

THE POWER OF PARTNERSHIPS

PRIVATE - SECTOR PARTNERS
FOR **K-12 STUDENTS & SCHOOLS**



BARBARA BARNES

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The Power of Partnerships

*Private - Sector Partnerships for K-12 Students &
Schools*

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This book is dedicated to the amazing students, innovative educators, involved parents and private sector partners and community groups, who have transformed the learning environments in their city, state and nation. It is also dedicated to my grandchildren: Shaun, Thomas, Cameron and Sara,

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Preface

The purpose of this book is to encourage Private Sector PARTNERS to promote high-level learning, provide real-world content and the latest technology skills, help ALL students develop a positive plan for their future, and keep them safe digitally and in their schools.

HISTORY OF PARTNERSHIPS

NAPE - National Association of Partners in Education

The concept that business partners can help prepare students with the skills necessary for life, work, and citizenship is not a new idea. The **National Association of Partners in Education, Inc. (NAPE)** was a non-profit organization that provided leadership in the formation and growth of effective partnerships that ensure the success of all students. **NAPE** was founded in 1988. It was created from the merger of two organizations: **National School Volunteer Programs, Inc and the National Symposium on Partnerships in Education** that began in **1984**. **NAPE** was sponsored by **President Reagan's White House Office on Private Sector Initiatives**. **Annual National Symposium on Partnerships in Education conferences** were held in Washington DC to feature outstanding partnerships formed between public and private schools with local business, national corporations, non-profit foundations and community groups.

During these years members of the **Chamber of Commerce, Business Roundtable, and elected officials** gave keynote speeches. **First Lady Barbara Bush** described the goals of her newly formed **Foundation for Family Literacy, Pacific Telesis representatives** shared their **Education for the Future project, and McKee Foods Corporation** reported on the success of their **partnership with 21st Century Academy**. These last two are featured in this book. Educators and partners shared examples where students were learning high level skills, up to date information and applying the content to real world issues. Individual students excelled as a result of tutoring and mentoring. These types of partnerships were previously implemented with college and university students. However, **NAPE's** main emphasis was to reach and have a positive impact on students in K-12 schools.

IPN - International Partnership Network

This initiative was a spin-off of the **National Association of Partnerships in Education**. **The International Partnership Network** conferences were held every other year in Paris, Toronto, Trondheim, and Washington DC. **Business partners** from the host country sponsored the event and presentations compared business and education innovations within and between countries. The latest technology was emphasized as well as the local environment, careers, cultures, industries, architecture, and history. Student results were celebrated and communicated at this international event and shared with the **partnering countries and companies**.

THE CHALLENGE

There is a tremendous need in our schools today, one that cannot be completely addressed by the professional educator. Students must see a connection between learning in school and success in the rest of their lives. They must also understand it takes hard work to achieve goals and become a successful citizen. Technology and social media has changed learning, security is a major issue, and self-motivation by students, particularly in the inner cities, is limited. It will require a community effort to transform education and this needs to start today. The historical examples of **business / community / university partnerships** in this book are real. In every case student skills and motivation improved as a result of these dynamic partnerships!

PARTNERSHIP PRIORITIES

All of these partnerships have curricular and career prep components for a rapidly changing world. Some involved in-kind donations, visitations to the workplace, and interviews with employees. Partners provided up to date information about their industry and students created portfolios of work that were judged by these experts. Others provided grants, financial help, and organizational training for a team, classroom, school or district. Many were volunteers supporting a specific student or school need. The overall purpose was to prepare all students for life, work, and citizenship and connect in-school learning to real world situations.

EXAMPLES

The **author of this book has first-hand knowledge and experience with all of these partnership initiatives and examples.** They took place over time but were consistent in their goals. These examples feature inner-city school districts with multiple partnerships, small communities and rural areas with local partners, and native villages with no perceived partners. Many began as “bite-sized pieces” in one classroom or grade level. In every case the private sector stepped up to help students and the public schools. Some of the partnerships were extensive and fit in several chapters. This book is written to show the scope and possibilities of successful partnerships. These ideas can be applied in schools today!

CORPORATIONS / FOUNDATIONS

PARTNERSHIP POSSIBILITIES

- Host students at your company
- Provide career information
- Share specific content with real world applications
- Apply organizational strategies to improve schools
- Help students understand finance and investments
- Teach product design, advertising, and marketing
- Mentor student entrepreneurs
- Feature student leaders in your newsletter
- Fund programs transforming schools and districts

The following Corporate Initiatives were designed to bring about improved student achievement by changing the educational organizations, setting high standards for students, integrating the latest technology tools, emphasizing continuous improvement, and building trust between school staff, parents, and outside

partners. These partnerships took place at varying times but are still applicable today as we prepare students for their future in an ever-changing world.

PACIFIC TELESIS FOUNDATION

The US Business Roundtable challenged corporations to get involved in K-12 education. **Pacific Telesis Foundation** answered this challenge by funding a study titled: **The Role of the Principal in the State of California**. One hundred outstanding principals, identified by their Superintendent, completed a **corporate developed**, computer-based survey of their personal preferences and their job requirements. This data was analyzed in a **Job-Person Match** and shared with the principal at a school interview. These schools represented the geographic and demographic make up of California. They ranged from a one-school district to Los Angeles Unified. The study culminated in a statewide conference where principals met to share their perceptions. **Pac Tel executives** and the **California State Superintendent of Schools** offered their future ideas for education. The study received national recognition.

As a result, **Pacific Telesis Foundation** funded a five-school initiative, titled **Education for the Future**. It addressed the needs of students, in five very different populations, with multiple languages and needs, across the state of California. These schools were located in Oakland with an inner city student population, Sacramento with a large number of Vietnamese students, Irvine with an Asian population, Salinas with a migrant worker population, and Vista with over 30 languages spoken at the

school. The program trained teachers and administrators to understand their unique job skills and requirements, creating a collaborative approach to teaching and learning, involving **parents and business / community partners** to improve student competency and developing student responsibility and real-world skills. The **Marriott Hotel and Wells Fargo Bank** partnered with the project and each school had many **local partners assisting with their specific students needs**.

EFG “PARADIGM SHIFT” CONFERENCES

The **EFG Curriculum Collaborative** held ten annual conferences, all sponsored by **corporations and local business**. These were held in California, Tennessee, Pennsylvania, Minnesota, Arizona, Florida, and England. Participants were **educators, business leaders, non-profit organizations, university representatives and parents**, all desiring to prepare students for the 21st Century. Participants were from across the US, England, Africa, New Zealand, France, and Canada.

The latest technology was emphasized in each training session. An EFG Project Based Learning plan, that connected student learning and achievement with business and community partnerships, was developed each year. In many cases this required a change in school strategies to promote team work, cross grade level learning, and block schedules to promote field studies to the business or community location for project research. **Every EFG project required local or regional business / community partners!** Teachers partnered with **downtown business, science centers, service clubs, farmers, and local industry**. The

Metropolitan Water District located in **Southern California**, provided a Water Experience Book for all educators attending the annual conferences. This book included up to date information about water quality, usage, conservation, and the water cycle. **University partners** provided advanced content and university credit for conference attendees. You can read more about this in Chapter 7.

Student results were analyzed each year and presented at the following annual conference. Educators were amazed with the massive increase in achievement by the students even though they faced resistance by some staff at their schools. The concern was that business would unduly influence education. The educators, who attended the “Paradigm Shift” conferences, were invited to present these public / private sector partnerships at **the World Conference on Education For All, The National Symposium on Partnerships in Education in Washington, DC, the US Business Roundtable, the International Partnership Conferences in England, France, Canada and Norway, the New Business Initiatives in Education Conference in New York, the ASCD Conference, the National School Boards Conference, the New Zealand Principals Conference, and the National Vocational Education Conference.**

Conference partners included **IBM, Apple and British Telecom** who provided the latest technology tools for participants to use and **Marriott Hotels and Leeds Holiday Inn in the UK** who hosted conference events. **The Erie Area Chamber of Commerce, British Regional Railways, British Petroleum, Blurock Architects, Tennessee Aquarium, TVA, Chattanooga Manufacturers Association, Coastline Regional Occupation**

Program, Metropolitan Water District of Southern California, Griffin Publishing Group, and McKee Foods all provided real world content linked to core skills and subject standards. These “Tactics of Innovation” were utilized at each conference.

TACTICS OF INNOVATION Joel A Barker, Futurist	BUSINESS / COMMUNITY PARTNERSHIPS IN EDUCATION	
PERCEIVED ADVANTAGE: Does the user see an advantage?	Preparing students with 21st Century skills: Life - Work - Citizenship - Service - Safety	
COMPATIBILITY: How close is the concept to previous practices?	Partnerships support existing curriculum and involve all stakeholders when innovating.	
SIMPLICITY: Can the concept be explained in a way that is understandable?	A Kindergartner can understand it!	
DIVISIBILITY: Can the concept be used in part or is it all or nothing?	Partners can work with students, teams, classrooms, grade levels entire schools, or school districts.	
COMMUNICABILITY: Is the explanation in terms that are not threatening?	Students, parents, community members, and business partners all have the same goals.	
REVERSIBILITY: If you don't like the concept, can you stop using it?	Partnerships can stop or start at any time without disrupting the learning process.	
RELATIVE COSTLINESS: Financial, emotional, energy investment?	Training, student materials, in-kind donations, up-to-date information, technology training, grants, mentors.	
CREDIBILITY: Are experts, presenting the model, providing convincing data?	This Partnership model has been utilized with educators, parents, and business leaders worldwide.	
RELIABILITY: Will it work the first time? Has it been tested?	Partnerships have been positively impacting schools and student learning for years.	
FAILURE CONSEQUENCES: What if the idea doesn't work?	Return to standardized practices.	

MOTOROLA FOUNDATION - Schaumburg IL

Motorola Foundation provided their “Blue Sky” corporate strategies to encourage school transformation based on high standards and real-world learning. They partnered with educators from across the United States who participated in the “EFG Paradigm Shift” conferences. These teachers, principals and school superintendents traveled to **Motorola** headquarters, at Schaumburg, Illinois, to work with **Motorola executives**. A “Blue Sky” training session helped the educators think about transforming teaching and learning based on the future and the way the world works. This was followed by weekly teleconferences to fine tune innovative strategies to further the work. The final action plans were applied by the participants, shared in the EFG Collaborative newsletter, and Motorola Foundation subsequently provided a grant for schools in Southern California to implement these strategies.

ROCKWELL INTERNATIONAL - CA

This **Bellflower Middle and High School** partnership began when the **CEO of Rockwell** served as “Principal for the Day” at Bellflower School. Rockwell adopted the school and provided a corporate restructuring expert to work in collaboration with an education training facilitator to improve learning. Teams of students and teachers worked together to analyze strategies and change behaviors. These students met with **engineers and scientists** and asked questions of executives at a lunch in the **Rockwell** executive dining room. They went back to school, formed space exploration teams and utilized all of the

subjects to create a space tool. They integrated math, science, writing, presentation skills, and art in the completion of their work. Each team designed a space exploration logo. **Rockwell** provided visitations by both **astronauts and cosmonauts** and sent **engineers** to assist with studies of zero gravity and robotics. A culminating event was a live down link with **cosmonauts** on the MIR space station. The teachers, students and **Rockwell engineers** chose experiments for the **cosmonauts** to perform in space and communicated with them via satellite during the experiment. Students learned a number of Russian words and phrases that assisted them in the actual dialogue.

