

Community Partnerships in American Education System and how to Apply them in Saudi Education System (Analytical Study of a Northeast Ohio High School)

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Abstract:

Community partnership in education is one of the educational concepts applied by the successful educational systems in modern world. However, this concept is still absent from the full practical application in Saudi educational system. This study aimed to examine the American experience in community partnerships in education and how Saudi educational system can benefit from this experience. The researcher studied the experience of community partnerships in one of Northeast Ohio High Schools, which the researcher visited in the year 2017-2018, and specifically at Stow-Munroe Falls High School. In order to achieve study objectives, descriptive approach was used to form its body, and accordingly designed two study tools, one of which was an interview with the Northeast Ohio High School faculty members; the other tool is a questionnaire that was distributed to an objective sample of Saudi educational experts.

One of the main findings of this study was explaining how Saudi educational system benefits from US High School experience in community partnerships; this aim was achieved at four levels: At the level of Saudi Ministry of Education, At the level of general directorates of education in Saudi regions, At the level of education offices, At the level of schools.

Keywords: Education administration, Community Partner ships, Education Saudi system, Planning of Education, Comparing of Educational systems.

1. Introduction:

Although educating students -in general- brings together the work of families, communities, and schools, the convergence of these areas of a student's life is complex. However, when each one of these elements can enhance the work of the others, all can flourish. School–community partnering activities can encourage the education of children, as well as the health of families and the vitality of communities (Sanders, 2001, p2).

A practical definition of school-community partnerships can be described as (Hands, 2005, p4) stated, the “connections between schools and community individuals, organizations, and businesses that are forged to promote students’ social, emotional, physical, and intellectual development”.

Based on this descriptive research, the researcher attempts to describe the experience of community partnerships in Northeast Ohio High School, and how Saudi educational system can implement this experience in its system to create and sustain a strong school-community partnership.

1.1. Purpose of Study:

The researcher stated the purpose of this study in the main question; How can Saudi educational system benefit from American educational experience in community partnerships to build a sustainable community partnership?

1.2. Study Questions:

This study sought to answer three main questions.

First, what is the concept of community partnerships?

Second, what is the Northeast Ohio High School experience in community partnerships?

Third, how can Saudi educational system benefit from American educational experience in community partnerships to build a sustainable community partnership?

1.3. Study Objectives:

The researcher tries to analyze community partnerships concept, study a Northeast Ohio High School experience in community partnerships, and finally, describe how Saudi educational system can benefit from American educational experience to build a sustainable community partnership.

The previous objectives show the scientific and practical importance of this study, which can be derived from the main theme, community partnerships in education, also the researcher hopes that the findings of this study can help Saudi education officials to explore and achieve this field of activities, also the study provides extra information about community partnerships to those who are interested in this kind of research.

2. Study Literature

Whereas nobody doubts that School–community partnering activities promote the education of children, the well-being of families, and the vitality of communities, (Casto, 2016, p1), and while everyone knows that family and community involvement is important for student success in school, there is a big gap, however, between knowing and doing. (Epstein, 2013, p2).

Thus, a school may have a number of relationships with outside entities, but there may be only a limited number of partnerships because not all relationships become partnerships. (Bringle, Officer, Grim, & Hatcher, 2009, p4)

The researcher thinks that one of the biggest difficulties that faces community partnerships is how to achieve balance between reaching out of these community-partnerships and calling them to the school environment.

2.1. The Concept of Community Partnership:

Community partnership is considered as the most generic sense to describe interactions between entities; Partnerships develop out of relationships and result in mutual transformation and cooperation between parties. (Bringle et al., 2009, p3).

As (Hands,2005, p5) cited, this study relies on a definition of community derived from The Community in America (Warren, 1978, p. 51), Warren conceptualized communities as social

systems and emphasized the connections within and between these systems: “A particularly important point is the nature of the systemic linkage between various community-based units and their respective extra community social systems’.

