

Community Partnership Agreement Form

This form is designed to help guide communication among faculty, students, and community partners. Please use it as you begin the ongoing conversations about your work together. Since face-to-face meetings are usually the best, we encourage partners to meet and chat in-person.

School Representative Email: _____

School Phone: _____

Community Partner Information

Name: _____

Title: _____

Organization: _____

Website: _____

Email: _____

Telephone: _____

Additional Information: _____

Topics of Discussions with Community Partner

- Describe the projects/tasks that would involve the community partner.
- What are the school's goals? What are the intended outcomes for the partnership?
- How can the community partner and school schedules align?
- What is the established channel for communication and feedback with the community partner?
- How can the community partner establish connections with classrooms/teachers/students?
- How can the community partner contribute to the design of project/problem-based learning experiences?

Community Partners' Role

- Provide community engagement opportunities that are significant and/or challenging to the students, relevant to course learning objectives, and address community partners' goals.
- Provide training, supervision, feedback, resources, and sufficient information about the organization to aid in the success of students' projects.
- Participate in the reflective process.

School's Role

- Serve as a liaison between the organization, students, and faculty.
- Provide support and guidance for any challenges that may arise.

Faculty's Role

- Provide students with structure and guidance to process and reflect on the community partner engagement experiences.
- Assist students in connecting with their community partners learning experience with course learning objectives.
- Participate in evaluation and reflective processes.
- Faculty will provide students with a framework of the cultural norms of the organization.
- Communicate with the community partner based on an agreed upon schedule to plan and custom design project/problem-based learning experiences for students.

Organization Responsibilities/Expectations: _____

School Responsibilities/Expectations: _____

Organization Signature: _____

School Signature: _____

Sample Partnership

Schools can seek partnerships in a variety of ways. Consider these potential partnerships as a starting point: Local Chamber of Commerce, Parent Surveys, Researching local industries, STEM Hub Connections, Museums, Libraries, Zoos, local non-profit organizations, Community Colleges, or Universities, Technical or Trade Schools, etc.

<p>Initial Phone Call/In-Person Meeting:</p> <ul style="list-style-type: none">• The school spends time sharing the goals and initiatives of the school.• Gather information about the partner around time commitment, willingness, and needs of the organization.• Both parties discuss benefits to the partnership. This should be a rewarding relationship for both parties.
<p>Expectations:</p> <ul style="list-style-type: none">• The school shares that they implement cross-curricular PBL (problem/project-based learning) units that could lend itself to the partners expertise and come to an agreement to help teachers custom design these PBLs, engage with students in numerous capacities, and listen to students' solutions.
<p>Partner Engages with Teachers:</p> <ul style="list-style-type: none">• The partner is part of the planning process.• They are the expert in their industry and can help teachers custom design a high quality PBL experience.• This can happen virtually, via phone call, by email, or in-person.
<p>Partner Engages with Students:</p> <ul style="list-style-type: none">• The partner has now invested in the building of the lesson and now engages with the students. This can take on many different forms.• The partner can be a facilitator listening and offering feedback, the partner can be the hook, the partner can share information about their industry, etc.
<p>Partner Becomes an Authentic Audience:</p> <ul style="list-style-type: none">• The partner is now fully invested in the PBL experience.• Students have worked hard to determine a solution to the problem and now the partner is able to listen and provide feedback.• This can happen in different capacities depending on time. Partners can use rubrics or exit slips to provide feedback.
<p>Reflection:</p> <ul style="list-style-type: none">• As students have emerged in the engineering design process, it is important for students to reflect on the process determining what worked well and what didn't.• Have ample time to implement the feedback suggested from the partner and adjust.• Helping students understand the recursive nature of the process.

Although utilizing guest speakers and hosting career fairs are good practices, this model above is truly best practice when engaging with community partners. We know that not every partnership will look like the sample above, but schools should strive to have several partnerships that reflect best practices.