Based on these innovative strategies a team of students partnered with the **City of Bellflower** and started a **Travel Agency**. Students integrated math, geography, social studies, government, transportation, and art for advertising. Learning experiences included a **Metro Rail** trip to Los Angeles, where 10 teams of students and their chaperons followed separate itineraries. The students planned these itineraries and estimated the time necessary to complete the trip as well as the associated costs of the trip. **The Metropolitan Water District** provided environmental information. The Bellflower educators presented these projects at the “Paradigm Shift” conferences in the UK and Chattanooga, TN

MARRIOTT HOTEL - Irvine, CA

Vista Verde School formed a partnership with the **Irvine Marriott Hotel**. In addition to holding many events at the hotel, such as art shows, music presentations, and 8th grade promotion

ceremonies, the students learned a variety of career skills. Students studied the work of every department at the hotel and ways hotels respond to emergencies or fires. A hotel executive presented the differences in **Marriott hotels** around the world, describing geographic location, size, currency, language, and design specific to the climate. The students also learned the education needed for the various careers in the industry.

Another partnership involved **Dr. Paul F Brandwein** who partnered with the school to “pilot” his new textbook, titled Science and Technology, published by **Harcourt, Brace, Jovanovich**. **Dr. Brandwein** personally presented scientific principles in each classroom. The school piloted this text and testified at the **State of California textbook selection committee** meeting where the book was designated “too far ahead of it’s time.” Vista Verde continued to work with **Dr. Brandwein** and became the Outstanding Science School in the State of California. **Dr. Brandwein** wrote over thirty books including: Memorandum: On Renewing Schooling and Education:

The school also partnered with the **Pacific Symphony Orchestra** and raised money, “Pennies for the Performing Arts,” to support construction of a new symphony hall. As a result of their donation the students were invited to a concert at the hall after it was built.

MCKEE FOODS CORPORATION - Collegedale, TN

21st Century Academy's initial partnership was with McKee Foods. This school in Chattanooga, TN was a K-12 magnet school designed to meet the need of inner city students. The **Corporation** assisted with site improvements, provided volunteers and featured school successes at the annual **NAPE** conference. Each **corporate department head** visited the school and described his/her job, from scientist, to marketing, to transportation. The scientist highlighted the skills and process necessary to get FDA approval for a new "*Little Debbie*" cake recipe. (science) The accounting department presented skills necessary to price products, manage budgets and develop business plans. (math) The students also learned how McKee Foods transported products across the US, (geography, history, social studies) and advertised and marketed the latest products. (English and communication skills)

The school had many partners including **Stephen R Covey** who donated the staff training for the learning leaders using his newly published book ***Seven Habits of Highly Effective People***. All K-12 students were trained in these "habits." This was before the student versions of his books were available. During this time the students learned organizational skills, homework management, research techniques, team skills, and behavioral expectations. The students also were taught how they would be evaluated. The learning leaders explained the portfolio system and the expectation of mastery of core skills in every subject to every child K – Competency.

"Anytime we think the problem is out there,

that is the problem.” Stephen R Covey

Another partner and parent was **Vice President of TVA**. She connected the teachers and students with various departments at the company and the **Tennessee Valley Authority** scientists served as judges for the student “Water” projects. TVA created venues for the **Atlanta Olympic Games** and the students investigated the venue construction and the water resources needed for the Olympic competition. Students also visited the site for the kayaking competition. During this time many other partnerships were formed in the community including, **Chamber of Commerce, Rotary, Tennessee Aquarium, and the Chattanooga Manufacturers Association.**

This K-12 magnet school, in the Chattanooga City School District, was created to be different. The student population was intended to be 50% white / 50% black. On the first day of school the student population was 99% African American. 100% of students graduated from high school and went on to college or advanced learning, including international studies. **The business / community partners** played a huge role in the success of these students. The school is also featured in Chapters 4, 6, 7, and 8.

CAMP PENDLETON MCAS - CA

San Onofre K-8 School serves students from military families and is located on Camp Pendleton Marine Corps Air Station. Many students have been stationed at schools around the

world. The families use the latest technology everyday and it was important to mirror this at the school. Using grants from **Motorola Foundation** and **The Beaumont Foundation of America** the school changed from two computer labs to carts of **Toshiba laptops** that could be moved throughout the building.

Students participated in video conferences with classrooms across the **Marine Base**, with docents giving tours at **Colonial Williamsburg**, and with other students interacting in 24-hour worldwide video conferences coordinated by **Ohio State University**. The extensive technology and training by **Toshiba executives** evolved into a student-produced news program titled **SOS TV**. The students wrote reports on world news, local news, sports and weather. They also wrote letters to **Marines deployed in Iraq**, asking them to be world reporters from that country. The **Marines** were asked to write about people, food, living quarters, weather, environment, transportation and other aspects of that part of the world. The students received over 180 letters from Iraq; one was written on the back of a MRE (Meals Ready to Eat) package. Another contained sand and others contained stuffed camels and a prayer rug. The students had many first-hand stories to report on SOS TV. Through this experience they learned future TV/ communication career skills, as well as interviewing techniques from local **TV news reporters** who came to the school.

In addition to the letters sent to Iraq. the students partnered with **deployed Marines**. San Onofre School received donations of small toys, books, and treats from **partners in San Clemente**. The students assembled these in small packages that were sent to **Marines** to distribute to **children in Iraq**. San Onofre School

also sent unused books to a school in Iraq. These were shipped on **Marine cargo planes** directly to the **Marine** “distributors.” San Onofre School had a large map on the multi-use room wall. Marines helped the students find all of the locations where parents were deployed, the Marine Bases around the world, and the US Pentagon. **Partners** helped 8th grade students raise the money to attend a **Presidential Inauguration** and view all the monuments on the **Mall in Washington DC**.

As a result of SOS-TV a **meteorologist** invited a group of students to the **NBC studios in San Diego** to view a weather broadcast. The students learned first-hand how weather was tracked by satellite and displayed on TV using maps on green screens. The major media outlets were interested in getting a story from the Marine families and the school partnered with the **Marine Corps** to control the news media access to the school. The **network news anchor** interviewed the students as the **SOS TV** students interviewed the **news anchor, videographer, and satellite truck operator** to learn the skills necessary for that type of career. **SOS TV** was broadcast weekly throughout the school, linked to the **Marine Base network** and was shown, on one occasion, through the **military network worldwide**. As a result of the high tech emphasis and the extensive number of business / community partnerships the school was awarded the **Classroom of the Future Foundation’s Impact Award** for San Diego County and the **Golden Bell Award for Partnerships from the California School Boards Association**.

Many teachers implemented innovative programs from the middle school Science Exploratorium where scientists from **SONGS (San Onofre Nuclear Power Station)** judged student

projects, to elementary tide pool investigations at **Crystal Cove State Park**. From computer-based intervention programs for remedial students to tree planting ceremonies on the campus; from participating in Academic Decathlons to “Got Facts”, a math competition; from wood shop to guitar club, with 20 guitars donated by **Taylor Guitars**, the students were challenged to master high-level skills and apply learning with the help of **parents and partners**.

Another partnership opportunity happened in the fourth grade “**Just Cookies**” company, where students created a business plan, estimated the number of cookies they needed to sell to raise enough money for an overnight ocean trip, and determined the number of customers in the school and the number of sale days. They produced a TV commercial for “**Just Cookies**” that was shown on SOS TV throughout the school. When the students reached their profit goal they “leased” the business to another class who took it under “new management.”

Another teacher and classroom partnered with the **Medtronic Foundation** to study health and fitness. The students used pedometers, tested blood pressure, and dissected heart valves to study health issues in relation to fitness. The students also researched the heart valve work being done at **Medtronic Corporation** and created a CD of their fitness investigations for the corporation. One teacher moved to New Zealand and then to Japan. At both locations he found **partners** interested in working with his school. This is another example of the “partnership” concept expanding internationally. One teacher, a STEM coach, partnered with the **Assistance League of Laguna Beach** who provided funding for **Makerspace** materials from

Two Bit Circuits for students to design and build structures. Due to the size of the campus on the Marine Corps Base, a **Smartcart** was donated for use by administrators and custodians. The school is a demonstration site for **Covey Seven Habits for Highly Effective People**. All students K-12 are trained in the 7 Habits and recently used these skills to conduct the ground breaking ceremony for their new school building. San Onofre School has been designated a **Covey Lighthouse School with Academic Distinction**.

HYPE YOUTH START-UP FOUNDATION - Israel

Executives from the **financial sector in London** started the HYPE Foundation to challenge 16 - 19 year-old students to become entrepreneurs. A training model was developed and the first contest theme was “Youth for the Elderly.” The emphasis was on **Empowerment, Leadership, Personal Development, Social Action and Impact-Entrepreneurship**. Individual or teams of students were required to create a product, incorporate the latest technologies, write a business plan, produce a Power Point presentation and create a You Tube video for judges to evaluate.

Students and judges were from throughout Europe with one team entered from the United States. This team from **San Clemente High School** in California, was trained by the co-ordinator of the “paradigm shift” conferences, who video conferenced weekly with the **HYPE partners**. The high tech product developed by the team of five students is called MOM -

Memory Optimization Manager. Prior to the final competition **local corporate executives** judged the student presentations and made recommendations for improvement. The **San Clemente City Council** invited the team to present at one of their meetings and provided a grant for the team to travel to Milan, Italy for the final competition.

The US team competed with students from five other countries and won first place which included a **corporate investor** who would build their invention. This foundation has had additional competitions with student entrepreneurs creating products for the sports industry. Many **sports companies** are now partnering with the **HYPE Foundation** to expand this entrepreneur model.

3

CHAMBER OF COMMERCE SERVICE CLUBS

PARTNERSHIP POSSIBILITIES

- Utilize your organizational tools to improve schools
- Partner with a school or classroom with real world content
- Sponsor environment/science/health/engineering fairs
- Provide information about industries in the community
- Create and honor student leaders with awards

All of the examples in this book involved the Chamber of Commerce and/or Service Clubs. The following are specific examples where these organizations played a major role in the schools and districts

WILL COUNTY CHAMBER OF COMMERCE

This **Chamber of Commerce** sponsored a project to increase career awareness and real-world learning in the **Joliet School District**. In addition to the Chamber there were many other **local partners** involved. One particular training included the **CEO of a local corporation** working with the principal and teachers to develop a career path for the students to work for his corporation. He stressed that the international corporation needed many languages to communicate with employees and customers. However, the future employee also needed to be fluent in English. This gave the Hispanic students a vision for their future. The school was totally secure with guards, metal detectors, and a single entry. This was a safeguard due to a federal penitentiary located in their city.