While we believe that communities are playing an active part and have a significant degree of power and influence. (Burns, Heywood, Taylor, Wild & Wilson, 2004, p6), it is very important to build these community partnerships in long-term, and in a way of achieving school goals.

In order to cultivate the communication and cooperation essential for establishing partnerships (Darling-Hammond & Lieberman, 1993; Epstein, 2001; Sanders & Harvey, 2002) and the practical realization of school-community liaisons, several scholars have provided insight into implementation strategies and resources. In her discussion of effective implementation, ‘Sanders’ (2001) notes that identifying goals, defining the focus of the partnerships, and selecting potential community partners are key steps for building successful collaborations, while ‘Epstein’ (2001) provides a description of the areas of possible interaction between educators and members of the community with her six-part typology of activities by targeting parent involvement activities as her primary focus for interaction between schools and their external environments. (Hands, 2005, p6)

There are many principals and steps to create a community partnership, one of them, the UNESCO experience engagement with partners, it includes the following:

- 1- Shared objectives: define a common purpose with mutual benefit.
- 2- Equality: within the partnership, partners should have equal status.
- 3- Legality: the partners with whom UNESCO engages should have an established legal status and demonstrable record of accomplishment.
- 4- Clarity: clearly define each party’s responsibilities, roles and contributions.
- 5- Transparency: both parties must be able to raise issues concerning the quality of the working relationship and the ongoing roles and contributions of each party.
- 6- Fairness: provide no unfair advantage to any individual partner.
- 7- Accountability: all forms of cooperation must be reality-based, action-oriented and produce concrete measurable results.

8- Sustainability: the scope and results of a cooperation should be sustainable beyond a partnership duration, without dependence on ongoing contribution by one or both partners, thereby ensuring ownership by the end-beneficiaries. (UNESCO, 2013, p6).

Another model was accomplished and created by (Burns at el., 2004, p10), they established five steps to considering and improving community participation:

Step 1: Develop a shared understanding of community participation.

Step 2: Establish the current position.

Step 3: Identify issues and needs to be addressed.

Step 4: Agree an action plan.

Step 5: Review progress.

While (Schmitz, Baber, John, & Brown, 2000, p2), describe important three key factors in restructuring collaboration, partnerships, and community building helped shape the nature, pace, and outcomes of that restructuring.

Educational institutions have come increasingly to look towards collaboration as a way of meeting their objectives; it has been seen as means of approving the delivery of services to pupils and their parents, as well as strengthening the links between schools and the communities in which they are situated. (Martin, Tett & Kay, 1999, p5).

There are many models of community partnerships, one of them developed by (Moore, C., Venezia, A., Lewis, J. & Lefkovitz, B., 2015, p11), work group model. Work group responsibilities include setting specific goals; identifying means of measuring progress; determining community needs; and organizing the development of programs, resources or activities to accomplish the partnership's primary goals and objectives. Work group membership varies; many partnerships noted that representatives should have expertise in the particular goal area. Some consortia rotate leadership and membership to ensure room for new people to come in with fresh ideas, while still having consistent members for continuity.

Also, (Lasker & Weiss, 2003, p9-10) compared two types of partnerships: the "lead agency" model and the "community engagement" model which vary considerably in their ability to create synergy. The "lead agency" model refers to partnerships that are established to help a public- or private-sector organization carry out a predetermined program. Typically, the lead agency diagnoses the problem in the community and develops the intervention to address the problem. In the "community engagement" model, by contrast, a broad array of community stakeholders work together in all phases of the partnership's work - understanding the problem, developing plans, taking collective actions, and refining the partnership's actions over time.

