

Issaquah School District Community Polling Study Results

**Fall 2003 through Summer/Fall 2015
(July – December 2015)**

Prepared by:

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Background

- This study was launched in October 2003. The results encompass over ten years (forty-six waves) of interviews.
- It is being conducted to obtain learning on the *overall* community's perceptions of the Issaquah School District on a variety of performance areas...
 - Education
 - Finance
 - Workplace environment
 - Management/leadership

Research Design

- This is a quantitative study with statistically significant findings.
- Interviews are conducted continuously among a random sample of adult residents (18 years old or older) in the Issaquah School District, with approximately 6 interviews conducted each week or 150 each six months.
- By conducting interviews continuously, perceptions are measured throughout the six-month period rather than at just one point in time when breaking news or an event could have a significant impact on the entire period's results.
- Ten-minute telephone interviews are conducted by trained interviewers who probe extensively when asking diagnostic questions, such as reasons for giving the District a specific grade for its overall performance.

Research Design Cont'd.

- The sample replicates the demographic profile of adults in the Issaquah School District with regard to age and sex, based upon the US Census.
- In July 2014, the survey period was changed from quarterly to six months. This wave of interviews took place during July – December 2015.
- Respondents are asked if they are willing to provide further input to the District at the end of the interview. In each quarter many respondents have answered yes. We have their names, phone numbers, and when available, e-mail addresses. During July - December 2015 approximately one third of (32%) residents and four in ten parents (42%) indicated that they are willing to be contacted again.
- This is a flexible survey. If an event occurs that might impact perceptions in the community, the sample can be increased for a short time to assess the impact.

Research Design Cont'd.

- Starting in Fall 2006, additional questions were added to this survey to gain understanding regarding...
 - The overall community's perception on...
 - *Communications from the school district are open and honest*
 - Parents' perceptions for...
 - *Your opinions are welcome and encouraged in this district*
 - *Your involvement in your child's education is welcome*
- The sample was augmented to include at least 50 parents for each school level—Elementary, Middle and High School. Some parents have children in more than one school level and, therefore, answer about more than one school level.

Research Analysis

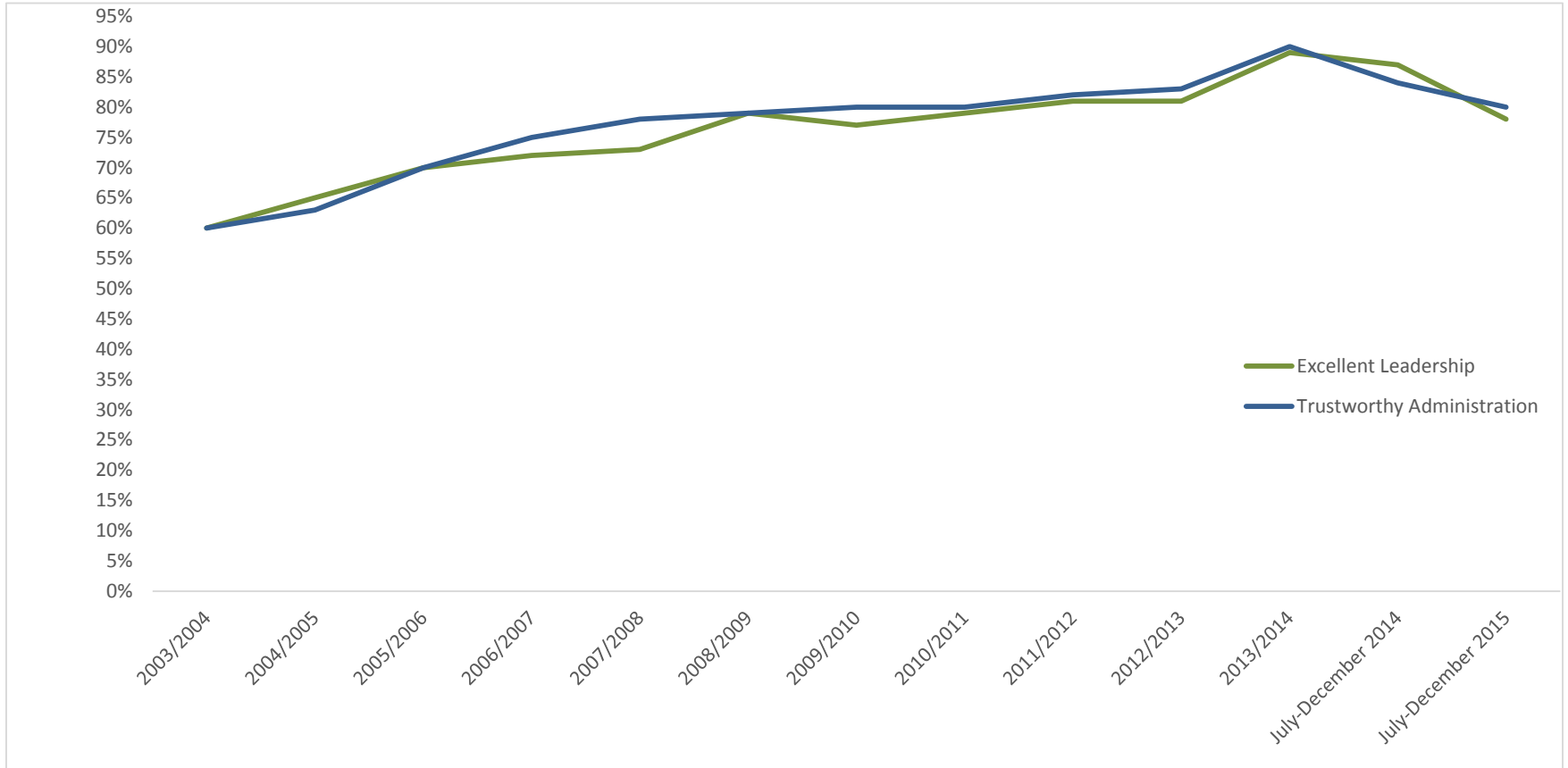
Please note that:

- The responses given in the current wave (July - December 2015) are compared to previous responses given.
 - When there are **statistically significant** differences in responses from one wave of interviews to another at the 90% confidence level it is noted.
 - When there are **directional** differences in responses (numerical differences that are not statistically significant), they are also mentioned.
- Responses do not always add up to 100% due to rounding. Instead at times they add up to 99% or 101%.