THE BARNESLEY & DONCASTER TRAINING AND ENTERPRISE COUNCIL - Sheffield, UK

The Council partnered with educators in the Sheffield region. Their major concern was future youth employment with the closing of the steel mills. At the same time **Meadowhall**, a large regional shopping center, was being built. The **local authority, the shopping center developer, other business entities**, and educators at Myers Grove School worked together to introduce students to new careers in their region.

MURFREESBORO CHAMBER OF COMMERCE - TN

Homer Pittard Campus School is located on the campus of **Middle Tennessee State University**. Participating teachers all had master's degrees, five years of teaching experience and, in addition to their campus school duties, they taught one **university course** during the year. The school implemented "Magnificent Murfreesboro" and partnered with the **Murfreesboro Chamber of Commerce and downtown business**. The students examined their city from the perspective of past, present and future with a number of field studies into the community. Their projects and reports incorporated technology, research on the Internet and interviews with business leaders, their parents and grandparents.

CITY OF TUCSON - AZ

The staff and students at **Carrillo Intermediate Magnet School** secured property that was located across the street from their school. The land and building, a historical site in Tucson, was obtained from the **City of Tucson**. Students learned how to write letters and petition the **Tucson City Council** to allow them to develop the land and building. The students also interacted with the **Tucson Chamber of Commerce**. They conducted an archaeologist dig on the site, categorized and displayed their artifacts and improved the building to serve as an art and artifacts museum for Tucson. Students learned about the plants and irrigation required to maintain the property in an arid climate. They landscaped the grounds using a xeriscaping plan that could be an example for other citizens in Tucson. **Students, parents**

and teachers worked together on their building renovation and provided a community service to their neighborhood and the **City of Tucson. La Palita** is operational today.

UTAH OLYMPIC COMMITTEE - Park City, UT

Teachers and students at **Treasure Mountain Middle School** learned about what it takes for a community to prepare for the Olympic games. Working with the **Utah Olympic Committee and the Park City Chamber of Commerce** they studied the construction of the Olympic venues on the mountain, costs associated with the development and profits as a result of the Olympics coming to Park City. They also partnered with city officials to investigate transportation, management of traffic and hotel construction necessary for the Games. They learned about the history of the Olympics and the need for an understanding of other cultures and languages around the world.

SCHOOL MANAGEMENT GROUP Huddersfield, West Yorkshire - UK

The School Management Group was formed with representatives from Careers Service, Trident, Compact, TVEI, Neighborhood Engineers, and TEC / Education Business Partnership. Rawthorpe School, with support from these partners, developed their student learning emphasis on European Awareness. The partnership was highly commended by the Centre for European Education and received a European Curriculum Award.

4

LOCAL / REGIONAL BUSINESS

PARTNERSHIP POSSIBILITIES

- Become a school or team project partner
- Provide real world, up-to-date content
- Serve as a judge for student work
- Interview students and review their resume
- Volunteer to tutor students or lead a school club
- Work with local police to improve school security
- Guide student entrepreneurs in building their products
- Feature outstanding students in your newsletter
- Hire high school interns at your company

SCHOOL / COMMUNITY EDUCATION SUMMIT - AZ

Tucson Unified School District formed a “**Committee of 100**” **business executives, community leaders, school administrators, teachers and university professors** to improve organizational strategies and transform the way students learned in their K-12 district. Approximately 50% of the participants were **educators** and the other **50% represented the private sector**. Participants met in **cross-career teams** to address a series of issues, with a comprehensive plan developed at the end of several months of meetings. The **public/private sector** discussions were powerful because they raised diverse ideas and different views of the future of education and business.

IRVINE PARTNERSHIP NETWORK - Irvine, CA

Irvine Unified School District created this **Network** to form at least **one major partnership** for every school in the district. In fact, over 350 partnerships were formed between Irvine schools, local business, and international corporations. Most of these were corporate partners due to the influx of **international companies** moving their headquarters to Irvine. **The Irvine Company** was a valuable resource for these partnerships. IUSD, a K-12 school district, had varied needs depending on the student population at each K-12 school. Many had a collaboration with **UC Irvine**. Others partnered with **Fluor Corporation, hotels, banks and financial institutions, doctors, dentists, health organizations, neighborhood business, senior citizen centers, and the Science Alliance**. Some partnered with

Japanese corporations including Canon, Mitsubishi, Ricoh, and Toshiba. All partners were connected to student learning and the curricular skills necessary for their future. The partner contributed up-to-date content related to their industry and served as a resource for the school. These partnerships provided an opportunity for students to shadow employees at work to learn the career skills necessary for particular jobs.

A group of high school students were invited to attend a working lunch with **Fluor Corporation executives and engineers.** They discussed the latest construction projects **Fluor** was undertaking around the world, participated in a cost analysis and discussed the languages, currencies and customs in that part of the world. In another partnership, a **bank** set up a **mini-bank** at the school. It operated one day per week and students could open savings accounts. **Bank personnel** spoke in math class to explain interest rate, mortgages, sales tax, savings and investments. They also offered incentives for students to save a portion of the money they earned from chores at home. A **stock brokerage firm** taught an economics class to middle school students and taught the class how to form and conduct their own corporation. The firm also recognized a high achieving student with a scholarship grant. Representing the medical field, **doctors and dentists** served in an advisory capacity for school nurses. They were available for on-call advice about contagious disease, accidents or other health issues. They also collaborated to provide free health service to low income families.

The goal was a major **business partner for every school.** It turned into many partners for some schools and a few for others with every partner providing valuable resources and in-kind

donations. The success of these partnerships was based on the entrepreneurial skills of the principal and school staff. Some educators viewed their jobs as fulfilling the requirements set down by the district, state and nation using the government resources that were provided. Others principals and teachers had a different perception: “If it needs to be done, find a **partner** who can help.”

PARTNERSHIP DAY - Somerset, WI

Somerset School District held a **Partnership Day** and invited representatives from **local business** to come to school to discuss options for collaboration. Each partner shared their expertise and ways they could contribute to the education process. The high school partnered with a **non-profit organization** and gave a donation to **Food for the Hungry** using the proceeds from their original ceramic dish sales. The ceramic dishes were designed to demonstrate how much some people have to eat in a day or for several days. The Kindergartners received plain paper bags from the **local grocery store**. The students decorated the bags and the store sold them to customers, giving the proceeds back to the class.

A CHILD UNHEARD FOUNDATION - Africa

This **Foundation School in Uganda** has a population of younger primary students and older “**vocational**” **students** where the young women learn a trade. **It’s The Kids**, partnered with the

school and provided a card game with real world questions and answers. Each card also had an idea for a project or a product to be developed by the students. The latter fit with the goals of the school's vocation curriculum and the students held a contest to measure what they learned. This was videotaped and sent to the United States for **It's The Kids** to share with other schools. Students received an **It's Your Future Certificate and pin** with an **It's Your Environment patch**.

MALL OF AMERICA - St. Paul, MN

The students at **Skills for Tomorrow Charter High School** in St. Paul, MN conducted a study of the careers that will be available when they graduate and identified the skills necessary for obtaining these jobs. They took **field studies to various businesses, shadowed and interned at companies**, created a resume' of their skills and were "interviewed" by human relations employees from partnering companies. They examined the annual reports of companies and tracked their financial information on the stock exchange. The school partnered with the **Mall of America** to study various business models and a variety of careers.

IDAHO POTATO INDUSTRY - Minidoka, ID

Rupert Elementary School students studied the two main industries in their area of Idaho: Potato production and tourism. The school partnered with an **Idaho potato company** to learn about the careers, potato farming, packaging and marketing, and the sale of the product all over the world. They also learned valuable

information from the **Farm Bureau**. The tourism partnership was centered on the river and **boating companies** in their county. Both of these partnerships had a science and environmental component that connected to their content standards at school.

LOCAL BANK - Barnsley, UK

The students at **Royston Comprehensive School** worked with a **local bank** to investigate particular issues surrounding productivity. The learners constructed a survey designed to determine the number of primary languages spoken by bank employees. The survey, which was distributed to all of the bank's employees, also questioned the assistance that was needed by each employee in order to increase productivity. The survey data, compiled by the students, was incorporated into a written report and presented to the bank. The branch official's, very pleased with the student report, expanded their investigations to other banks. The school also partnered with the **British Regional Railways** and created "Ticket to Ride." The students researched and wrote reports about another town in England. They received a "ticket to ride" to that destination for further investigation.

COASTLINE REGIONAL OCCUPATION PROGRAM, CA

Coastline Regional Occupational Program (ROP) partners with five school districts in Orange County, CA to provide innovative career technical education promoting student engagement, student achievement, and career and college readiness. The **ROP** offers innovative classes that are relevant and interactive with hands-on internships in a wide range of topics for students to learn career opportunities. More than **300 local businesses partner** with the **ROP** to provide internship experiences, mentoring activities, classroom presentations, field trips, and job shadowing to expose students to their **company or industry and a potential future career**. **ROP** also serves students with special needs, training them to travel to the workplace, successfully do their job, and travel back home.

Business leaders serve on **advisory committees** and annually validate courses of study. These vital community connections help prepare students for high skill, high wage, and high demand careers.

OTHER BUSINESS PARTNERSHIPS

The students at Eastern Avenue School in Bettendorf, IA investigated **all business, industry, trade and transportation associated with interstate I-80** and ways that the **City of Bettendorf** and the **Chamber of Commerce** benefited from this interstate highway. They partnered with many of the businesses located adjacent to I-80. They studied the positive and negative

aspects of **I-80** and linked online with **Bellflower High School** to compare I-80 with the freeway system near Bellflower.

At **Birds Hill School, in Winnipeg, Canada**, the students studied what people need and want based on their location in the world. They investigated ecological issues, product marketing and packaging, and also started a **school business**, using some of their profits to sponsor a business in a developing country.

Robinson Elementary School in Jacksonville, FL partnered with the **Jacksonville Jaguars** football team and created a project called Jag Jam. The students studied all aspects of a professional sports team and its impact in their community. This included attendance at games, cost of tickets, and multiple careers in the sports industry.

Thomas Edison Elementary students in Glendale, CA, learned about the **Glendale Galleria**, located in their community. The students mapped the stores in the shopping center and completed a comparison of merchandise, customers and profit. They created an advertising poster and compared information on the Internet. Some of the learners made a presentation at a **Galleria Management Group** meeting.

21st Century Academy in Chattanooga, TN, featured in Chapter 2, partnered with many local businesses and environmental groups. The students were required to complete four EFG real-world projects each year and every project included **numerous partners for curricular content and career information**.