The possibility of cultivating partnerships or ensuring the survival of existing liaisons is based upon enabling all stakeholders to be involved in shaping the potential partnership. (Hands, 2005, p15)

However, the researcher thinks that one of the biggest difficulties, which faces partnerships, is how to balance between reaching out to those partners and calling them to the school environment. It is very important to build these partnerships in long-term, and in a way of achieving the school goals. Therefore, many challenges and obstacles may prevent an implementation of community partnership. These challenges fall into the following categories:

- 1- A lack of systemic incentives to participate and to implement changes.
- 2- Building trusting relationships.
- 3- Obtaining funding to sustain the work and connecting the dots across different funding streams.
- 4- Difficulty building internal capacity for and identifying technical assistance to help partnerships develop necessary skills for collaborative work. (Moore et al., 2015, p17)

Another challenge, which face Schools and districts when they face common and unique challenges as they develop their programs of school, family, and community partnerships. Strong teams, following a strengths/equity model and evaluating and improving programs from one year to the next, can address all challenges. In schools, when one challenge is solved, a new challenge will arise. Solutions depend on creative thinking and design to reach out to all families in ways that support specific goals for student learning and development. , (Epstein et al., 2009)

2.2. Northeast Ohio High School experience in community partnerships:

“Stow-Munroe Falls High School”:

Historical Overview:

Stow city is a part of Summit County, with a population of around (35000) people, affiliated to Ohio state in the United States of America. (U S Census,2016).

Stow-Munroe Falls High School (SMFHS) is a public school established in 1907, which located in the geographical area of ([41°10'6.60"N 81°23'39.61"W](#)), and considered the lonely high school in stow city, which has reflected and described the educational face of Stow society. The school has around (1800) students, Employs (170) staff employee. (SMFHS, 2017).

Among the different models of community partnerships in American schools, the most effective model is when the school becomes a center of community life. These partnerships do not work well in a short time, they need more efforts and time to exchange trust between the parties to achieve growth.

One of the main goals of this study is to describe and analyze Northeast Ohio High School experience in community partnerships.

In the year 2017 - 2018, Stow Monroe Falls High School has achieved more than (165) different partnerships with many services providers (universities, businesses, organizations, etc.), which strongly reflects in the daily life of the school and students. (See Appendix No.1)

By analyzing data, which displayed there, we can clearly notice that more than (85%) of these partnerships classified under three school activities: PTSA-After Prom, Athletic and Stow Stohion School Magazine. The activity which known as (PTSA-After Prom) is one of voluntary organization activities (Parents-Teachers-Students Association), it brings together parents, teachers and students at recreational events in the school, this activity enhances the meeting between key stakeholders in the educational process, to collect donations for school activities. Also, Promenade Dance is a major event among high school students in the United States, it is usually held at the end of the school year gathering high school students, this activity (PTSA-After Prom) has (62) community partnerships, which represents around (38%) of all partnerships.

The sports activities ranked second with (53) community partnerships, which represents (32%) of all partnerships. Finally, the school magazine “Stohion” has (26) community partnership, which represents (16%) of the partnerships achieved for the year 2017 - 2018.

We can also note that the most powerful community partnerships affecting the reality of the school are partnerships with universities and other educational institutions, which comprise (10) community partnerships, representing about (6%) of all partnerships, where Kent State University takes (5) partnerships of these strong partnerships.

3. Study Design and Methodology

3.1. Methodology:

The researcher used descriptive approach to form the body of this study, and to analyze information which gathered from Northeast Ohio High School “Stow-Munroe Falls High School” experience in community partnerships.

3.2. Study Tools:

1- An interview:

This interview contains (6) questions, with a selected group of Stow-Munroe Falls High School staff, concludes the principal, departments heads, and who in charge of creating and maintain community partnerships. (See Appendix No. 2)

This tool answered the second question of study questions.

2- A questionnaire:

This questionnaire contains (6) questions distributed to a selected group of Saudi educational experts. (See Appendix No. 3)

This tool answered the third question of study questions.

4. Study Results

It includes the answers of study questions and the recommendations as follow:

Answering Study Questions:

The First Question: What is the process of community partnerships?