Key Findings: Fall 2003 – Summer/Fall 2015

- As the following charts detail, improved perceptions have overall been maintained since this study began in 2003.
- Most residents give the District an A or B grade across performance areas—ranging from 62% to 90%. When the current wave (July – December 2015) is compared to the previous wave (July – December 2014), there have been declines in high grades which are primarily directional.
- In 2006, the attribute *communications from the school district are open and honest* was added to this survey. Almost nine in ten residents (84%) give the District an A or B grade for its performance in this area, which is comparable to the previous Summer/Fall wave (86%).

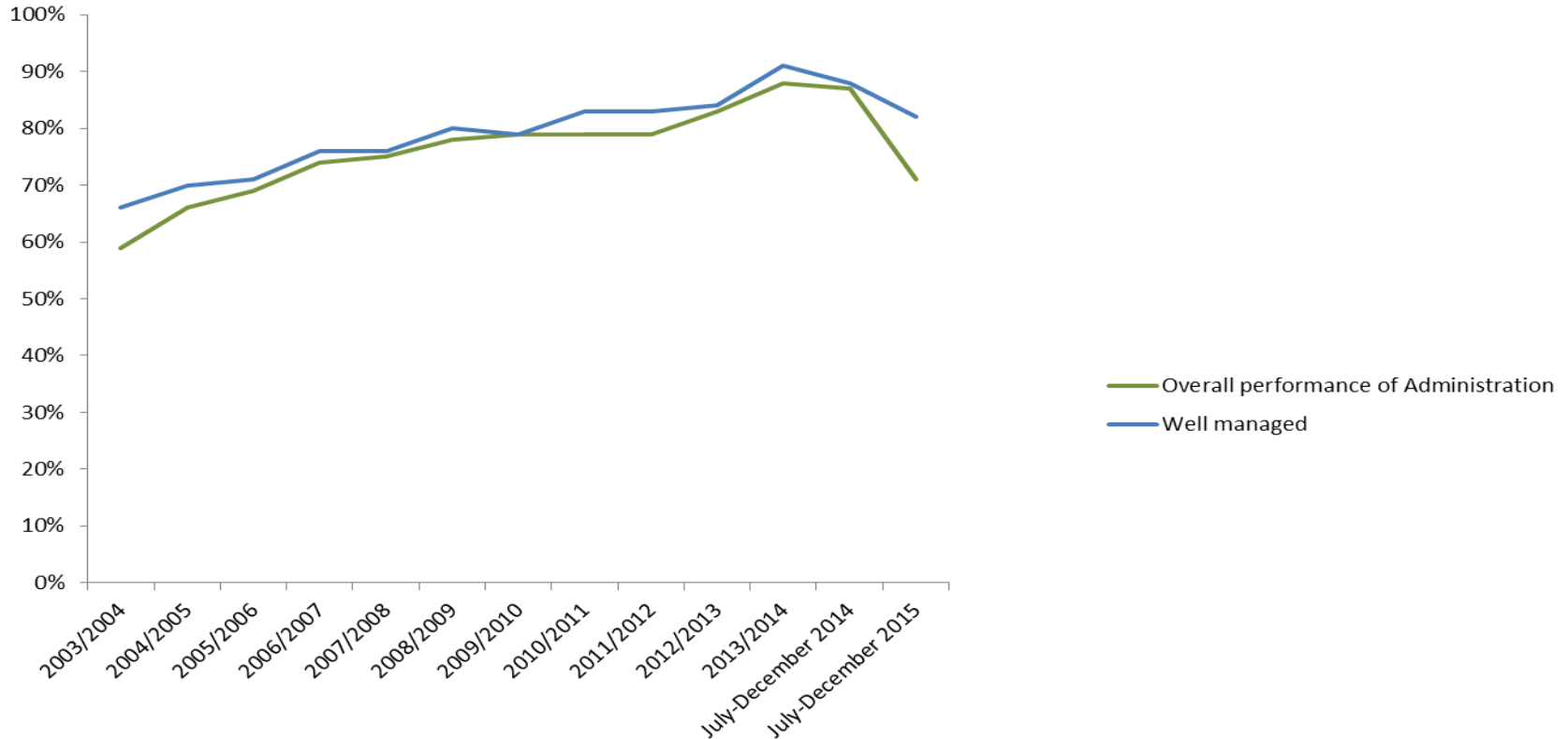
Results By School Year: Administration % Giving an A or B Grade



Note:
 The 2013/2014 school year began with Summer (July) 2013 and ended with Spring (June) 2014. The 2014/2015 school year began in Summer (July) 2014 and ended in Spring (June) 2015. The 2015/2016 school year began in July 2015.

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Results By School Year: Administration Cont'd. % Giving an A or B Grade