GOVERNMENT / SECURITY

PARTNERSHIPS POSSIBILITIES

- Help schools improve security for students and sites
- Provide on-site security personnel
- Share the latest technologies
- Conduct training in proper use of digital tools
- Teach cyber security lessons for students and parents
- Connect the effects social media has on student behavior
- Support student responsibility with awards

21ST CENTURY ACADEMY - Chattanooga, TN

Students, studying government in their city and region, partnered with the **City of Chattanooga and Hamilton County** to identify and interview **local candidates** for an upcoming election. Students selected one candidate to research. They analyzed election debates, researched the responsibilities of the job compared to the skills of the candidate, and participated in mock

elections at the school. Students attended **City Council** meetings to investigate key issues being debated. During one election, the school posted an election sign, for every local candidate, in front of the school. Some students chose to record the Presidential candidates daily campaign on a national map, identifying the cities that were visited and the **Electoral College** votes in that state. Others had to write a biography of a Presidential candidate and compare this person to a previous President.

SAN ONOFRE K-8 SCHOOL - Camp Pendleton MCAS, CA

An 8th grade teacher invited the former **Mayor of San Clemente** to speak to each class about the neighboring city government. Students were prepared to ask questions based on their previous research of traffic, transportation, parks, budgets, water and many other issues involving **the city**. Another teacher invited a **Tuskegee Airman** to attend the monthly flag ceremony held at the school. This **World War II officer** arrived in uniform and was thanked for his service by all the **Marines** in attendance at the flag ceremony. **The Airman** also visited middle school classrooms to describe the success and discrimination of being an **African American pilot** during World War II.

There is an ongoing partnership between this school, in Fallbrook Union Elementary School District, with the **United States Marine Corps**. This public school is located on the **Marine Base**, where security is emphasized. All **community partners and volunteers** must undergo a background check conducted by the **Marine Corp** and receive a renewable photo identification pass to enter the **Marine Base** and work at the school. **Volunteers** are

not admitted without this identification pass. (See Chapter 8 for more information about volunteers at this school.) **Marines** also volunteer for school events, control media or other visitors coming on the Base, and provide an immediate security notification / response system for the school.

I-5 FREEDOM NETWORK IN PARTNERSHIP WITH VANGUARD UNIVERSITY

I-5 Freedom Network addresses the human trafficking issues along the I-5 Freeway and **Vanguard University** has an Anti Human Trafficking training for middle and high school students and adults and a **Live2free** club for middle and high school youth groups. These two organizations provided a **Cyber Security workshop and training** for middle and high school parents and students in Capistrano Unified School District. This was held at a local church so students from many schools could attend. These workshops were provided in **partnership** with the local **sheriff department, police department and the Cyber Safety Cop. I-5 Freedom Network** also sponsors sales of jewelry made by trafficked women and girls working at **I Sanctuary**, a sanctuary for these girls and women. **I-5** also partnered with **-Empathize** and used their anti human trafficking curriculum in a presentation for students at the local high school.

JOLIET HIGH SCHOOL Joliet, IL

Joliet High School was totally secure prior to 2000, with one entrance, metal detectors and guards who checked visitors into the building following a review of their photo identification cards, such as a drivers license or other government issued documentation.

RSVP POLICE SERVICES, San Clemente, CA

Members of the **Retired Senior Volunteer Program**, working for the **City of San Clemente and Orange County Sheriff's Department**, volunteer at Las Palmas School and tutor students. These volunteers assist students with their school work and English language development. Students also recognize that the volunteers, in uniform, can be trusted to help them.

SCHOOL SECURITY

Student safety is a growing concern for parents, students, educators and business leaders today. Many options are being implemented with the **private sector working in partnership with the public sector, using the latest technologies**, to keep our schools and students safe. We look forward to hearing more solutions to this complex problem.

6

SCIENCE & ENVIRONMENT

PARTNERSHIP POSSIBILITIES

- Host students at your company
- Share scientific career information
- Become a school or team science partner
- Sponsor environment/science/health fairs
- Provide economic and engineering content
- Fund field studies for student research
- Serve as a judge for student work
- Help student entrepreneurs to create their products

IRVINE UNIFIED SCIENCE ALLIANCE

This **Science Alliance** formed with all of the **science-based companies located in Irvine, CA** with the schools in Irvine Unified School District. Each school had a science coordinator who met with a combined group of company executives to develop hands on learning opportunities linked to content

standards. Research locations were identified at the corporate sites for student field studies. Up-to-date, real world learning took place in the school, in the community, and at the corporate locations. Multiple science partners worked with all K-12 schools in the district.

LAND RELATED PARTNERSHIPS

WASHINGTON COUNTY SCHOOLS - Plymouth, NC

The partnership between **Weyerhaeuser** and Washington County Union Middle School helped the students develop and implement a project titled *Forestry, Pulp and Paper*. Students researched and learned about a major industry in the area, investigated the human need for logging, and recognized Weyerhaeuser's responsible practice of planting more trees. The students participated in tree planting at the corporate site.

CONCORDIA SCHOOL & MARBLEHEAD SCHOOL - San Clemente, CA

The **San Clemente Garden Club** partnered with Concordia Elementary School PTA, teachers and staff to establish Learning Through Nature: A Butterfly Habitat School Garden. The hands-on Junior Gardener program was designed by a PTA officer and garden club member to tie directly into the science curriculum for each grade (K-5). In addition to a primary focus on 2nd grade curriculum about life cycles, the program involves other grades in garden based science projects including: Rainwater

Harvesting through recycled rain barrels (5th); Worm Bin Composting-Vermiculture (4th); CA Friendly & Native Plant Butterfly Habitats – drought-tolerant (3rd); Native American/Butterfly Habitat Garden (3rd); in-class butterfly habitats (K-2nd); and Butterfly Habitat Garden/Vegetable Garden (K).

The focus on habitat and water-wise gardening spread school wide. In addition to Concordia parents, PTA, and Garden Club, class-based science projects have also drawn **volunteer support from the San Clemente Art Association and a local retired teacher with a specialty in Vermiculture.** The garden is an important extension of Concordia's new Paleontology Park and Science Discovery Center, based on Project Splash, a 4-9 million year old fossilized whalebone. The park is expected to draw visitors from other schools, creating endless learning opportunities.

Marblehead School developed their school gardens based on the Concordia model. Weekend work days by the teacher coordinator, parents and students included preparing the land, building the flower beds, bringing in dirt, and planting. The school partnered with the **Boy Scouts, Lowe's, and local landscape architects.**

Fourth Grade students at Bathgate Elementary used their school recycling money to build a **“clean water” well for Nkhoma Village in Malawi, Africa.** The teacher traveled to the village in Africa, and representatives from Malawi had the opportunity to visit the school in Mission Viejo, CA to say “Zikomo” meaning “Thank you!” This class used a large map of Africa as the backdrop for their recycling project. The students learned how

water bottles could be recycled at home to create clean water for others around the world.

The Earth Day Celebration held at the school was an opportunity to showcase the student's environmental research exhibits. The **PTA** coordinated speakers and events representing the environmental interests of the school, community and Southern California. A representative from **Waste Management** talked about the need for recycling. Hiking and **park rangers from Riley Wilderness Park**, a local hiking and educational center, spoke about indigenous animals and their adaptations for survival. Another popular event was **Recycle City**. **Home Depot** sold drought-tolerant plants and offered free consultations about how to make homes energy efficient. The **Ocean Institute and Surfrider Foundation** both encouraged environmental consideration of the coast and local beaches. The **Santa Margarita Water District** taught about the water cycle and water conservation.

RANCHO SAN JOAQUIN SCHOOL - Irvine, CA

Students at this middle school plotted strategies to save the county from clogged roads and polluted air. They partnered with the **county transportation commission, a county transit district, a transportation corridor agency and an environmental management agency** to obtain up-to-date information. They participated in a community planning exercise and entered a contest to determine how many cars passed through the city on the freeway in a day.

IVY ACADEMY - Soddy-Daisy, TN

Other schools, such as **Ivy Academy**, a middle and high school in **Tennessee**, partnered with **local plant nurseries and construction companies** to create their **Wildlife Habitat**. The curriculum at the school is centered around environmental issues and applied learning

HOMER PITTARD CAMPUS SCHOOL - Murfreesboro, TN

“**R.E.A.C.H Along the Trail**” was implemented at Pittard Campus School at **Middle Tennessee State University** in partnership with Siegel Elementary School. The students studied information about every native plant in Tennessee. They read information on the Internet, planting instructions on seed packages, plant descriptions in the school and university library, and information available in **plant nurseries**. Working with **college students and professors, local plant nurseries and hardware stores**, the students created a nature trail featuring plants native to Tennessee. **Home Depot** helped construct the outdoor theater for environmental presentations. The **Tennessee Garden Club** regularly visited their nature trail. In addition to the native plant area, sections of the trail include: a greenhouse, bird habitat, pond, wildflower area, animal tracking pit, and butterfly garden. A portion of this trail was funded with a **grant from Toyota**. Additional partners were **parents, the Botanical Gardens in Nashville, the Murfreesboro Garden Club, the Biology and Environmental Science Departments and grounds personnel at MTSU**. The trail is part of the Secret Garden Tour, sponsored by the **Tennessee Garden Club** and is visited by other educators

and garden clubs throughout the state.

WATER RELATED PARTNERSHIPS

SUMMIT ACADEMY - Elgin, IL

First grade students at Summit Academy in Elgin, Illinois investigated the ecosystem in their local river and compared the information with the surrounding region in Illinois. Their teacher partnered with **NBC in Chicago** to obtain donated technology equipment and the students subsequently produced a video about this river ecosystem. Students visited the river to collect plants and water samples and presented their findings to an **environmental agency** in the community.

21st CENTURY ACADEMY - Chattanooga, TN

The **Tennessee Aquarium** was a major partner at this K-12 school. Students studied all aspects of the **Aquarium** including the fish and animal population, water quality, job descriptions of the scientists, management of the **Aquarium**, careers, attendance and budgets. Students volunteered at the **Aquarium** and recognized the significant difference this hugely popular destination made to increase and revitalize downtown business in Chattanooga. Another science field study was the **Tennessee River**, flowing next to the Aquarium. Students expanded their scientific investigations to include **river water quality, fishing and boating industries, bridge construction, and the new**

electric bus shuttle around the downtown area.

SAN CLEMENTE HIGH SCHOOL - San Clemente, CA

High School students, in partnership with the **City of San Clemente** and the **Surfrider Foundation**, conducted twice weekly tests of water at five Southern California beaches. The students collected the water, documented local weather affecting the runoff, analyzed the quality, and posted results on local and national websites designed to report beach water quality. The students presented their research at the **San Clemente City Council** and the **Citizens Science Forum** at the **Long Beach Aquarium**.

DEL OBISPO SCHOOL - Dana Point, CA

Students at Del Obispo School answered the question “Is the San Juan Creek responsible for polluting Doheny Beach?” Students tested the water for bacteria levels and picked up trash throughout the year. The students asked the question “If the San Juan Creek is not responsible, then who or what is?” “Maybe it is a combination of factors.” The students found out! They partnered with the **South Coast Water District**, **Surfrider Foundation**, as well as the **Ocean Institute** located in the Dana Point Harbor. Students made regular trips to the harbor, investigated information online and participated in the monthly eco-quiz and activities. They created PowerPoint presentations, videos, reports and graphs analyzing their data.