The researcher has answered this question within study literature, (see p4-p7), he collected a definition of community partnerships and partnering activities to cultivate the communication and cooperation essential for establishing partnerships, also, he mentioned many principals and steps to create a community partnership, and finally showed the challenges and obstacles that may prevent an implementation of community partnerships.

The researcher assured the strategies suggested to create community partnerships, which included:

- Start with a coalition of the willing.
- Focus on a few main goals.
- Foster involvement of key leaders.
- Leverage existing networks.
- Create opportunities for cross-system communication and collaboration.
- Embed activities in existing organizations.
- Use data to motivate action and inform activities. (Moore et al, 2015, p22)

The Second Question: What is Northeast Ohio High School experience in community partnerships?

In order to gather more in-depth information about this experience, the researcher met the director of Stowe Monroe Falls High School, heads of departments, and who in charge of creating and maintain community partnerships in this high school.

To reform a community partnership, the decision must be taken in the early stages of forming a regional consortium is choosing the roles and types of partner organizations, another significant aspect of forming a regional partnership is choosing primary goals, ways to monitor progress, and the means to incentivize continued commitment. (Moore et al., 2015, p11)

This experience has been manifested in study literature, (see p7-p8), but the researcher collects the main information via interviews with Stow Munroe Falls High School staff, (See Appendix No. 2).

The researcher tried to summarize these results which obtained from them into these points, building community partnerships is essential in American educational system, lots of programs in schools can't be accomplished without partnerships with universities and organizations around the school, school principal and his assistants give school staff the whole freedom to create and support their activities by any potential education partnerships, all teachers are motivated to create these community partnerships, but the financial issued must be clear, all partnerships must have a written agreement contract with the other party, who will provide the service to the school, district board of education supervises the essential partnerships, like Universities programs and Six district educational compact, these partnerships can be renewed as it stated in the agreement contract, especially when the partnership had been made with a government firm, like Police department or medical services, and finally, in some partnerships, the school must provide the materials which students use in their learning.

The Third Question: How can Saudi educational system benefit from American educational experience in community partnerships to build a sustainable community partnership?

The answer of this question represents the main purpose of the study, and it highlights the way to establish a sustain and strong community partnerships, which the researcher hopes to create within Saudi educational system.

A questionnaire distributed to a selected group of Saudi experts in education to gather their opinions about how Saudi educational system can build the community partnerships and put it a part of its activities. (See Appendix No. 3)

The results which obtained from these people discovered many important issues which must be taken in consideration when thinking to establish education partnerships. First, building community partnerships must be represented as an essential target in Saudi educational system. Second, these ideas of education reforms need more strong efforts and measures from Saudi education ministry. Third, although Saudi education system encourages the community partnerships in the whole concept, but there are many obstacles appear when implementation starts.

The researcher believes that necessary procedures must be taken to create community partnerships. Among the models of community partnerships, the model of (5) steps which accomplished and created by (Burns at el., 2004, p10), can be followed to create this process. First step includes developing a shared understanding of community participation. Second, establishing the current position. Third, identifying issues and needs to be addressed. Forth, agreeing an action plan. Finally, reviewing the progress.

While the researcher has the experience in Saudi educational system, and did great immersion in an American high school educational system, the researcher represents these procedures to create the process of establishing the community partnerships by rendering community partnerships as a part of education objectives, and modifying any old regulations which restricted the new trend of creating community partnerships, also, making the responsibility of community partnerships distributed at four levels:

- a- Ministry of Saudi education.
- b- General directorates of education.
- c- Education offices.
- d- The Schools.

Procedures and regulations at the level of Saudi Ministry of Education can be accomplished by emphasizing and spreading the culture of new trends in education, like community partnerships, accountability, and accreditation. Also establishing a new department in the hierarchy of ministry of education taking the responsibility of community partnerships, which making the process of establishing community partnerships one of the essential axis of general directorates ranking by announcing of an annual reward of community partnerships giving to the general directorate which achieves the maximum points of getting education partnerships, and facilitating the procedures to encourage general directorates to achieve this goal in its plans. Also, making the community partnerships one of the general directorate managers annual performance, and adjusting the performance card degrees which measures the whole workers in education process.

