development opportunities. Company employees also note that interns often offer valuable ideas that directly benefit Northrop's growth. Another mutual benefit is the synergistic relationships that develop as employees stay in touch with the younger generation, creating communications channels that enhance career development opportunities.

**Successes
and Benefits**

Advice from Partners:

"Stay committed and focused across the ups and downs, and you will succeed."

CONTINUITY: Partnership should have support at the highest level within the business and school, and concurrence at all levels

At Electronic Data Systems (EDS), support from the company's top leadership has driven school partnerships on the national and local level for many years. As noted by Charlene Edwards, who has worked with EDS to develop templates for programs that can be adapted at the local level, "when employees know they have the backing of leadership, it's much easier for them to participate."

As a result of this support at the corporate level, local representatives of EDS have created close to 100 education partnerships, including nearly 90 in the U.S. and the remainder in 10 other countries. Each of these partnerships involves many employees who are encouraged by local leadership to participate.

EDS' Global Education Outreach program manager oversees the program globally, but the local initiatives are run by EDS employees in cooperation with local educators. Full time community affairs employees, and in some cases, volunteer employees, manage the partnerships and programs.

- By supporting the program at the highest level, but empowering employees to carry out partnerships at the local level, EDS has given employees a useful model from which to work.
- The opportunity for employees to localize the program ensures that activities directly meet the needs of local schools.

**EDS
and
schools
nationwide**

**Successes
and Benefits**

Advice from Partners:

- **"Make sure that leadership is aware of what's going on, so they can encourage employees to participate. Too often, employees are reticent to volunteer because they think that the leadership would not want them to spend the time to do so. The right message has to be passed down."**

Target Stores
and schools
nationwide

CONTINUITY: Partnerships should have support at the highest level within the business and school, and concurrence at all levels

Recognized as the “brainchild” of one of Target’s vice presidents, the company’s education partnerships have been driven by support from Target’s executive offices. Equally important, the partnerships have been shaped directly by insight from local school leaders and national education organizations that have advised the company on the types of support most needed.

Target’s “Take Charge of Education” program has awarded more than \$69 million to schools since 1997. And although much of the value to the company and educators comes through relationships and student support on the local level, the development of the program has been achieved through company support at the highest level. Working in collaboration with educators, Target developed the initiative with a three-pronged approach that directs support to schools, teachers and students.

Successes and Benefits

- There are currently more than 115,000 schools around the nation enrolled in Target’s “Take Charge of Education” program.
- The partnership provides a strong foundation for meeting the needs of schools and students in every community in which Target has a presence.

Advice from Partners:

- **“Build the guidelines for your partnerships in collaboration with schools, and respect what schools think is important.”**
- **“Set a good example for corporate giving. Remember that it’s the right thing to do.”**

ChevronTexaco
and schools in
San Francisco Bay
Area, California

EVALUATION: Partnerships should be developed with clear definitions of success for all partners

While ChevronTexaco has school partnerships of many shapes and sizes, the Company is especially proud of its success with partnerships with four school districts in the San Francisco Bay Area. Through the East Bay Education Partnership Program, ChevronTexaco employees spend time with educators to assess the most critical needs and then shape efforts to meet those needs. Building on its experience, ChevronTexaco and its partner schools have developed clear definitions of success, including:

- Filling gaps between school resources and core areas of need, such as math, science and literacy.
- Meeting schools’ technology needs to support other core subjects.

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- Expanding resources available to schools by creating business-community collaborations.
 - Improving connections to school and community leaders.
 - Improving opportunities to recruit potential employees.
 - Enhancing personal development opportunities for employees.

Working within these parameters, ChevronTexaco offers support in a number of areas tailored to schools' needs which include volunteer tutors with expertise in targeted areas such as math, reading and science, and programs to build bridges between school and careers.

Underscoring its need to ensure careful evaluation of its programs, ChevronTexaco began its San Francisco area partnerships in the 1980s when the company offered a five-day training workshop in Continuous Quality Improvement (CQI) to school superintendents and later packaged in a train-the-trainer model. ChevronTexaco supports employee volunteer activities by allowing each employee as many as four hours a month for these endeavors.