MARY FAYE PENDLETON & SAN ONOFRE SCHOOL Camp Pendleton MCAS

ConAgra Foods sponsored teachers to enter a national It's Your Environment Fair where they featured the research students conducted about water, energy, land, weather, and zero waste. Each student needed to identify a plan for recycling and/or methods to conserve or renew to solve an environmental concern. The kindergarten students at San Onofre investigated the tide pools at **Crystal Cove State Park**. Students interviewed the **park rangers** and identified **tide pool inhabitants** and rules for visiting tide pools. They investigated many sources of information and posted these on their classroom web page for others to learn about tide pools.

ENERGY RELATED PARTNERSHIPS

IRVINE RANCH OUTDOOR EDUCATION CENTER - Orange, CA

This Outdoor Education Center, on 210 acres, serves students and schools in Orange County. Their exciting, hands-on approach to outdoor education allows participants to explore the outdoors while developing creativity, leadership skills, and respect for the environment. . The Center partnered with the **local energy company** to construct an **outdoor study area** with a cover built with **solar panels**. The pool is also heated with solar energy. **San Diego Gas and Electric** also installed a large digital screen showing continuous energy production and use at **IROEC**. This provides a continuous “energy” update for students to view

in the main lodge at the ranch.

LAKESIDE MIDDLE SCHOOL - Irvine, CA

Lakeside Middle School students with Anaheim High School Transportation Academy students, partnered with the National Fuel Cell Research Center at UC Irvine, to investigate transportation using fuel cell energy. UC Irvine researchers were implementing cutting-edged work on hydrogen-powered cars, which could be commercially available in a few years, Students from both high schools, working in teams with graduate students at the University, participated in the Explore the Hydrogen Future Fueling Caravan, held at the UC Irvine fueling station. Students interviewed many automobile manufacturers to learn how fuel cells work in their vehicles. They observed cars being fueled from the following automobile companies: Honda, Hyundai, General Motors, Nissan, Mercedes, Toyota, and Volkswagen. Students also heard presentations by key state legislators and the Director of the National Fuel Cell Research Center, NFCRC. These high school students also learned important information from other university partners including U.S. Department of Energy (DOE), the U.S. Department of Defense (DOD) the California Energy Commission (CEC), the South Coast Air Quality Management District (AQMD), General Electric (GE), Siemens Energy, Solar Turbines Incorporated, Lawrence Berkeley National Laboratory, and Capstone Turbine Corporation.

SCHOOLS IN IOWA, ILLINOIS & CALIFORNIA

Schools in Iowa partnered with the local **Wind Farms** to understand energy generation in their part of the United States and **Petersburg High School** students in Illinois calculated the energy generated by the **Wind Turbine** constructed at the end of the high school football field. **Lakeside Middle School**, in the previous paragraph also investigated the feasibility, cost, and energy savings of installing **solar energy panels** on the roof of their school. The students worked with **solar energy companies** and presented their findings to the **School Board** and **the City**.

UNIVERSITIES / HIGHER EDUCATION

PARTNERSHIP POSSIBILITIES

- Share research and content to enhance learning
- Establish professional development programs
- Connect middle & high school students to departments
- Provide standards based support for school staff
- Assist students with research for school projects

EFG “PARADIGM SHIFT” CONFERENCES

These conferences have been featured in Chapter 2. However, it's important to feature in this chapter as there were also university partners each year. Teachers received university credit for the curriculum development completed at the conference and utilized back at their school. University professors provided assistance with content standards and portfolio assessment strategies for the PBL model where K-12 students integrated all subjects, the way the world works, and applied their research

and learning to understand a real world issue. University partners included: **University of California, Irvine, Chapman University, Middle Tennessee State University, Idaho State University, University of Tennessee at Chattanooga, Long Beach State University, Grand Canyon University, Northern Arizona University, Virginia Tech, North Florida University, Judson College, and Sheffield Hallam University and Doncaster College - High Melton Campus, in the UK.**

YUPIIT SCHOOL DISTRICT - AK

The students in the Yupiit School District in Akiachak, Alaska, live in three native villages: Akiachak, Tuleksak and Akiak. The villages are connected by bush pilots, flying small planes, landing on gravel airstrips. Snow machines are used to travel frozen rivers in the winter. There were **no business partners in these villages!** However, the staff invited the **“village elders”** into the school to demonstrate wood carving skills and basket weaving. Students then carved their own masks, identified and contacted art galleries across the United States, priced their carvings, created a **business plan**, and proceeded to sell their artwork to these galleries. All of this was summarized in individual student reports, that were rated by the school principal as the best-written work ever submitted. **University of Alaska** partnered with the school and helped the teachers determine the standards embedded in this Native Cultures project. Other students investigated the lack of **police, fire and health services** in the villages and developed a future plan for

their personal education in these fields.



Lakeside Middle School students partnered with **Anaheim High School Transportation Academy** students, in partnership with the **National Fuel Cell Research Center** at UC Irvine, investigated transportation using fuel cell energy. UC Irvine researchers were implementing cutting-edge work on hydrogen-powered cars, which could be commercially available in a few years. Students from both high schools worked in teams with graduate students at the University. Their study and the extensive partnerships are featured in Chapter 6.

21ST CENTURY ACADEMY - Chattanooga, TN

The school served as a professional development site for educators and partners. Educators came from across the **US, England, and New Zealand** to “see” this model. The highlights of each session were the student presentations. Each student had obtained information from **local partners** and connected it with in-school curriculum to present a comprehensive analysis of their project. One teacher from **Jacksonville, Florida**, observed the students presenting their Design & Build Projects, and returned to her new school and partnered with the **architect that designed their new campus**. The **architectural firm** taught **CAD** to her students and they designed and built a playhouse for their kindergarten playground. This is another example of partnerships multiplying.

The curriculum facilitator at 21st Century Academy, partnered with **University of Tennessee at Chattanooga** to create a Professional Development School for pre-service and student teachers. These pre-service students were required to assist in the classroom, create learning projects, **identify business / community partners for real world information** and develop the portfolio standards to be mastered by the K-12 students. The university students spent a semester on the school campus and the **UTC professors** came to the school to work with the learning leaders. The PDS students prepared at 21st Century Academy were in demand by other schools. When it came time to hire new teachers: “These are the best prepared future teachers we’ve ever seen.”

A recent interaction on Facebook with one of the students

demonstrates the life-long learning concepts taught at this school: *“After a rather long hiatus, I am in the early stages of preparing for my return to the University of Tennessee. I plan to make the switch from my previous major of political science to mechanical engineering. To help with the transition, I have applied to attend this summer in an attempt to enroll in their mechanical engineering program for the next three semesters starting in May. My plan is to pursue a research career in the robotics industry after both my undergraduate and graduate studies are complete.”*

Another interaction with a cab driver on a recent visit to Chattanooga. *“both my kids went to 21st Century Academy. They both graduated from college, one works for the school district and the other is a businessman. Both are very successful.”*

NEWPORT MESA & IRVINE UNIFIED SD - CHAPMAN UNIVERSITY Newport Beach, Irvine, and Orange, CA

Students from **Irvine Unified, Newport Mesa Unified and San Onofre School on Camp Pendleton** participated in a video documentary of **Crystal Cove State Park** and the newly restored cottages. Working with a **student video team** from **Chapman University** and **park rangers**, the students prepared questions, conducted interviews with experts and **Crystal Cove Alliance members**, and enjoyed several visits to the cove. The students also interviewed **Joan Irvine Smith** and each student received one of her California history books. This partnership emphasized, historical architecture, environmental research,

videography, writing and reporting.

PITTARD CAMPUS SCHOOL - Murfreesboro, TN

This school is located on the campus of **Middle Tennessee State University**. Student teachers are provided by the university and students learn specific content from university professors and departments. The university students and staff work closely with the elementary students.

IRVINE UNIFIED DISTRICT NURSES with UC IRVINE Irvine, CA

School district nurses developed a **Healthy Heart Education** program for 4th grade students and partnered with the **preventive cardiology staff at UC Irvine**. Students learned causes and prevention for heart disease and participated in a cholesterol screening test.

8

INDIVIDUALS - HOME SCHOOLS - MAGNETS ACADEMIES - CHARTERS - FAITHBASED

PARTNERSHIP POSSIBILITIES

- Host students at your company
- Connect business skills with school curriculum
- Share information from community groups
- Provide cultural awareness and language translation
- Become a school or team volunteer for field studies
- Serve as a judge for student work
- Interview students and provide resume feedback
- Volunteer to tutor or lead an after school club
- Mentor students in need of adult interaction

21ST CENTURY ACADEMY - Chattanooga, TN

Doctors, dentists and other health care providers came to the school for the Health Fair. They provided free tests and services for all family members. The members of **One Hundred Black Men and executives from business** and members of **churches in Chattanooga** mentored individual students. **Parents at the school** were required to provide a specific number of hours of service to the school. This service could be volunteering, improving the school site, sharing expertise and real world knowledge, or serving as field study chaperon's. The former Assistant Principal, recognizing the positive difference that partners made at 21st Century Academy, formed a **Boys to Men Foundation**, where inner city youth, from across town, partner with **business** to learn real world skills and prepare for life, work and citizenship.

SAN ONOFRE K-8 SCHOOL - Camp Pendleton MCAS, CA

Local partners provided family dinners at the school for all the military families. This included food donation, decorations, cooking and serving the food. These included **San Onofre Nuclear Generating Station (SONGS), local restaurants and grocery stores and the Presbyterian Church**. **Church** members adopted military families with deployed spouses to help them with day-to-day needs. The school also partners with the **City of San Clemente, San Clemente Presbyterian and Catholic Churches, Rotary Club, local business, artists, and musicians** to offer a free after-school program of tutoring and clubs for

the students living on the Marine Base. These clubs included: **choir, arts and crafts, quilting, guitar, and entrepreneur.** The school choir sang at the dedication of a San Clemente Park and for Memorial Day Celebrations in the city. **The Community Resource Center of San Clemente in partnership with the Rotary Club** provided funds for the after-school guitar club. The **Entrepreneur Club** partnered with **Union Bank, Schools First Credit Union, South Coast Water District and SOCO Institute.** Students receive an **It's Your Future Certificate and Pin** and volunteers receive a **Starfish Certificate and Pin** for "making a difference, one student at a time."

SABIN MAGNET SCHOOL - Chicago, IL

Sabin Magnet School collaborated with a **docent at the Art Institute of Chicago.** With her help, the school created a project to study Monet, the artist, and the Monet exhibit at the Institute. Students learned the history of Monet's career, compared the attendance at this exhibit to other artists displayed at the **Art Institute**, and calculated the money paid to purchase tickets for the exhibit. The students visited the Institute to view Monet's work compared to other impressionists. Based on their research, the students created a recommendation to the **Art Institute** for their next major artist exhibit.