Procedures and regulations at the level of general directorates of education in Saudi regions by spreading the culture of community partnerships within the general directorate plans,

and explaining the new trends of Saudi education to all education offices managers and supervisors to transfer them to the educational field, also, establishing an annual prize between education offices in community partnerships, finally gathering all potential community partnerships to encourage them to construct community partnerships.

Procedures and regulations at the level of the Education offices can be achieved by explaining the process of community partnerships to all supervisors, and encouraging all school's principals to build community partnerships, finally, nominating a yearly school which achieve the maximum points in community partnerships.

Procedures and regulations at the level of schools can be done by counting (10%) of annual teacher performance depending on his achievement of getting new community partnerships, and creating new community partnerships must be calculated at least (15%) of final school principal evaluation, finally, giving more points to the school in school ranking schedule which achieve more community partnerships.

5. Study Recommendations:

These recommendations can be spread by exploring and studying new trends of education around the world, and thinking how to benefit from them to reform Saudi educational system, and establishing new regulations and procedures to achieve community partnerships, also implementing the steps which the researcher reached to, and organize a structure plan to achieve them, finally, encouraging researchers to search these field of studies.

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Appendix No. (1): Stow-Munroe Falls High School partnerships with community organizations:

NO.	Program	Name of Company/Organization	Purpose of Partnership
1	school resource officer	The National Association of School Resource Officers- Stow Police Department	Providing the highest quality of training to school-based law enforcement officers to promote safer schools and safer children.
2	School health services	Children’s Hospital Medical Center of Akron	Providing certain professional health services
3	Shared services agreement	Akron General Medical Center	Using medical center facilities
4	Counseling Services	Child Guidance & Family Solutions	Individual support to students in and out of the classroom, life skills and social skills groups.
5	Gifted services	Kent State University	Allow students to begin taking college level courses on KSU’s campus.
6	Gifted services	Akron University	Allow students to begin taking college level courses on Akron’s campus.

7	Career-tech program	Six District Education Compact	Offers 26 different career-tech programs that can be taken during a student's years.
8	Aeronautics Careers Academy	Kent State University	Teaching students Aviation management, Flight technology, Air traffic control and Aeronautical systems.
9	Culinary Arts	Hocking College	Preparing students for all areas of the demanding and competitive food service.
10	International Business Academy	Ashland University	Helping students to acquire a global perspective of business and marketing practices.
11	Programming and Software Development	Kent State University Akron University Stark State College	Preparing students to for careers using technical and academic skills to design, develop and test computer software.
12	Career-Based Intervention	CBI	Helping students who want to explore careers.
13	Ignite	Stow Public Library	Educate the community around the nature and needs of gifted students.
14	Transition	Kent State University	Help disabled students with employability skills training.
15	Career and Community	Kent State University	Disabled students can go to college with help, after taking their diploma from high school.
16	library/Media	Stow Public Library	Reading programs, book club. Galley Books, host programs, prizes, and Friends of the Library.
17	The Stohion News Paper	Brecksville Physical Medicine	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.

18	The Stohion News Paper	Life is sweet	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
19	The Stohion News Paper	Luminance Studio	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
20	The Stohion News Paper	Sport Clips Haircut	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
21	The Stohion News Paper	Huffman plumping Inc.	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
22	The Stohion News Paper	Mulch Mania	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
23	The Stohion News Paper	Simple X. It	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
24	The Stohion News Paper	Bellacino's , Pizza & Grinders	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
25	The Stohion News Paper	Oregon Corner Florist	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
26	The Stohion News Paper	Frank Agency	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
27	The Stohion News Paper	KW Chervenik	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.