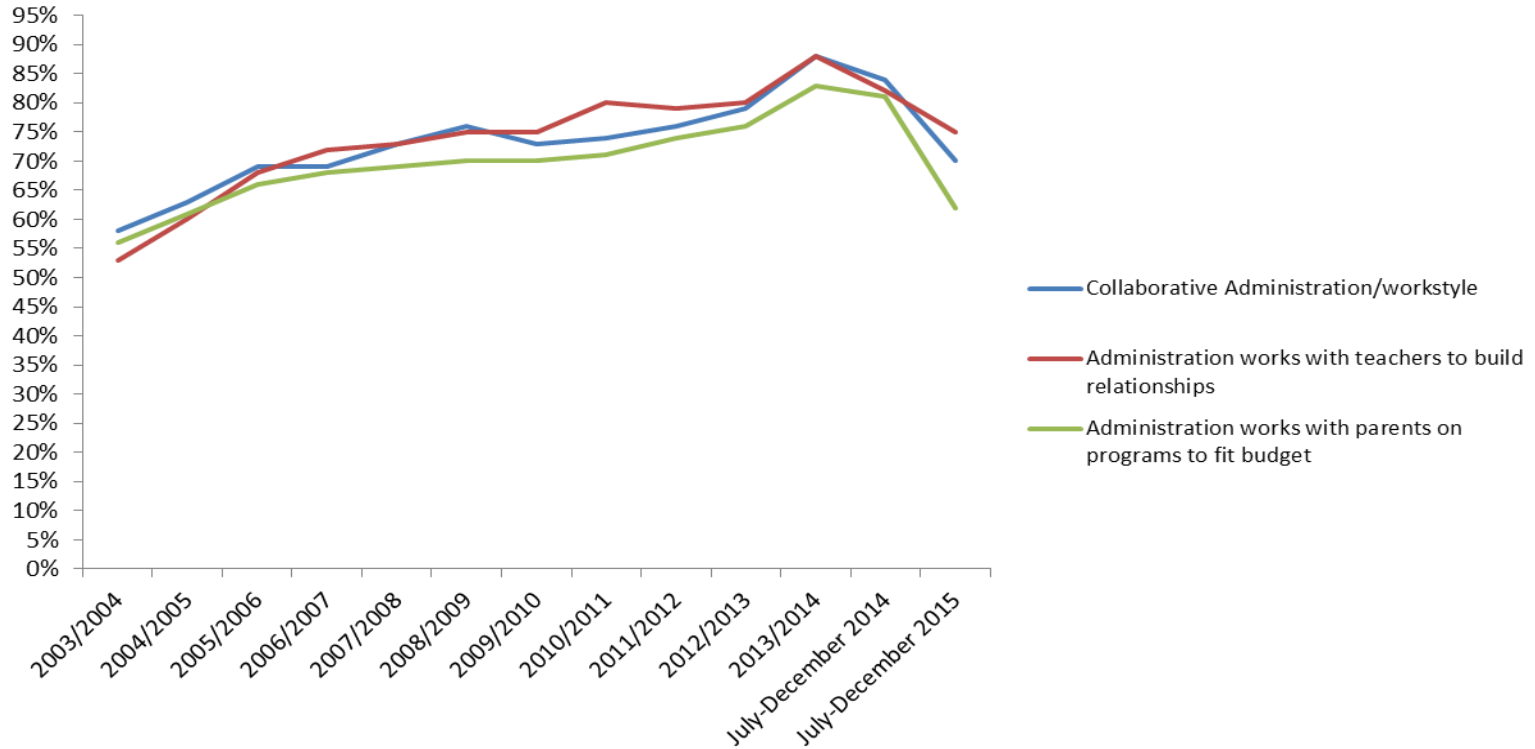


Note:

The 2013/2014 school year began with Summer (July) 2013 and ended with Spring (June) 2014. The 2014/2015 school year began in (Summer) July 2014 and ended in Spring (June) 2015. The 2015/2016 school year began in July 2015.

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results of by School Year: Collaboration % Giving an A or B Grade

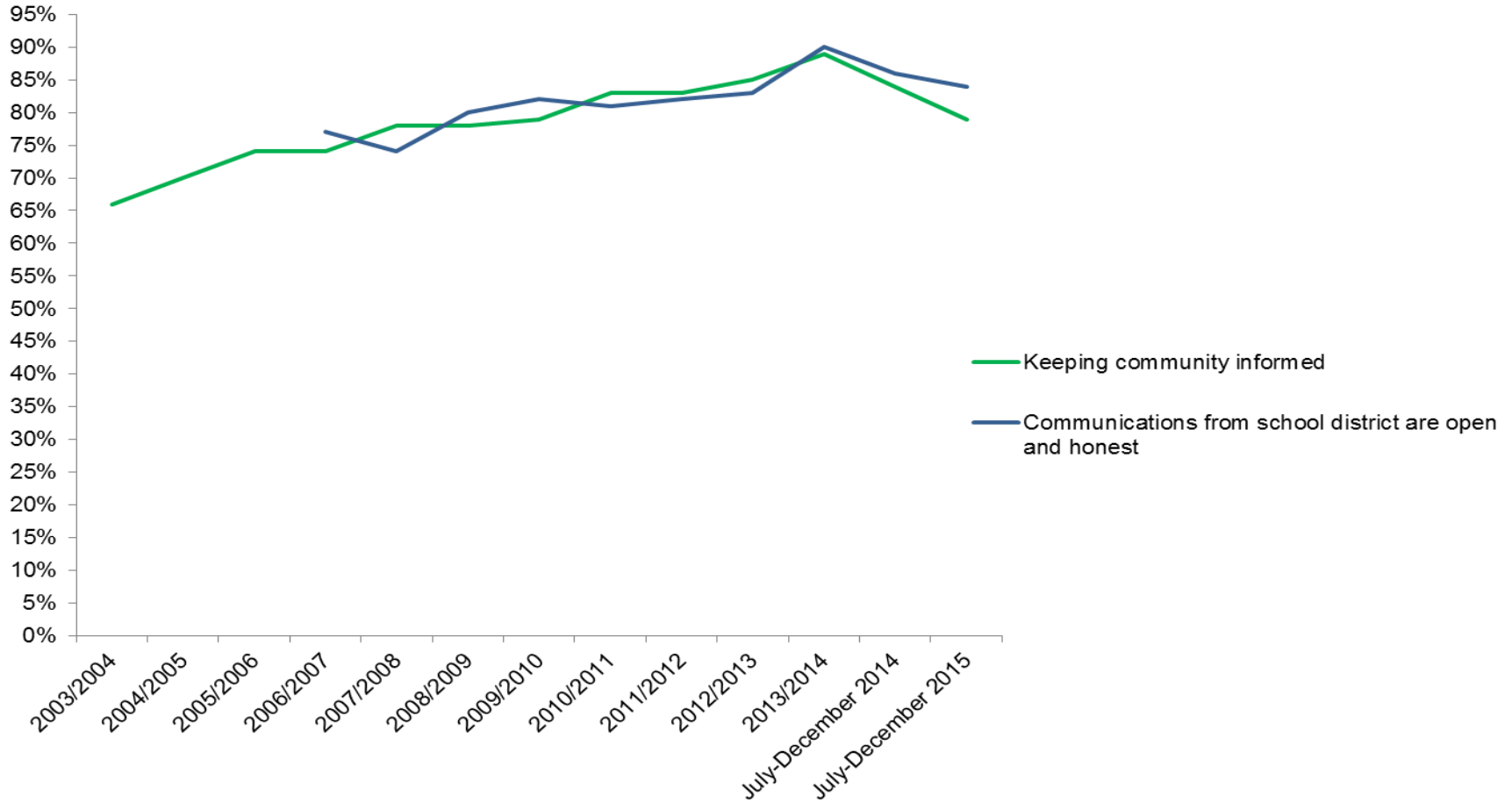


Note:

The 2013/2014 school year began with Summer (July) 2013 and ended with Spring (June) 2014. The 2014/2015 school year began in Summer (July) 2014 and ended in Spring (June) 2015. The 2015/2016 school year began in July 2015.