HOKU'ULA HOME SCHOOL, Hoku'ula, HI

This home school was a network of eight families with 17 children ranging in age from 3 - 11. Learning took place in real world settings and with **local partners**. Schedules and calendars were based on student and family needs. Students worked in multi-age teams to solve problems, the way the world works.

TRUMAN BENEDICT SCHOOL - San Clemente, CA

Truman Benedict School, led by their **PTA members**, began a school-wide recycling program. The teachers, administrative staff, and custodian actively participated and provided ongoing support and encouragement to students and volunteers. The school partnered with a **Waste Management Company** and the students collected a record number of cans and bottles. Students also maintained spreadsheets of grade level collections and profits from the sale of these items.

SEVENTH-DAY ADVENTIST SCHOOLS

The Seventh-Day Adventists schools, in their ten states distance learning program, restructured their curriculum to incorporate EFG Project Based Learning into their system. They partnered with Andrews University, Southern Adventists University and various businesses. They modeled the projects to fit the parochial school structure at multiple sites. They also incorporated before and after school research and field studies in environmental areas and the community.

PRESBYTERIAN CHURCH - CAMP PENDLETON MARINE BASE

San Clemente Presbyterian Church volunteers have conducted an after school tutoring and club program at San Onofre School, on Camp Pendleton Marine Corps Air Station. Students received help improving skills and participated in Music, Art, Quilting, Technology and Entrepreneur clubs. Business leaders from the church partnered with the Entrepreneur and Technology Clubs to teach real world career skills.

PARENTS at ALL SCHOOLS

In all of these examples, the **parents became partners** in the learning process. They shared information and expertise from their work site, assisted with school and classroom improvement strategies, conducted mock interviews, helped with environmental projects, health fairs and school festivals, connected schools with business and community partners, secured grants from non-profit foundations, provided information from sites where they were deployed around the world, secured the school site with background checks for volunteers, made improvements to the school campus and supervised student field studies in the community.

BLUEPRINT FOR LEARNING

The curriculum framework was developed by the EFG Curriculum Collaborative and utilized by K-12 students in twenty-three states and five countries. These students had diverse backgrounds and many were deficient in basic skills. ALL students learned at a high level, due to the amazing Learning Leaders and Business Partners ability to connect academic skills to future careers. The “Projects” have been “Adventures, Investigations, Research Documents, Products for Sale, Environmental Analysis, Engineering Designs, and Financial Plans. Students have trained teachers in the latest use of technology and organization strategies. The latest version incorporates an Edu-Kid to guide students. The It’s The Kids, Edu-Kid chart and ten modules with a general list of research and community service ideas are featured here Learning Leaders and students can adapt with their own research ideas based on geographic location, individual skill level, and partner availability.

All or some of these Real-World Research Ideas, Investigations

and Standards can be utilized based upon student level of learning, interest, and geographic location. These all connect to state and national standards. They also promote student research, team-work, collaboration, problem solving, data analysis, record keeping, digital representations and presentations.

RESEARCH IDEAS

Or, create your own based on your interest, skill level, and geographic location

READ information in books, articles, documents and online information

Use MATH concepts to understand your investigation

Establish a budget for your money. Determine the percentages to save ‘

Compare the cost and size of products in your home or when you travel

Read the water, energy, gasoline, or food bill at your home.

Calculate the average cost of equipment for a particular sport

Calculate exchange rates for major currencies in the world

Use MAPS, GRAPHS AND CHARTS to display information

Map a body of water, park, farm, shopping center. or golf course in your state

Graph five or more brands of health products, bottled water, or sports equipment

Chart or graph the names of major space launches by NASA

and their partners.

Map fuel stations, hospitals, harbors, or parks in your county or community

Map the time zones in the world

Learn about SCIENCE in your investigation

Describe rivers or streams flowing into larger rivers

Build a water collection device or create an emergency evacuation plan

Investigate a disease or weather condition in a place you plan to travel.

Review the budget of a local science center, aquarium or health clinic

Research the energy produced in the United States compared to other countries.

Learn about LAWS and SOCIAL STUDIES related to your investigation

Research the laws for transportation and obtaining a drivers license .

Research the laws for water quality in your state..

Identify the laws that pertain to recreational use of water.

Compare and contrast the laws for taxes in several states

Research role of Chamber of Commerce, Farm Bureau, or City Council

Use ART to create a visual rendition or symbol for your investigation

Create a painting, mural , poster or bookmark.

Write a song, poem or jingle

Create a character or design a logo or patch

Design an advertisement for an item or event,
Use photography to document your information

Document the changes made with the latest TECHNOLOGY and digital tools

Research how technology has improved water quality.

Use technology to research details of your investigation

Identify how technology and digital tools impacted communications over time

Learn and follow rules for personal safety and security when using digital tools

Compare how technology has improved health care and food production

COMMUNITY SERVICE These examples have All been implemented by students

Determine ways to conserve water or energy in your home Identify the benefits of reusable water bottles.

Develop and help implement a clean up plan for a river, stream, or neighborhood. . Raise funds for a clean-water well in a developing country

Plan an international fair highlighting food, dress, games, music, and art Create an emergency evacuation plan for your home

Turn off all electric devices when not in use Check to be sure there is soap in home, community, and school bathrooms

Help an older member of the family use technology Plant a garden or nature trail on your school campus

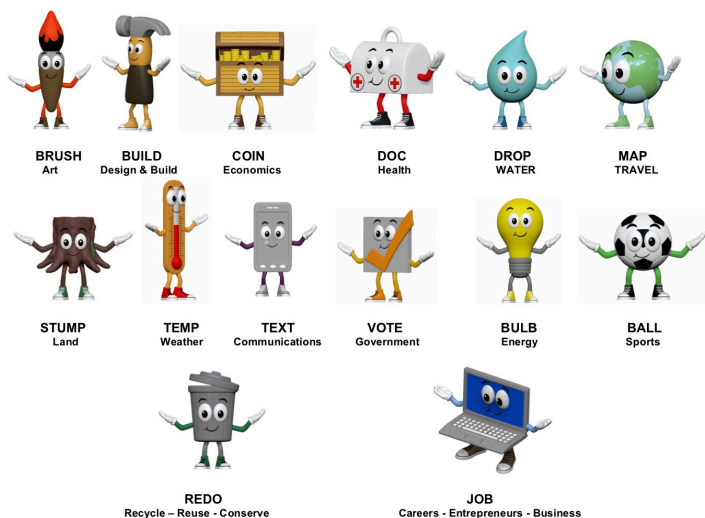
Identify the plants native to your area. Collect rainwater to use in the garden.. Plant a tree in a forest fire area or in your local community

Present a daily weather report on your school TV Help other travelers on a trip somewhere in the world Help other students with their investigation

Use photography to document

a community event. Read to people in a senior center Raise money for a local charity or an animal shelter Distribute food or donate clothing to the needy

Edu-Kids guide students through the real-world learning process.



THE POWER OF PARTNERSHIPS

LAND with "Stump"



STUMP says: Your INVESTIGATION will help you understand the impact we have on our land through the study of land use, urban development, roads, parks, forests, farms, and ranches. You will compare past and present land use to understand environmental concerns and future land needs by humans.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Science centers	State and national park naturalists
Garbage/Refuse Companies	Department of Environmental Resources
Arboretums	Fertilizer companies
Farm equipment companies	Farmers
Local nurseries	Farm bureau's and cooperatives
Mining industry	Bureau of Land
Archaeological guilds	Land Development Companies
Universities	Wood products industry
U.S. Forest Service	Local government (zoning, etc.)
Department of Agriculture	Department of Transportation

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Identify the trees and plants at your home.

Take care of the land at home or in the neighborhood.

Suggest native plants in the region.

Take student's to a nursery or garden center.

Help student understand land use requirements in your city.

Plant a garden with your student or help with a garden at your school

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Acre	Ecological	Prairie	Farm	Park
Fertilizer	Canyon	Plants	Field	Trees
Forest	Topsoil	Meadow	Compost	Garden
Pasture	Dirt	Wildlife	Erosion	Tractor
Geology	Grain	Hiking	Earth	Lumber
Crops	Mountains	Harvest	Highway	Campground
Valley	Road	Highway	Cultivate	Structure
Produce	Bureau	Logging	Equipment	Mulch

LAND DOCUMENTATION Write a description of your investigation and include a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, water related organizations and secure online audiences.

BLUEPRINT FOR LEARNING

WATER with "Drop"



DROP says: Your investigation will help you understand the importance of water through the study of water sources, the water cycle, water quality and water use. You will understand water, its uses, and the need for responsible action protecting this resource locally and globally.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Aquariums	Scientists and Park Rangers
Science Centers and Harbors	Bottled Water Companies
Water Utility Companies	Lighthouses
Oceanographic Institutions	YMCA/YWCA
Marinas or Boat Docks	Boat /Yacht Companies
Farm Irrigation Companies	Weather Stations
Fire Departments	Coast Guard

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Home water bill
Water conservation rules for the home, lawn and garden.
Clean-up of local river, stream, lake, or water recreation area.
Water saving and recycling plan
Reusable water bottles for the family

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Potable	Irrigation	Evaporation	Precipitation	Tributary
Quart	Gallon	Liter	Sea	Harbor
Aqueduct	Ocean	Watershed	Portage	Bottled
Recycled	Delta	Aquifer	Stream	Levy
Wetlands	Faucet	Estuary	Quality	Rain
Tidepool	Purification	Starboard	Freshwater	Flood
Waves	Hurricane	Saltwater	Fish	Irrigation
Filters	Surf	Rapids	Conservation	Desalination

WATER DOCUMENTATION Write a description of your investigation and include a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, water related organizations and secure online audiences.

THE POWER OF PARTNERSHIPS



ENERGY with "Bulb"



BULB says: Your Investigation will help you research energy sources, production, costs, utilization, and conservation, in relation to the needs of individuals, families, communities, states, and countries around the world. You will learn the economics of energy production / consumption, methods to extend the use of the earth's energy

FIND UP-TO-DATE INFORMATION

POSSIBLE PARTNERS

Energy / Utility Companies	Hydroelectric Power Plants or Dams
Nuclear Power Stations	Engineers
Scientists	Solar energy companies
Wind farms	Automobile / Vehicle Dealers

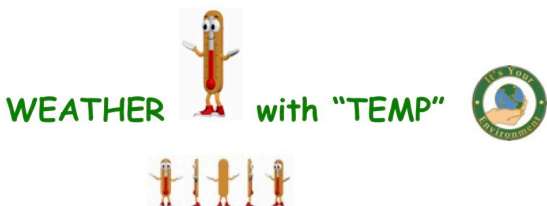
PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

- Read electric or gas bill at your home and compare costs.
- Create energy conservation rules in your home.
- Research costs for batteries and generators
- Calculate gasoline or charging station costs for your car.
- Map charging stations in your community.
- Compare costs of new cars based on electric, hybrid or vehicles using gasoline

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Kilowatt	Watt	Fuel	Solar	Engine
Electricity	Nuclear	Thermal	Coal	Hydro
Gasoline	Oil	Hybrid	Steam	Power
Utility	Ethanol	Generator	MPG's	Renewable
Voltage	Diesel	Grid	Wind	Hydroelectric
Heat	Hydrogen	Peak	Fracking	Reactor
Conserve	Dams	Carbon	Natural Gas	Fossil Fuels
Pipeline	Bulb	Turbine	Charging	Non-renewable
EPA	Megawatts	Convert	Geology	Sustainable
Energy	Kinetic	Corn	Petroleum	Crude

ENERGY DOCUMENTATION Write a description of your investigation with a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, community organizations, and secure online audiences.