28	The Stohion News Paper	Altieri's Pizza	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
29	The Stohion News Paper	2 girls Café & Bakery	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
30	The Stohion News Paper	Wholesale Mattresses Inc.	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
31	The Stohion News Paper	Boat Masters Marine	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
32	The Stohion News Paper	Brian's Barber Shop	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
33	The Stohion News Paper	Vincent's Bakery	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
34	The Stohion News Paper	Jimmy's BBQ	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
35	The Stohion News Paper	Comfort Spa	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
36	The Stohion News Paper	Nuevo Sol Tanning	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
37	The Stohion News Paper	Asian – Greek Cuisines	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.

38	The Stohion News Paper	New Awakenings Salon	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
39	The Stohion News Paper	Mike Jabbour's Clothing and Tailoring	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
40	The Stohion News Paper	Jamberry Independent Consultant	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
41	The Stohion News Paper	Giant Bicycle	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
42	The Stohion News Paper	Happy Cakes	Reflecting the views of the (SMFHS) students, and marketing the sponsor's business.
43	Parent-Teacher Student Association	National Parent Teacher Association	Working toward bettering the lives of every child in education, health and safety.
44	The Stow High School Alumni Association	Some of Stow High School Alumni	Promoting the good name, image, and well-being of Stow-Munroe Falls High School, its' students and graduates.
45	Honors Biology Class	Ohio Sea Grant	Biology classes meeting at Lake Erie and conduct learning stations.
46	Catherine Howard – AP Environmental Science	Ohio Department of Natural Resources	AP Environmental Science students meeting for a field trip to the Upper Cuyahoga River.
47	Sally Dean	Stow Youth Services consultation.	supporting students and families who are at risk for legal consequences.

48	Sandra Kehn	Kent Food Pantry	Providing a community base work experience for my students.
49	Sandra Kehn	First Congressional Church of Tallmadge	Providing a community base work experience for my students.
50	Sandra Kehn	Western Reserve Racquet and Fitness Club- Streetsboro	Providing a community base work experience for my students.
51	Stow-Munroe Falls Field Hockey	Art's Pizza	Provided pizza for team dinners/senior night.
52	Stow-Munroe Falls Field Hockey	Pancho's and Lefty's	Provided food for team dinners
53	Athletics	Marhofer Chevrolet Cars	Car for Senior every year
54	Athletics	Haley Hopkins Corporate	Food, supplies, maintenance to the fields etc.
55	Athletics	Marhofer Chevrolet	Athletics Support-Financial
56	Athletics	Cleveland Clinic Akron General	Athletics Support
57	Athletics	Davis Eye Center	Athletics Support-Financial
58	Athletics	Highpoint Lawn Care	Athletics Support-Financial
59	Athletics	Howard Hanna Teresa Fiorentino	Athletics Support-Financial
60	Athletics	Bellacino's Pizza & Grinders	Athletics Support-Food
61	Athletics	Lambert Buick	Athletics Support-Financial
62	Athletics	Belli Streit Orthodontics	Athletics Support-Financial
63	Athletics	Cambria	Athletics Support-Financial
64	Athletics	Wing Warehouse	Athletics Support-Food
65	Athletics	Young's Screen-printing	Athletics Support-Financial
66	Athletics	Western Reserve Foot Clinic	Athletics Support-Financial
67	Athletics	PAK Computers	Athletics Support-Financial
68	Athletics	Olympic Awards	Athletics Support-Financial