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

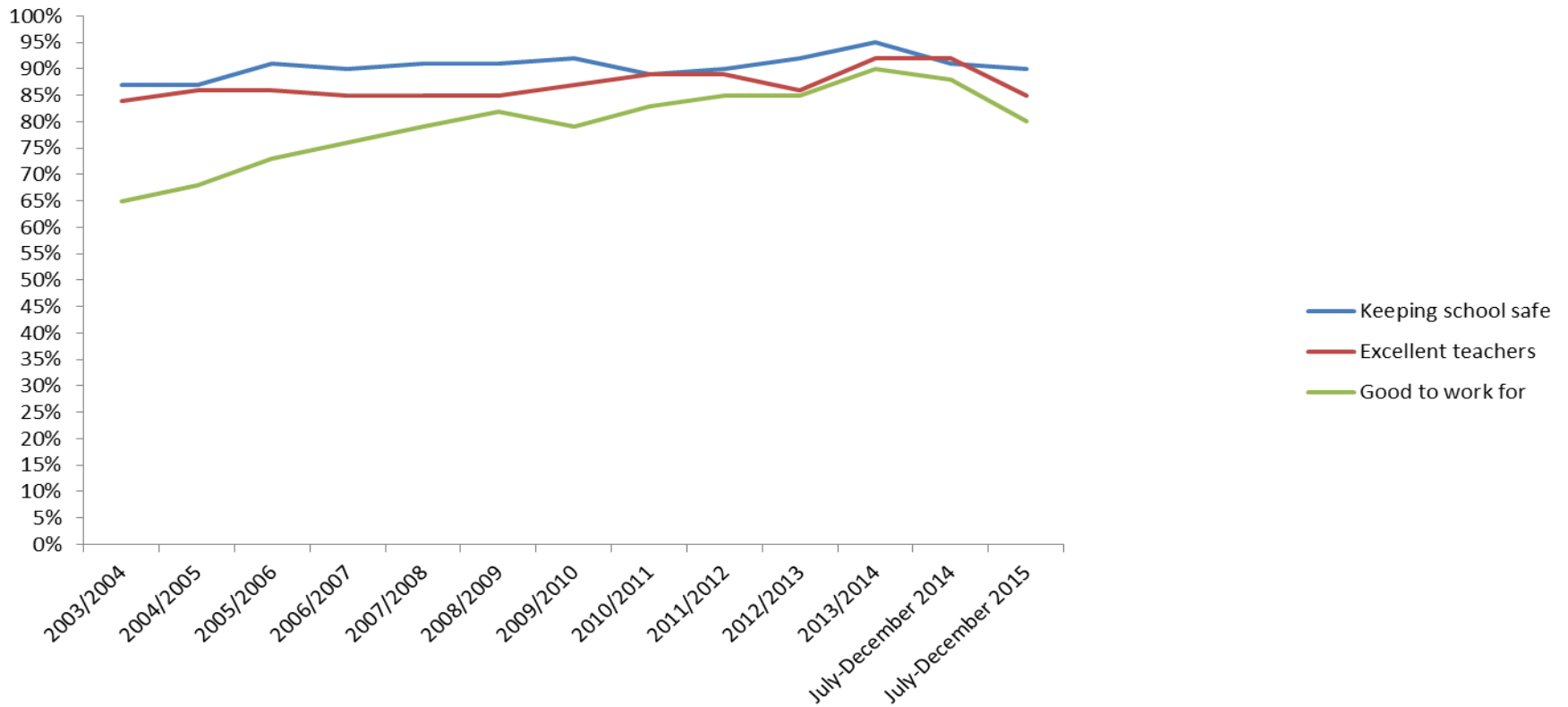
Summary of Results By School Year: Communications % Giving an A or B Grade



Note:
 The 2013/2014 school year began with Summer (July) 2013 and ended with Spring (June) 2014. The 2014/2015 school year began in (Summer) July 2014 and ended in Spring (June) 2015. The 2015/2016 school year began in July 2015.

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results by School Year: School Performance % Giving an A or B Grade

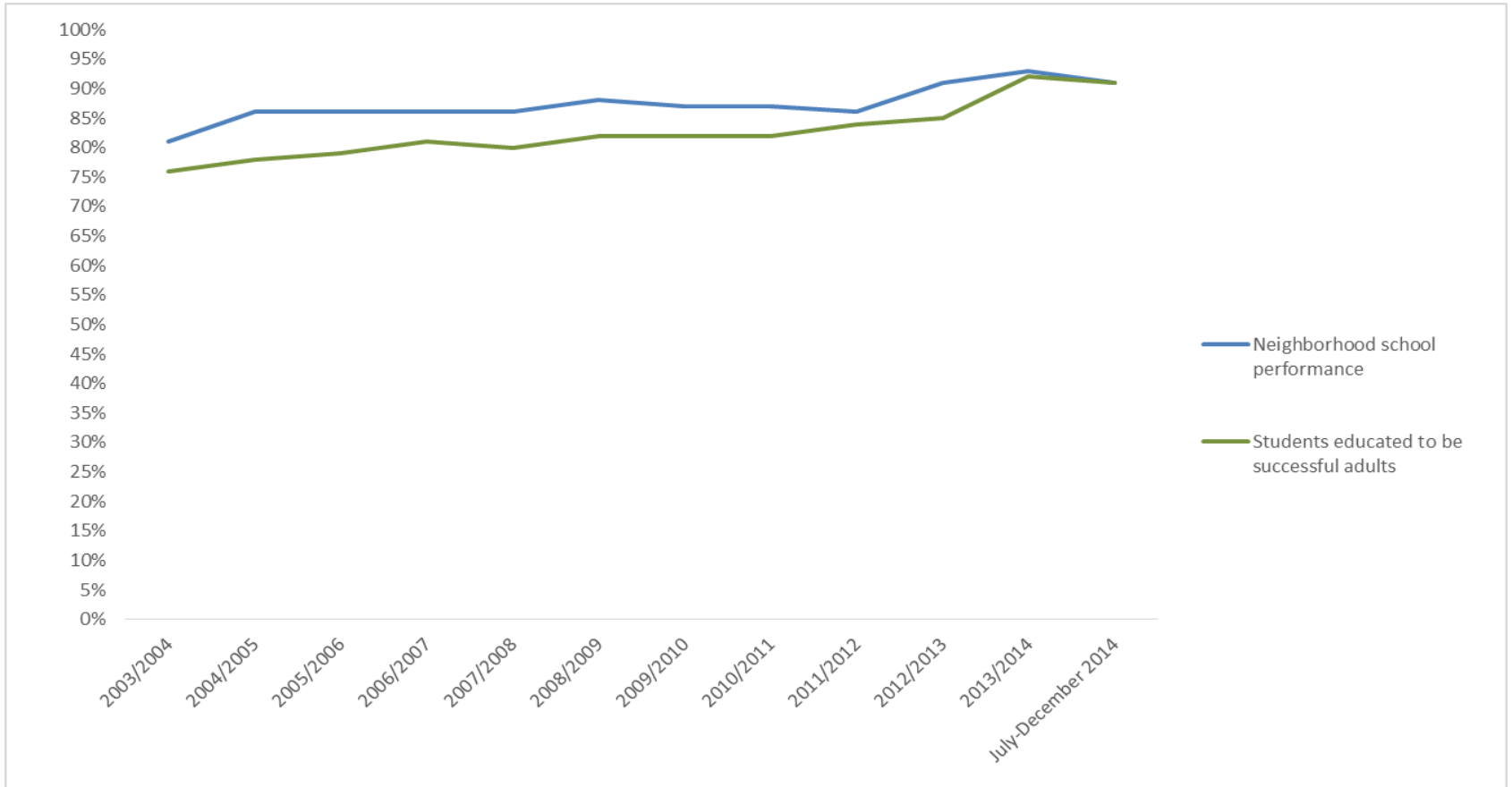


Note:

The 2013/2014 school year began with Summer(July) 2013 and ended with Spring (June) 2014. The 2014/2015 school year began in Summer (July) 2014 and ended in Spring (June) 2015. The 2015/2016 school year began in July 2015.