TEMP says: Research develops an understanding of local weather and world wide climate. Students research the ways that weather and air quality affect people and the ecosystem. Learning includes an investigation of the technologies and services available today to predict weather, measure air quality and storm rescue and clean-up.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

- | | |
|-------------------------------|--|
| Radio and TV weather stations | Weather related companies |
| Airlines | Local universities (science departments) |
| Science Centers | Disaster Relief Agencies |
| Red Cross, | Salvation Army |

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

- Help your student understand weather conditions in your region
- Research weather reporting on the Internet, on TV or in newspapers
- Investigate weather disasters around the world
- Build a weather station in your backyard
- Establish a walk-pool to school to improve air conditions

READ AND SELECT 5 OR MORE VOCABULARY WORDS

- | | | | | |
|----------|--------------|---------|------------|-------------|
| Storms | Temperature | Gusty | Protective | Winter |
| Climate | Rainfall | Tornado | Ecosystem | Seasons |
| Weather | Hurricane | Extreme | Runoff | Cloud |
| Flood | Tracking | Snow | Fahrenheit | Agriculture |
| Blizzard | Smog | Celsius | Emergency | Gauge |
| Funnel | Avalanche | Doppler | Centegrade | Tolerant |
| Cyclone | Agriculture | Power | Atmosphere | Visability |
| Power | Forest Fires | Outage | EPA | Freeze |
| Melt | Warning | Heat | Prediction | Index |
| Showder | Moisture | Hail | Drought | Thermometer |

WEATHER DOCUMENTATION Write a description of your investigation and include a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, and secure online audiences.

THE POWER OF PARTNERSHIPS

ECONOMICS with "COIN"



COIN says: Your Adventure will help you understand economics of the Stock markets, currency, exchange rates, banking, government regulations and financial organizations are studied. You will learn how to manage money, establish a budget, open bank accounts, invest for your education, prepare for careers, make appropriate financial decisions, and develop overall consumer awareness.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Banks Savings and Loan
Insurance Agency
Rental Agency
Credit Card Company
Investment Clubs CPA firm
Currency exchange websites
Insurance websites

Credit Unions Stock Brokerage Firm
Real Estate Office
Investment Firm
Tax Preparation Company
Retail and wholesale stores
Stock market websites
Online stores and marketing

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Help student establish a bank account.
Help student manage a budget.
Research stocks, bonds and investments
Discuss loans for houses, cars and tuition
Describe various kinds of insurance.
Compare credit card interest rates.
Encourage college scholarships instead of loans.

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Business	Accountant	Real Estate	Import	Insurance
Banker	Annual	Consumer	Payment	Plunge
Grant	Loan	Federal	Exchange	Price
Earn	Allowance	Average	Portfolio	Stock
Income	Mortgage	Expenses	Rate	DOW
Taxes	Scholarship	Retail	Save	Broker
Percentage	Index	Quote	Cost	Interest
Bills	Debit	Money	Credit	Currency

ECONOMICS DOCUMENTATION Write a description of your investigation with a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, community organizations and secure online audiences.



COMMUNICATIONS with "TEXT"



TEXT says: Research communication tools in the past and present. Analyze how technology has changed communication, the positive aspects of sharing data and content, and the security issues of protecting your identity and personal information. Record how news has been and will be presented with the change of digital tools.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Radio station	TV stations/channels/companies
Internet/online service providers	Telecommunications firms
Newspapers	Magazines
Printers/publishers	Graphic arts companies
Video rental sites	Video production companies
Photographers/Videographers	Communications device manufacturers
Advertising agencies	Public relations firms
Social networks	Blogs

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Teach your student responsible use of online social media and communication tools. Help your students understand the costs of computers, phones, and Internet service. Explain cellular usage plans, and other communication tools. Discuss appropriate content on television and the Internet. Compare different viewpoints presented by experts and the media

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Keyboard	Projection	Transmission	Patent	Phishing
Hacked	E-mail	Text	Blog	Channel
Cyber	Books	Broadcast	Program	Television
Monitor	Computer	Digital	Device	Cell
Phone	Flash Drive	Movie	Network	Telegraph
Website	Scan	Security	Message	News
Identity	Magazine	Camera	Wireless	Cloud
Footprint	iTunes	Morse Code	Optical	Internet

COMMUNICATIONS DOCUMENTATION Write a description of your investigation and include a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, and secure online audiences.

THE POWER OF PARTNERSHIPS

ENGINEERING with BUILD



BUILD says: Your Adventure will help you understand engineering and architecture. It will help you design and build a bird house, community garden, transportation system, website, automobile, logo, item of clothing, or graphic design. You will identify materials, determine location, and complete a plan, model, or the actual design.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Architectural Firms	Real Estate Agencies
Lumber Yards	Engineering Companies
Home Improvement Stores	Clothing Companies
Community Gardens	Habitat for Humanity
Graphic Design Companies	Electricians, Surveyors and City Planners

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Identify different types of architecture in your community.
Discuss development projects in the city or state.
Provide design tools to use at home.
Help your student design and build a structure, article of clothing, or garden

READ AND SELECT FIVE OR MORE VOCABULARY WORDS

Design	Build	Equipment	Patent	Structure
Granite	Skyscraper	Architect	Blueprint	Engineer
Tools	Home	Dome	Developer	Surveyor
Arch	Graphic	Clothing	Safety	Building
Vehicle	Suspension	CAD	3D	Original
Innovation	Foundation	Span	Model	Church
Museum	Elevation	Modern	Artist	Urban
Birdhouse	Contractor	Demolition	Habitat	Professional

ENGINEERING DOCUMENTATION Write a description of your investigation with a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, community organizations, and secure online audiences.

TRAVEL with "MAP"



MAP says: Learn about other countries, their governments, environments, languages, artifacts, architecture, and cultures. You will learn necessary facts about travel to safely travel and consider a variety of transportation options. You will appreciate how others have traveled around the world and into space. You will develop an understanding of customs laws, and communication strategies.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Chambers of Commerce	Hotels	Travel Agencies
Embassies / Consulates	Youth Hostels	Air Lines / Cruise Lines
Space Exploration Companies	Currency	Transportation Companies

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Take your student on a trip around your city, state or country.
Use maps to plan trips to various parts of your state our country.
Help students convert currencies, miles into kilometers, and calculate time zones.
Provide travel related books and reading materials.
Help students create a service to a needy person in a different location.

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Accomodations	Control	Backpack	Hotel	Launch
International	Culture	Airport	Space	Miles
Station	Mars	Currency	Translate	Flight
Ship	Museums	Tourist	Astronaut	Traffic
Visa	Moon	Exchange	Map	Security
Automobile	Passport	Vehicle	Airline	Itinerary
Train	Cosmonaut	Launch	Customs	Domestic
Persverance	Luggage	NASA	Subway	Taxi

TRAVEL DOCUMENTATION Submit your investigation with a photo or graphic representation of your journey. Share with other students, parents, learning leaders, business partners, community organizations, and secure online audiences.

THE POWER OF PARTNERSHIPS

HEALTH with "DOC"



DOC says: You will learn personal responsibility for a healthy lifestyle. This includes learning about nutrition, exercise, and scientific discoveries that cure disease and improve overall health. This will help you create and implement a personal health and fitness plan for your future.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Hospitals	Physical therapists	Science Centers
Fire departments	Doctors and dentists	Red Cross
Medical research centers	Paramedics	Restaurants
Exercise clubs and sports teams	Health food stores	Pharmacies

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Discuss a healthy diet and compare the fat content of several different foods.
Analyze the cost of different health products.
Review safety rules at home and when you travel.
Research recommendations from the CDC and FDA for a communicable disease.
Create an emergency preparedness plan with your family.

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Running	Health	Vigorous	Walking	Cholesterol
Calories	Eyes	Drugs	Safety	Germes
Sunscreen	Helmet	Hospital	Nutrition	Disease
Hunger	Cleanliness	Exercise	Diet	Contaminated
Contageous	Pandemic	Seatbelts	Additives	Heart
Lungs	Vitamin	Dentist	Nurse	FDA
Fruit	Water	Energy	Fat	Immunization
Therapist	CDC	Protein	Optomitrist	Social Distance
Face mask	Teeth	Ears	Smoking	Vegetables
Pediatrician	Food	Lifeguard	Sports	Doctor

HEALTH DOCUMENTATION Write a description of your investigation with a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, community organizations and secure online audiences

SPORTS with "SPORT"



SPORT says: Investigate all aspects of amateur and professional sports including your own interest in participation and enjoyment. You will learn about sports around the world, the cost of professional and recreational sports and the traditions and visions of athletes. You will investigate the training, attitude and practice necessary to participate in an individual or team sport.

FIND UP-TO-DATE REAL WORLD INFORMATION

POSSIBLE PARTNERS

Professional sports teams	Community based sports organizations
Winter and summer sports	College and Recreational Sports
Health & fitness organizations	Sports equipment companies
Marinas & boating companies	Exercise clubs - Golf Courses

PARENTS, FAMILY, FRIENDS, LEARNING LEADERS

Visit sports facilities or museums in your community, state, or nation.
 Watch and compare sports stories featuring major athletes.
 Talk about personal responsibility, sportsmanship, courtesy, and playing by the rules.
 Exercise together.
 Emphasize the importance of learning to swim.
 Discuss the need for wearing protective sports gear.
 Coach a team or drive team members to a practice.

READ AND SELECT 5 OR MORE VOCABULARY WORDS

Athlete	Goal	Football	Yards	Kicker
Exercise	Games	Time	Golf	Hockey
Distance	Jog	Amateur	Run	Competitive
Winter	Practice	AYSO	Statistics	Tournament
Catch	Snowboard	Measure	Field	Scholarship
Ticket	Fitness	Skills	Race	Sportsmanship
Referee	Range	Umpire	Teamwork	Coach
Trophy	Swim	Summer	Lifeguard	YMCA / YWCA

SPORTS DOCUMENTATION Write a description of your investigation and include a photo or graphic representation of your work. Share with other students, parents, learning leaders, business partners, and secure online audience

PERFORMANCE TASKS MATCHED TO SUBJECTS

Select a minimum of 1 Task in 3 or more subjects based on your learning level and your Investigation. If your investigation is submitted to It's The Kids, this criteria will be used for your

certificates or pins. www.itsthekids.org

READING / RESEARCH

Read up-to-date information in print and online

Recognize, sound, spell and write vocabulary words

Identify correct meaning of words and sentences

Identify main idea, important elements and sequence of events

Summarize, compare, and contrast items and draw conclusions from facts

Distinguish fact from opinion

Determine which ideas are accurate and complete.