69	Athletics	Premier Printing & Signs	Athletics Support-Financial
70	Athletics	Island Tan	Athletics Support-Financial
71	Athletics	Michael A. Jack, DDS	Athletics Support-Financial
72	Athletics	Willo Security	Athletics Support-Financial
73	Athletics	Keller Williams Chervenik Realty Terry & Justin Aikens	Athletics Support-Financial
74	Athletics	Northwest Mutual Brian A	ikens Athletics Support-Financial
75	Athletics	Choice Aire	Athletics Support-Financial
76	Athletics	Thompson Electric	Athletics Support-Financial
77	Athletics	State Farm Meghan McDonald	Athletics Support-Financial
78	Athletics	State Farm Coriano Johnson	Athletics Support-Financial
79	Athletics	Cardinal Asphalt	Athletics Support-Financial
80	Athletics	Sky Zone Boston Heights	Athletics Support-Financial
81	Athletics	Sit Means Sit Dog Training	Athletics Support-Financial
82	Athletics	Laziza Restaurant	Athletics Support-Financial
83	Athletics	Stouffer Realty Christy Coccia	Athletics Support-Financial
84	Athletics	Anthony Slaubaugh Remodeling & Design	Athletics Support-Financial
85	Athletics	Thomas Loepp Attorney	Athletics Support-Financial
86	Athletics	Onex Construction	Athletics Support-Financial
87	Athletics	Ultimate Sack	Athletics Support-Financial
88	Athletics	Great Lakes Fence Company	Athletics Support-Financial
89	Athletics	Ritz Hair Design	Athletics Support-Financial
90	Athletics	Perfect Choice Fitness/Full Strength Barbell	Athletics Support-Financial
91	Athletics	SYB Party Center	Athletics Support-Financial
92	Athletics	CS Billing & Consulting	Athletics Support-Financial
93	Athletics	Jimmy's Backyard BBQ	Athletics Support-Food
94	Athletics	North coast Finishes	Athletics Support-Financial

95	Athletics	Longhitano's Galley Pub & Grille	Athletics Support-Food
96	Athletic Boosters	Haley Hopkins	Athletics Support-Financial
97	Athletic Boosters	Stow nut	Athletics Support-Food
98	Athletic Boosters	Vision Hair Design	Athletics Support-Financial
99	Athletic Boosters	Double Dog Day Care	Athletics Support-Financial
100	Athletic Boosters	Online Fastener Group	Athletics Support-Financial
101	Athletic Boosters	New Dawn Solutions	Athletics Support-Financial
102	Athletic Boosters	Shelly Company-Ready Mix	Athletics Support-Financial
103	Athletic Boosters	St. Stephens Lutheran Church	Athletics Support-Financial
104	PTSA-After Prom	Acme Stores	After Prom Support-Food
105	PTSA-After Prom	RSVP	After Prom Support-Financial
106	PTSA-After Prom	Marco's Pizza	After Prom Support-Food
107	PTSA-After Prom	Crazy But True Popcorn	After Prom Support-Food
108	PTSA-After Prom	Eat-n-Park	After Prom Support-Food
109	PTSA-After Prom	Panera	After Prom Support-Food
110	PTSA-After Prom	Coca Cola	After Prom Support-Food
111	PTSA-After Prom	Arts Pizza & Chicken	After Prom Support-Food
112	PTSA-After Prom	Bellacino's	After Prom Support-Food
113	PTSA-After Prom	El Campasino	After Prom Support-Food
114	PTSA-After Prom	Giant Eagle	After Prom Support-Food
115	PTSA-After Prom	Kreiger's Market	After Prom Support-Food
116	PTSA-After Prom	Moe's	After Prom Support-Food
117	PTSA-After Prom	On Tap	After Prom Support-Food
118	PTSA-After Prom	Pony Express	After Prom Support-Food
119	PTSA-After Prom	Subway	After Prom Support-Food
120	PTSA-After Prom	Walgreens	After Prom Support-Food
121	PTSA-After Prom	Drug Mart	After Prom Support-Food
122	PTSA-After Prom	Wing Warehouse	After Prom Support-Food
123	PTSA-After Prom	Zeppe's Pizza	After Prom Support-Food