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results by School Year: School Performance Cont'd. % Giving an A or B Grade

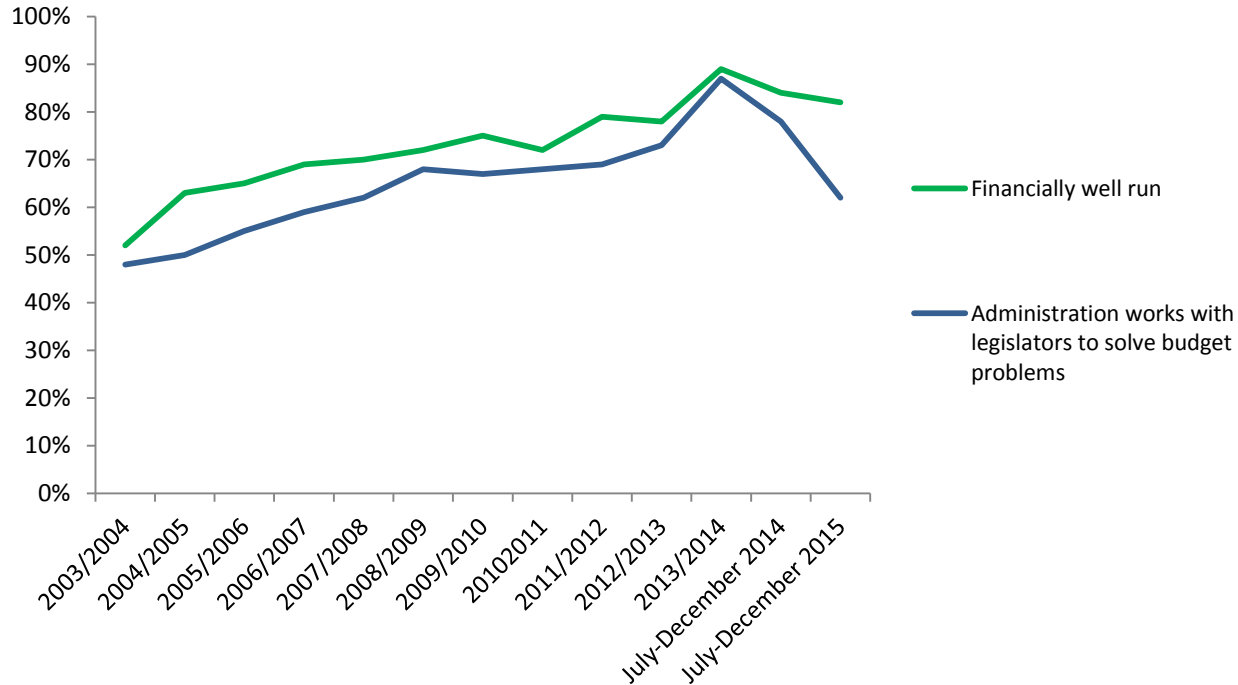


Note:

The 2013/2014 school year began with Summer (July) 2013 and ended with Spring (June) 2014. The 2014/2015 school year began in Summer (July) 2014 and ended in Spring (June) 2015. The 2015/2016 school year began in July 2015.

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results By School Year: Finance % Giving an A or B Grade



Note:

The 2013/2014 school year began with Summer (July) 2013, and ended in Spring (June) 2014. The 2014/2015 school year began in Summer (July) 2014 and ended in Spring 2015. The 2015/2016 school year began in July 2015.

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Ratings During Past Half Year (July- December)

- As the following charts show, across almost all performance areas, the levels of high (A/B) grades have decreased **directionally** by a few percentage points since the Summer/Fall 2014.
- A/B grades decreased **significantly** since the Summer/Fall 2014 for...
 - *Students educated to be successful adults* (from 91% of residents giving a high (A/B) grade to 82%). Parents of Elementary School students (95%) are significantly more likely to give a high grade than parents of Middle School (85%) and High School (81%) students. Parents (85%) are directionally more likely to give a high grade than non parents (79%).
 - Overall performance of Administration (from 87% to 71%). Directionally, more parents gave a high grade than non-parents (79% vs. 64%). Parents of Elementary school students (86%) are significantly more likely to give a high grade than parents of High School students (74%) and directionally more likely than parents of Middle School students (82%).
 - *Collaborative administration* (from 84% to 70%). There are no significant differences in the level of high grades being given by parents of Elementary School, Middle School or High School students or among parents vs. non parents.
 - *Administration works with parents on programs that fit budget* (from 81% to 62%). Elementary school parents (75%) are more likely to give a high grade than parents of Middle School (63%) or High School students (62%). Parents are directionally more likely to give a high grade than non parents (66% vs 58%).
 - *Administration working with legislators to solve budget problems* (from 78% to 62%). Both parents and non parents (62%) are equally likely to give a high grade. Parents of Elementary School students (67%) are directionally more likely to give a high grade than parents of High School students (56%) and parents of Middle School students (65%).