- The benefits of volunteerism are shared by students and employees alike, as workers improve public speaking and project management skills.
- The partnership has enabled ChevronTexaco to forge stronger connections to other "key players" in the community.
- Students and the company have also benefited through recruiting efforts that grow from the partnership.

Successes and Benefits

Advice from Partners:

- **"Establish a common language and common ground early on, thus helping to avoid communications challenges later in program development."**
- **"Establish a clear definition of the vision and goals of the partnership. Create measurable objectives that focus on the high priority needs of the schools and make sure they can be sustained."**

Local Partnerships for Local Schools

Tips from Small Businesses, Franchises and Local Schools

While many of the companies surveyed have developed education partnerships that represent large financial and programmatic contributions, small businesses and local offices of national businesses also make immeasurable contributions to local schools and school districts. Most of those surveyed have close relationships with local schools, and are therefore well-positioned to respond to the needs of those schools and students. The following words of advice are offered by representatives of these small and locally-focused businesses, and by additional representatives of national businesses as well.

“Businesses should keep the focus on the students, and although partnerships take time and resources away from work, business leaders need to stay involved with schools.”

Bank One, Dallas, Texas

“Define minimum guidelines for participation and support that a business can live up to, and define clearly how businesses can help.”

First Union, Columbus, Georgia

“The primary partnership ingredient is the people and personalities involved, and key is communications. You need business and school people who want to work together.”

Household Bank, Las Vegas, Nevada

“Keep massaging the program, and stay in touch with teachers. Reach consensus on what both sides bring to the table, and be willing to consider an outside moderator.”

Inland Paperboard & Packaging, Inc., Indianapolis, Indiana

“Partnerships come in many forms. They are give-and-take relationships. Just get involved.”

LADD Construction, Gastonia, North Carolina

“Design the partnership as an integral part of the organization. Plan for long term involvement, and ensure the program contributes to and enhances the goals of the company, as well as the school and community.”

Washington Mutual, Covina, California

“Deliver what you can do best.”

Booz-Allen and Hamilton, McLean, Virginia

“Just get involved – contact the principal, contact the PTA, and ask ‘what do you need?’”

Duxler Tire, Evanston, Illinois

Recommendations from the National Association of Secondary School Principals (NASSP)

In a Winter 2002 edition of A Legal Memorandum, the National Association of Secondary School Principals (NASSP) examined partnerships in the context of concerns about “commercialism” in schools. After reviewing a number of issues, the memorandum offered a series of recommendations that are useful for educators looking for appropriate business partners. Some of these recommendations include:

- **Choose companies that promote academics and learning.** Corporate-sponsored activities that promote a field of study or a skill that is supportive of student achievement are likely to be well received and less controversial.
- **Assess the school’s needs.** Conduct a cost/benefit analysis to determine whether to accept corporate support. By gathering more information, it is easier to decide whether relative needs of the school will be met.
- **Determine the corporate motives.** Remember that a corporation’s decision to develop programs and partnerships with schools is always based on business and, although it may seem cynical, giving back to a community is always good business. Educators should therefore consider the “spectrum of giving” when deciding whether to embrace a partnership. On one end of this spectrum are companies that ask for “marginal” commercial benefits compared to the returns that schools are offered. On the opposite end are companies that expect to engage in more direct marketing to students. Educators should ask “tough questions” to determine the ratio of benefits to the company verses the school and students.
- **Don’t make decisions in a vacuum.** Seek input from school and community stakeholders, such as parents, teachers, administrators and student leaders.
- **Consider the political climate.** Be aware of what’s worked and failed in the past. "Understanding history and current opinion will assist you in developing a strategy for handling the consequences of the decision."
- **Do the research and know the facts.** Seek insight from consumer groups that have focused on business education partnerships, including Consumer’s Union, the Society of Consumer Affairs Professionals and the International Organization of Consumers Unions.

Measures of Success for Business-School Partnerships

In conducting the research that created these case studies and supported the development of the Guiding Principles, the National Association of Partners in Education (NAPE), with support from Consulting Research and Information Services, found a number of “measures of success” articulated by interviewees of businesses engaged in partnerships. The following chart summarizes some frequently noted measures, the primary beneficiaries, the types of programs and the companies that include these measures in their evaluations of the partnerships.