124	PTSA-After Prom	Papa John's	After Prom Support-Food
125	PTSA-After Prom	Chick-fil-A	After Prom Support-Food
126	PTSA-After Prom	Main Street Muffin	After Prom Support-Food
127	PTSA-After Prom	Best Buy	After Prom Support-Financial
128	PTSA-After Prom	All About Dance	After Prom Support-Financial
129	PTSA-After Prom	Angle insurance Solutions	After Prom Support-Financial
130	PTSA-After Prom	Arby's	After Prom Support-Food
131	PTSA-After Prom	Audio Technica	After Prom Support-Financial
132	PTSA-After Prom	Belli and Streit Orthodontics	After Prom Support-Financial
133	PTSA-After Prom	Besso Chiropractic Inc.	After Prom Support-Financial
134	PTSA-After Prom	Burger King	After Prom Support-Food
135	PTSA-After Prom	Echo Hills PTA	After Prom Support-Financial
136	PTSA-After Prom	Fishcreek PTA	After Prom Support-Financial
137	PTSA-After Prom	Fun Services	After Prom Support-Financial
138	PTSA-After Prom	Highland PTA	After Prom Support-Financial
139	PTSA-After Prom	Highpoint Lawn	After Prom Support-Financial
140	PTSA-After Prom	Indian Trail PTA	After Prom Support-Financial
141	PTSA-After Prom	J&S Products	After Prom Support-Financial
142	PTSA-After Prom	Kimpton PTSA	After Prom Support-Financial
143	PTSA-After Prom	Kiwanis	After Prom Support-Financial
144	PTSA-After Prom	Lakeview PTA	After Prom Support-Financial
145	PTSA-After Prom	Litehouse Pools & Spa	After Prom Support-Financial
146	PTSA-After Prom	McDonald's	After Prom Support-Food
147	PTSA-After Prom	Old Carolina Barbecue	After Prom Support-Food
148	PTSA-After Prom	Riverview PTA	After Prom Support-Financial
149	PTSA-After Prom	Ron Marhofer Chevrolet Stow	After Prom Support-Financial
150	PTSA-After Prom	SMFHS Alumni Association	After Prom Support-Financial
151	PTSA-After Prom	Stow Athletic Boosters	After Prom Support-Financial
152	PTSA-After Prom	Stow Band Parents Association	After Prom Support-Financial
153	PTSA-After Prom	Stow Munroe Falls Lions	After Prom Support-Financial
154	PTSA-After Prom	Stow YES Softball	After Prom Support-Financial
155	PTSA-After Prom	Superior Mold & Die	After Prom Support-Financial

156	PTSA-After Prom	Swenson's Corporation	After Prom Support-Food
157	PTSA-After Prom	Ultimate Sac	After Prom Support-Financial
158	PTSA-After Prom	Ultimate Wash Hudson	After Prom Support-Financial
159	PTSA-After Prom	Walmart	After Prom Support-Financial
160	PTSA-After Prom	Western Reserve Foot Clinic	After Prom Support-Financial
161	PTSA-After Prom	Western Reserve Hospital	After Prom Support-Financial
162	PTSA-After Prom	Woodland PTA	After Prom Support-Financial
163	PTSA-After Prom	Sweet Frog	After Prom Support-Food
164	PTSA-After Prom	Joshua's	After Prom Support-Food
165	PTSA-After Prom	SMFCSD Classified Union	After Prom Support-Financial

(SMFHS,2017)

Appendix No. (2): The interview card with Stow-Munroe Falls High School staff:

No.	Question	Answer
1	How do you estimate the community partnerships?	
2	How can you reform a community partnership?	
3	Is the agreement contract an essential step in this process?	
4	Do you need to renew the community partnership every year?	
5	What are you doing with the financial issues that relate to the community partnership?	
6	How can you be sure about success of any partnership?	

Appendix No. (3): the questionnaire that distributed to a selected group of Saudi educational and legal experts:

No.	Question	Answer
1	What is the most reason -in your opinion- behind lacking community partnership in Saudi Arabia?	
2	Name the important society firms that can help in community partnership?	
3	What do you think the first step to create the community partnership?	
4	What the most difficulties in front of community partnership?	
5	How can the Saudi education system build community partnership?	
6	How the Saudi educational system maintains community partnership?	

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