Summary of Results of Community Polling Study

Summer/Fall 2014 Vs. Summer/Fall 2015

	Summer/Fall 2014 (July-December 2014)					Summer/Fall (July-December 2015)				
	A or B	A	B	C	D or F	A or B	A	B	C	D or F
Keeping schools safe	91%	59	32	5	4	90%	60	30	4	6
Excellent teachers	92%	48	43	7	1	85%	39	46	12	3
Neighborhood school performance	91%	49	42	6	3	85%	47	38	12	3
Communications from school district are open and honest	86%	49	37	12	2	84%	45	39	11	5
Students educated to be successful adults	91%	48	43	8	2	82%*	41	41	15	4
Well managed	88%	35	53	9	3	82%	37	45	16	2
Financially well run	84%	35	49	11	5	82%	46	36*	16	2
Good to work for	88%	36	53	9	3	80%	36	44	15	5
Trustworthy Administration	84%	46	38	11	4	80%	35	45	13	8
Keeps community informed	84%	46	38	14	2	79%	49	30	15	6
Excellent leadership	87%	36	51	10	3	78%	38	41	20*	2
Administration working with teachers to build relationships	82%	29	52	14	4	75%	31	44	20	4
Overall performance of Administration	87%	37	50	11	2	71%*	33	38*	21*	8
Collaborative Administration	84%	38	46	14	2	70%*	35	35	24*	7
Administration works with parents on programs that fit budget	81%	37	44	15	4	62%*	30	31*	24	14*
Administration working with legislators to solve budget problems	78%	25	53	16	5	62%*	16	47	33*	5

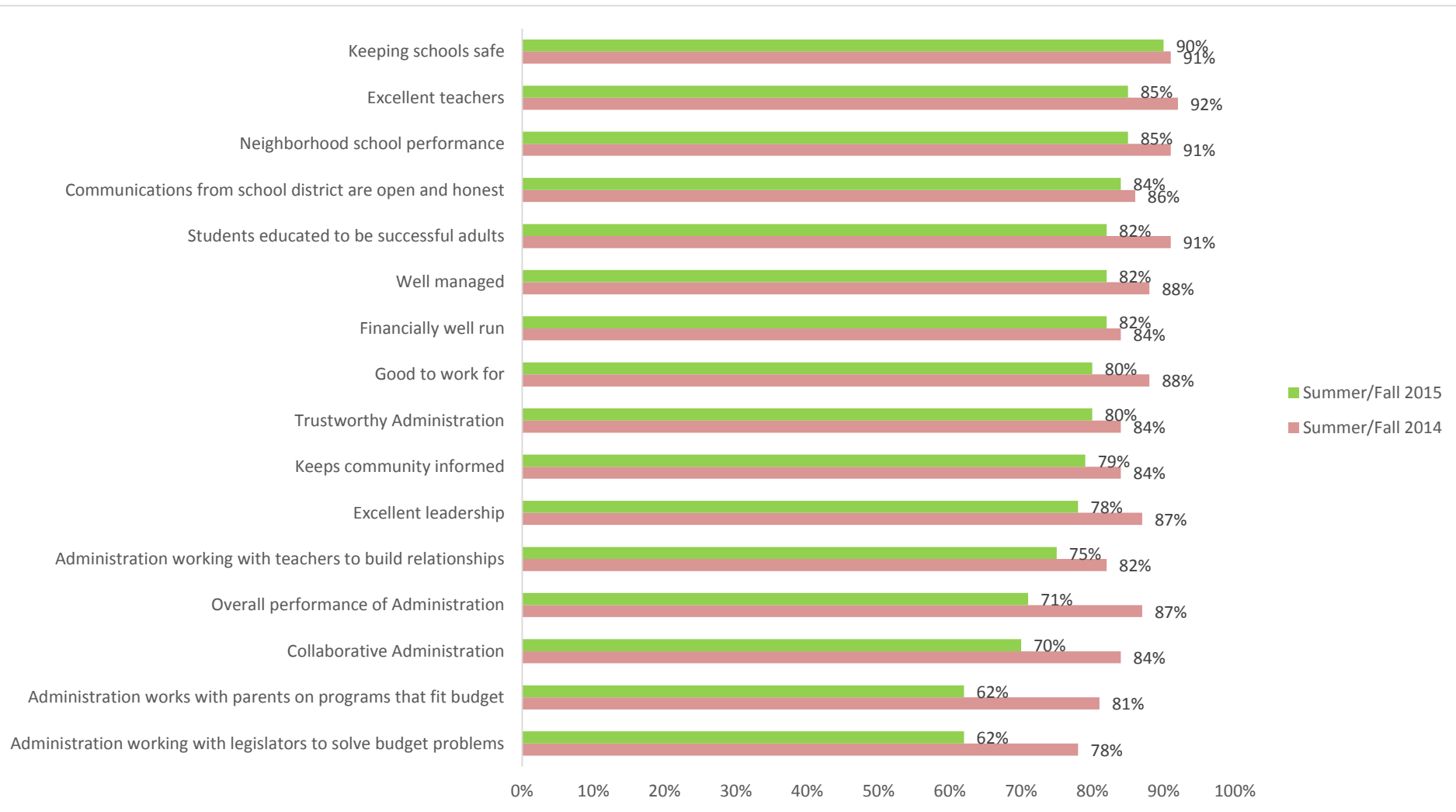
Note:

* = Significant difference vs. Summer/Fall 2014 at the 90% confidence level.

The attribute *communications from school district are open and honest* was added to this study in Fall 2006.

Q. Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A,B,C,D or F for its performance on...?

Summary of Results of Community Polling Study—Summer/Fall 2014 Vs. Summer/Fall 2015 % Giving an A or B Grade



Note:

The attribute *Communications from school district are open and honest* was added to this study in Fall 2006.

Q. Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A,B,C,D or F for its performance on...?

Grades Given by Parents Regarding How the Issaquah School District Treats Them

- Almost all parents continue to give the District a high grade for *encouraging their opinions and welcoming their involvement*
 - Nine out of ten parents (93%) give the District an A or B grade for *your involvement in your child's education is welcome*, which is comparable to the previous Summer/Fall (94%).
 - Parents of Elementary School students (98%) are more likely to give an A or B grade than parents of Middle School students (91%) and parents of High School students (87%).
 - Since Summer/Fall 2014 there has been a significant decline in parents giving the District a high (A or B) grade for *your opinions are welcome and encouraged in this District* (77% vs. 88%).
 - Parents of Middle School and High School students are significantly less likely to give a high grade than they were in Summer/Fall 2014.
 - Parents of Elementary School students (83%) are significantly more likely than parents of High School students (67%) and directionally more likely than parents of Middle School students (76%) to give a high grade.