Measures of Success	Beneficiary	Type of Programs	Companies
Student achievement, e.g., increased attendance, grades and test scores, graduation rates, numbers of students continuing their education, participation in academic and service activities.	Schools, Students	Mentoring and tutoring programs, in classroom and afterschool volunteer programs, science fairs, entrepreneurial programs, SAT/ACT training, scholarship incentive programs	LADD Construction, AIM, ChevronTexaco, Inland Paperboard BE&K, Household Bank, Trustmark National Bank El Paso Energy, ALLTEL, EDS, ExxonMobil, AFLAC, Iomega, Shimadzu Scientific, Savannah River Corporation
Increased funds for schools	Schools	Cash returns, fundraising, materials donations	Target Stores, AIM, Washington Mutual, ALLTEL, Duxler Tire
Increased school to career opportunities	Schools, Students	Internship programs, school to career partnerships, field trips to workplaces, job shadowing, incentive job guarantees	Northrop Grumman, Washington Mutual, ALLTEL, Kroger, Interweave, Presbyterian Homes
Topical and community education	Schools, Community	H2O University, School Savings Program, Entrepreneurship	Southern Nevada Water Authority, Florida Power and Light, Washington Mutual, ExxonMobil, AIM
Student scholarships	Students		AFLAC, El Paso Energy, ALLTEL, EDS Education Outreach, ExxonMobil, Iomega, Shimadzu Scientific
Parent involvement	Schools, Students, Community	Field trips, free passes to cultural events and sites	AIM, W.C. Bradley, Shimadzu, Pizza Hut
Increased teacher preparation	Schools, Students	Professional development	ExxonMobil, Florida Power and Light, Southern Nevada Water Authority, Wisconsin Public Utilities, Connexus, AIM, American Pest Control, BE&K, Booz-Allen

Measures of Success	Beneficiary	Type of Programs	Companies
Increased collaboration	Businesses, Schools and Community	Community collaboration	Wisconsin Public Service, AIM, ChevronTexaco, Shimadzu, INVEST, Utah Bankers, Southern Nevada Water Authority, ExxonMobil, Florida Power and Light, Savannah River
Increased publicity, customer loyalty, and profitability	Businesses	Incentive Programs, Training programs, Product discounts	Purple Mountain, AutoZone, MotoPhoto, Target, Shimadzu, AFLAC, American Pest Control, CDK Mortgage, Connexus Software, Pizza Hut, Kroger, Green Bay, Generation Copy, Household Bank, Coventry Eye Care
Improved recruitment	Businesses	Classroom and after school volunteer	ChevronTexaco, El Paso Energy, Presbyterian Homes, Reliant Energy
Better-prepared workforce	Businesses, Communities		ChevronTexaco, Kroger, AIM, Shimadzu, LADD
Employee commitment, satisfaction, and retention	Businesses	All programs	Booz-Allen, Inland Paperboard and Packaging, First Union, ChevronTexaco, Trustman, Bulls Eye Credit Union, ALLTEL
Improved product development	Businesses	Teacher feedback	Iomega, Purple Mountain

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THE COUNCIL FOR CORPORATE & SCHOOL PARTNERSHIPS



Founded by The Coca-Cola Company, The Council for Corporate & School Partnerships works with educators and businesses to identify, create, recognize and support exemplary public-private partnerships that improve the student experience for all children in the K-12 system of education in the United States.

The Council focuses especially on the following areas of activity:

1. Creating a Quality Learning Environment
 - Academic Enrichment
 - Community Building
 - Parental Support
 - Mentoring/Tutoring
 - Technology
 - Safety/School Climate
2. Professional Development and Faculty Support
3. After School Programs and Extra-curricular Activities
4. Preparing Secondary School Students for College
5. Educator and Student Reward and Recognition Efforts
6. Promoting Healthy and Active Lifestyles

The Council may commission studies to recognize excellence or analyze issues and critical needs related to the above focus areas. Findings and conclusions of the Council's studies will be shared broadly with the education, business, civic and governance communities.

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