Present information based on plausible and validated information

MATH

Use numbers to count, and identify location

Perform mathematical procedures efficiently, accurately, and completely

Use whole numbers to add, subtract, multiply and divide

Understand and use fractions and decimals

Calculate money amounts and value

Measure length, weight, volume, area and temperature

Use mathematics to solve complex problems

Represent mathematical findings and data in reasonable and effective ways

MAPS / GRAPHS / CHARTS

Read and interpret tables, graphs and charts

Construct graphs, tables, charts and grids from given infor-

mation

Recognize conflicting information conveyed by graphical representation

Use and create road, land form, climate, and population maps

Find specific locations on a local, state, national and world map

Use maps to understand historical and current events and issues

Analyze information and solve problems using graphs

Map the information in your Investigation

SCIENCE

Use scientific models to understand your Investigation

Solve a range of scientific problems

Survey a defined area of land, water, or air, biologically, chemically and physically

Describe the scientific needs of plants, animals, or human

Demonstrate an understanding of various uses and costs of energy

Investigate how technology has improved energy production and cost

Understand human needs compared to environmental concerns

Research agriculture, farming and food production in various locations

SOCIAL STUDIES

Research and identify historical events in relation to life today

Explain goods and services and how they are advertised and delivered

Identify laws that pertain to people and their ability to travel

Research how news sources reflect fact and opinion

Demonstrate knowledge of city, county, state, and national government

Examine the past and present of an issue, current event or resource

Create a ten year life plan to include education, work, and financial goals

Investigate current and future careers and their geographic location

TECHNOLOGY

Demonstrate ability to present information using a variety of digital tools

Interact with others online

Use digital tools to design logos, posters, graphic renditions

Use photography to document your Investigation

Create websites, blogs, or other digital presentations

Understand how to keep your personal information safe online

Analyze social media to separate fact from opinion

Understand that your social media posts cannot be deleted

SUMMARY

PARTNERSHIP OPPORTUNITIES

There are many **Partnership Opportunities** including but not limited to those listed in this book. Every school, classroom or club, featured in this book had at least one major partner and some had multiple partners for different aspects of their projects or investigations. In many cases educators or school systems wait for the national or state bureaucracies to implement new programs or adopt new textbooks, strategies or technologies. These partnerships ranged from **international corporations, to the local Chamber of Commerce or Farm Bureau, or to Native Village Elders**. Most of these examples presented in this book took place at the **local level**: county, city, school district, school or classroom working with the **service clubs, local business, community groups, science centers, law enforcement, regional parks, and churches**. These are the people and partners supporting education on the front line **AND MAKING A LIFELONG DIFFERENCE FOR STUDENTS**.

These partnerships were built on trust within and between the organizations and a willingness to reach out to others to change the status quo. Students were learning by **DOING!** In every case students were using the **latest technologies available at the time**. Yes, there was resistance by some in the bureaucracies. Some educators felt that business could unduly influence education or curriculum. However, these professionals were hired to ensure ALL students learned high level skills, studied history to understand the present, researched up-to-date information using the latest technology, and applied science and math skills to solve difficult problems. Business partners did and can assist with this mission! School personnel who collaborate and work in teams to analyze student results and improve learning / teaching strategies are to be commended. Many of these partnerships were developed with the **EFG Curriculum**, a precursor to **STEM** strategies. **EFG** integrated all subjects with a portfolio assessment plan to evaluate student progress. Whether you call it **EFG, STEM, STEAM, IT'S THE KIDS** or **The Power of Partnerships**, the goal is to significantly increase student knowledge and application of real world skills to prepare for their future life and careers. School staff benefit if they find partners outside of education who can help. These **business / community partners** can also reach out to the educators to offer assistance.

Powerful Partnerships are as important today as they were at the first NAPE Conference in 1975. Many of our students have missed a year of school and others have had difficulty navigating online learning. Our students must have a positive preparation for their future. **Connecting schooling to work, service and responsible citizenship is a high priority. Keeping our schools**

open and safe is a mandate!

“Those who say it cannot be done should get out of the way of those who are doing it.” Anonymous

Next Steps - Forms

NEXT STEPS for PARENTS, STUDENTS, SCHOOLS and PARTNERS

1. Identify possible business, community and university partnerships.
2. Determine the real life information necessary for student learning.
3. Determine the career skills or content standards to be featured.
4. Create a Partnership Participation letter with recommendations for collaboration.
5. Identify the Internet sites and other media sources of information that the partner can provide.
6. Determine possible field study locations at business sites and in the community.
7. Identify sources of grants from business and foundations.
8. Present information at the school, including a lesson with specific information needed from a business partner: geographic locations, employee skills, their work or prod-

- uct, marketing tools, transportation, shipping strategies, media, and budget / sales plan.
9. Identify in-person or online judges needed for student presentations.
 10. Connect with local university or colleges for advanced information and learning options for students and teachers.
 11. 11. Survey parents to determine their personal skills, type of work, community involvement, and volunteer availability.
 12. Thank the partners!!!

THE POWER OF PARTNERSHIPS

BUSINESS PARTNER SURVEY

COMPANY NAME _____
Contact Name _____
Title or Job _____
Email _____ Phone _____
Address _____

Number of employees _____
___ Local Business / Company ___ National / International Corporation
___ Non-Profit Organization ___ Service Club / Chamber of Commerce
___ Other _____

TYPE OF BUSINESS (check all that apply)

___ Manufacturing	___ Service / Hospitality
___ Sales and Marketing	___ Sports / Recreation
___ Technology	___ Insurance
___ Communications	___ Utilities
___ Media / Publishing	___ Construction
___ Agribusiness	___ Landscape
___ Architecture	___ Engineering
___ Financial / Banking	___ Entertainment
___ Healthcare	___ Travel
___ Professional	___ Legal
___ Restaurant / Food	___ Transportation
___ Water	___ Environmental
___ The Arts	___ Safety / Law Enforcement

UP TO DATE, REAL WORLD GUIDANCE

___ Guest speakers / lectures	___ Field studies to business
___ Links to business website	___ Curriculum Support
___ Specific industry information	___ Tutoring / Mentoring
___ Technology utilization	___ Judge student portfolios
___ Resumes and Interviews	___ Career Day participation
___ Internships	___ Job Shadowing
___ Leadership skills	___ Community Service
___ Teamwork	___ School Security

SPONSORS

___ Students, Schools, Districts	___ Communications
___ Real World Projects	___ Technology Integration
___ Teacher / Student Training	___ Special Events
___ Supplies & Materials	___ Awards

BUSINESS PARTNER SURVEY

COMPANY NAME _____
Contact Name _____
Title or Job _____
Email _____ **Phone** _____
Address _____

Number of employees _____
 Local Business / Company **National / International Corporation**
 Non-Profit Organization **Service Club / Chamber of Commerce**
 Other _____

TYPE OF BUSINESS (check all that apply)

<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Service / Hospitality
<input type="checkbox"/> Sales and Marketing	<input type="checkbox"/> Sports / Recreation
<input type="checkbox"/> Technology	<input type="checkbox"/> Insurance
<input type="checkbox"/> Communications	<input type="checkbox"/> Utilities
<input type="checkbox"/> Media / Publishing	<input type="checkbox"/> Construction
<input type="checkbox"/> Agribusiness	<input type="checkbox"/> Landscape
<input type="checkbox"/> Architecture	<input type="checkbox"/> Engineering
<input type="checkbox"/> Financial / Banking	<input type="checkbox"/> Entertainment
<input type="checkbox"/> Healthcare	<input type="checkbox"/> Travel
<input type="checkbox"/> Professional	<input type="checkbox"/> Legal
<input type="checkbox"/> Restaurant / Food	<input type="checkbox"/> Transportation
<input type="checkbox"/> Water	<input type="checkbox"/> Environmental
<input type="checkbox"/> The Arts	<input type="checkbox"/> Safety / Law Enforcement

UP TO DATE, REAL WORLD GUIDANCE

<input type="checkbox"/> Guest speakers / lectures	<input type="checkbox"/> Field studies to business
<input type="checkbox"/> Links to business website	<input type="checkbox"/> Curriculum Support
<input type="checkbox"/> Specific industry information	<input type="checkbox"/> Tutoring / Mentoring
<input type="checkbox"/> Technology utilization	<input type="checkbox"/> Judge student portfolios
<input type="checkbox"/> Resumes and Interviews	<input type="checkbox"/> Career Day participation
<input type="checkbox"/> Internships	<input type="checkbox"/> Job Shadowing
<input type="checkbox"/> Leadership skills	<input type="checkbox"/> Community Service
<input type="checkbox"/> Teamwork	<input type="checkbox"/> School Security

SPONSORS

<input type="checkbox"/> Students, Schools, Districts	<input type="checkbox"/> Communications
<input type="checkbox"/> Real World Projects	<input type="checkbox"/> Technology Integration
<input type="checkbox"/> Teacher / Student Training	<input type="checkbox"/> Special Events
<input type="checkbox"/> Supplies & Materials	<input type="checkbox"/> Awards

THE POWER OF PARTNERSHIPS

PARENT SURVEY
Parents – Families – Mentors

Name _____

E-Mail _____ Phone _____

Address _____

Student name or names _____

Skills, Hobbies, Expertise _____

Occupation / Profession _____

I would like to assist with:

CURRICULUM

- Science
- Technology
- Reading / Writing
- Math
- Social Studies / Government
- Engineering
- History / Geography
- The Arts

WORK HABITS

- Organizational Skills
- Responsibility
- Teamwork
- Project Planning
- Service Projects
- Goal Setting
- Time Management
- Critical Thinking

FUTURE SKILLS

- Statistics & Data Management
- Economics & Finance
- Digital Communications
- Entrepreneurs
- Business / Careers
- Cyber Security
- Research
- Citizenship

SCHOOL SITE

- Security
- Building and Grounds
- Technology Acquisition
- Community Involvement
- Transportation
- Event Assistance
- Awards / Recognition
- Tutoring / Mentoring



OTHER _____



About the Author

Barbara Barnes is a lifetime educator including 17 years as a school principal in Cupertino, Irvine and on Camp Pendleton Marine Corp Base. She also served as the Director of Business Partnerships for Irvine Unified School District. She has consulted with educators and business leaders across the US and internationally and worked with schools in under served communities. These educational entities were public, private, charter, magnet, faith based and home schools. Barbara served on the Dean of Education's Advisory Council at UC Irvine, the Advisory Council of Crystal Cove State Park Alliance and Irvine Ranch Outdoor Education Center. Barbara has presented at numerous international business / education conferences in the US, England, France, Norway, Canada and New Zealand. She recently received a Life Time Achievement Award from the San Clemente Chamber of Commerce.

Barbara has been personally involved, and has first hand knowledge of, every example in this book. She has modified

and updated the “curriculum” as technology and student needs have changed.