Grades Given by Parents Regarding Involvement in Their Child's Education Fall 2006 Vs. Recent Waves (Summer/Fall 2014 and Summer/Fall 2015)

Fall 2006 (October, November, December)					Summer/Fall 2014 (July-December)				Summer/Fall 2015 (July-December)			
<i>Your opinions are welcome and encouraged in this District</i>												
	All Parents of Students Attending Issaquah Schools	Parents of Elementary School Students	Parents of Middle School Students	Parents of High School Students	All Parents of Students Attending Issaquah Schools	Parents of Elementary School Students	Parents of Middle School Students	Parents of High School Students	All Parents of Students Attending Issaquah Schools	Parents of Elementary School Students	Parents of Middle School Students	Parents of High School Students
A or B	<u>81%</u>	<u>90%</u>	<u>83%</u>	<u>72%</u>	<u>88%</u>	<u>88%</u>	<u>90%</u>	<u>87%</u>	<u>77%[^]</u>	<u>83%^{**}</u>	<u>76%[^]</u>	<u>67%[^]</u>
A	34	41 ^{**}	34 ^{**}	19	49	58 ^{**}	54 ^{**}	40	45 [*]	47	53 ^{*, **}	38 [*]
B	47	49	49	53	39	30 ^{**}	36	47	32 [*]	36 ^{***}	22 [*]	29 ^{*, ^}
C	14	6 ^{**}	14	22	10	9	8	10	12	9 ^{**}	11 ^{**}	21
D or F	6	4	4	6	2	3	2	3	11 [*]	7	13	12
<i>Your involvement in your child's education is welcome</i>												
A or B	<u>92%</u>	<u>97%</u>	<u>93%</u>	<u>87%</u>	<u>94%</u>	<u>95%</u>	<u>94%</u>	<u>91%</u>	<u>93%</u>	<u>98%^{**}, ^{***}</u>	<u>91%</u>	<u>87%</u>
A	63	77 ^{**}	69 ^{**}	47	62	71 ^{**}	70 ^{**}	50	74 [^]	79 ^{**}	71	65 [*]
B	29	20 ^{**}	24 ^{**}	40	32 [^]	23 ^{**}	24 ^{**}	41	19 ^{*, ^}	20	20	23 ^{*, ^}
C	7	3 ^{**}	7	11	4	3	4	5	2 [*]	0 ^{**} , ^{***}	6	4
D or F	1	0	0	2	2	3	2	3	6 [*]	2 ^{**}	3	8

Note:

These attributes were added to the study in Fall 2006.

* = Significant difference vs. Fall 2006.

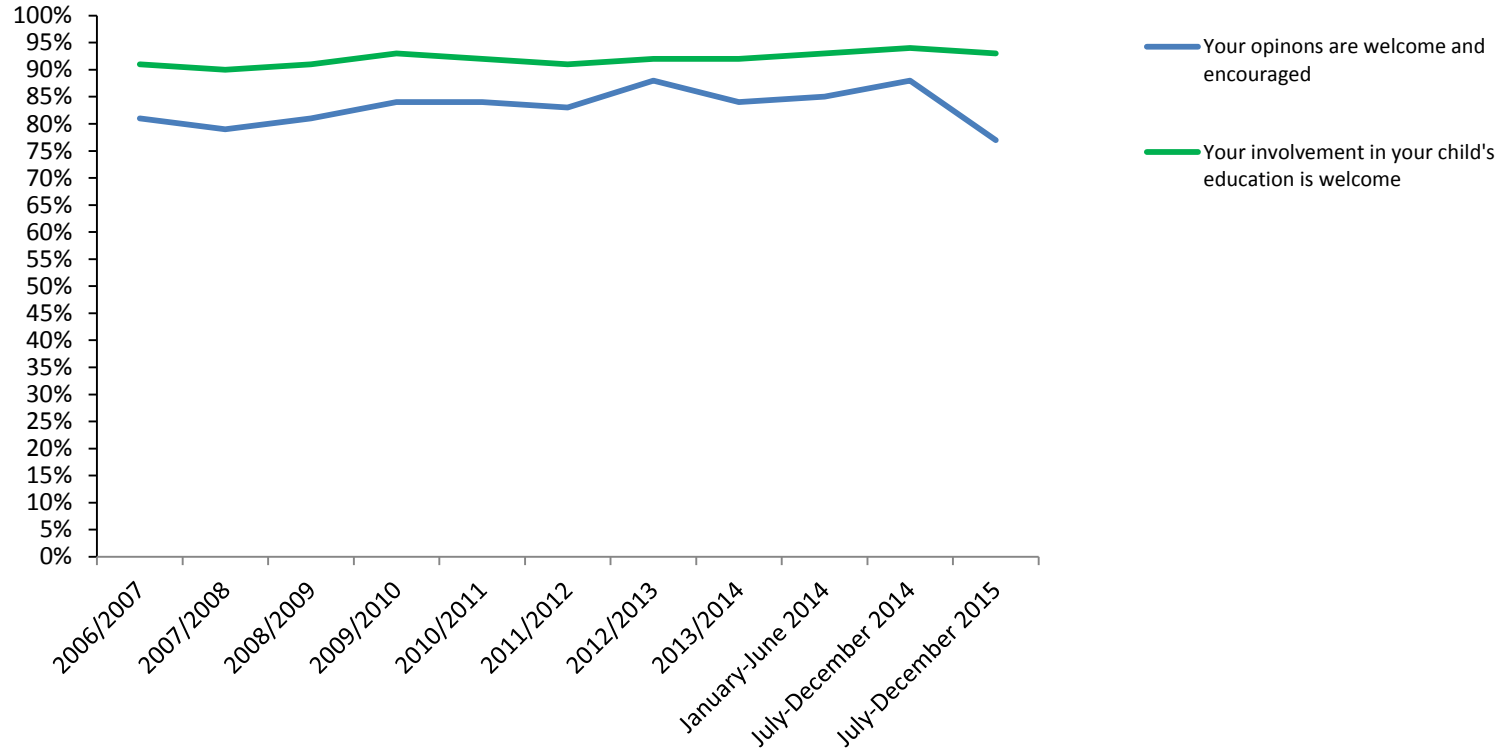
[^] = Significant difference vs. Summer/Fall 2014.

** = Significant difference vs. parents of High School students.

*** = Significant difference vs. parents of Middle School students.

**** = Significant difference vs. parents of Elementary School students.

A/B Grades Given by Parents Regarding How the Issaquah School District Treats Them



Note: These performance attributes were added to this study in Fall 2006. The school year begins in the Summer (July) and ends in the Spring (June). The 2015/16 school year began in July 2015.

Q. Based in your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Reasons for Grade Given to Administration for Its Performance Overall

- Respondents are probed regarding their reasons for the grade they gave the Administration for its overall performance. This Summer/Fall there were significantly more negative comments with improvements requested than last Summer/Fall (67% vs. 49%).
 - Non parents (75% are significantly more likely to say that improvements are needed than parents (58%).
 - There are no significant differences in parents of children in different school levels requesting an improvement although parents of Elementary school students are directionally less likely to request an improvement.
- Almost half of residents mention something positive (48%) which is comparable to last Summer/Fall (45%).
- The reasons given continue to be diverse with no specific reason mentioned by more than a small number of respondents. The most frequently given positive reasons are:
 - Satisfied/happy with the school experience (21% of residents and 23% of parents).
 - Doing a good job (14%) which is significantly fewer than last Summer/Fall (31%) with parents significantly more likely to mention this than non parents (19% vs 9%).
 - Good parental involvement support/communication (6% of residents and 10% of parents)
 - Quality of programs/curriculum (6% of residents and 8% of parents).
- All other positive reasons were mentioned by less than 5% of respondents.

Q. Why did you give the overall performance of the Administration a grade of...?

Reasons Given for Grade Given to Administration for Its Performance Overall Cont'd.

- Among the large number of residents (67%) who mention a negative reason for the grade given to the Administration, the reasons continue to be diverse and mentioned by only a small number of residents. Non parents are more likely to mention a negative reason than parents (75% vs. 58%).
- Historically a frequently given reason is Communication/the need for better/more communication, which one in five residents (22%) mentioned this Summer/Fall. Non parents (27%) are directionally more likely to mention this than parents (17%). Specific requests include:
 - Need to listen to listen to parents/community/act on input (16% of residents which is significantly more than last Summer/Fall when 6% requested this). Non parents (21%) are more likely to request this than parents (11%).
 - Improve communications to parents from teachers/administration/provide more timely information (6% of residents, parents and non-parents)
- A small minority also mentioned...
 - Better teachers needed (11%)
 - Better administration/leadership/community relations/better decision making (10%)
 - Room for improvement (10%)
 - Increase funding/school support/work with state for funding (5%)
- Very few (less than 5%) mention any other specific negative reason.

Suggestions for District

- Residents are also asked to suggest improvements that would cause them to give the District a higher grade. Almost everyone (95%) make a suggestion, which is directionally more than last Summer/Fall (89%) and significantly more than the 2013/2014 school year (62%).
- The suggestions continue to be diverse. One of the most frequently given suggestions historically has been to improve Communications. Approximately four in ten (38%) make this suggestion which is directionally less than last Summer Fall (45%) , but significantly more than the 2013/2014 school year (21%). Parents (41%) are directionally more likely to make this suggestion than non parents (36%).
 - Specific Communication suggestions include:
 - Need to listen to parents/community, solicit input/involvement (29% of residents, 32% of non-parents and 25% of parents). Overall, significantly more residents are requesting this than last Summer/Fall (29% vs. 16%).
 - Improve communication to parents from teachers/Administration/provide more/timely information (13% of residents, 19% of parents and 8% of non parents). Overall significantly fewer residents are requesting this than last Summer/Fall (13% vs. 34%)

Suggestions for District Cont'd.

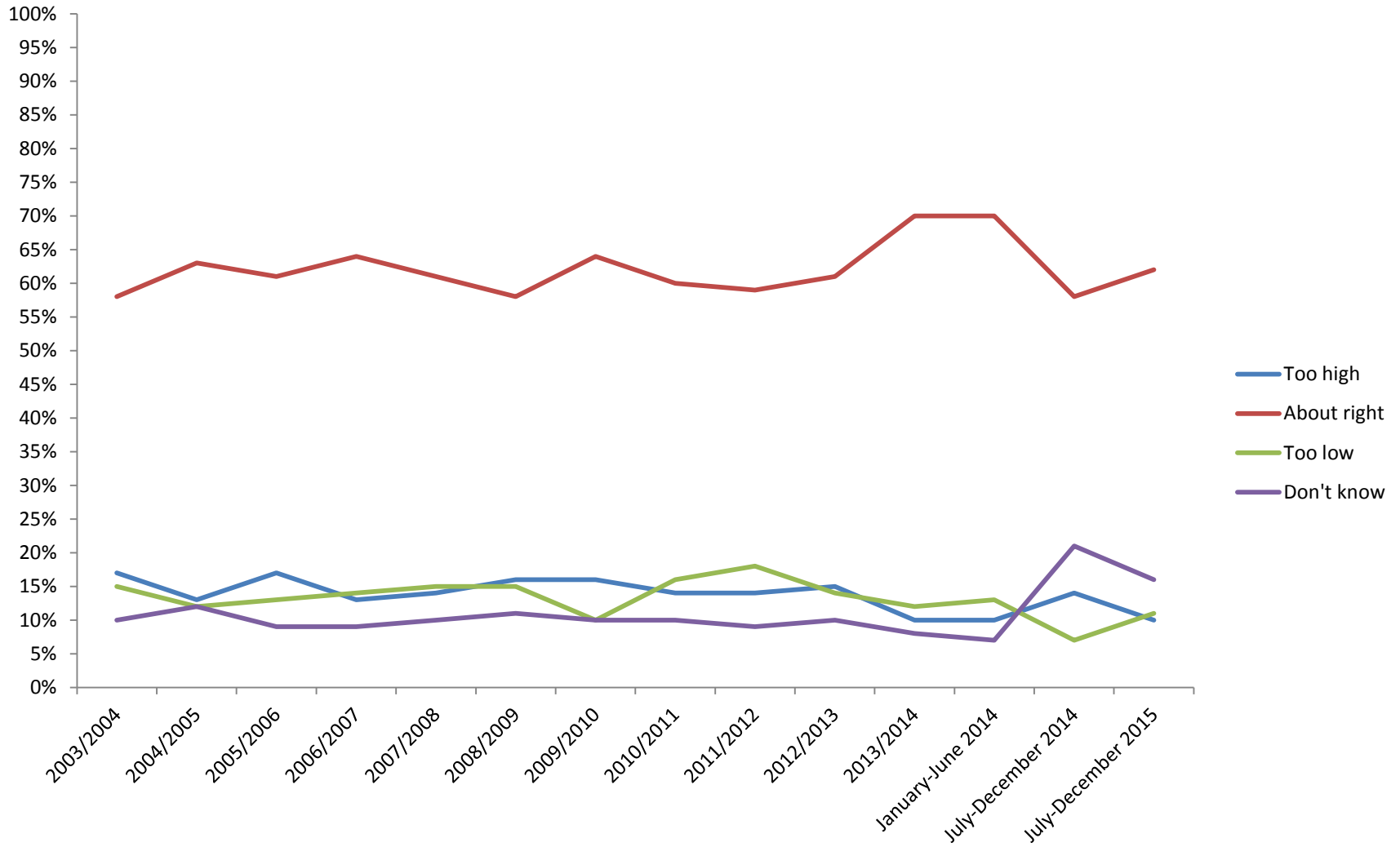
- Other suggestions that were made by at least 5% of residents include...
 - Better administration/leadership/community relations/better decision making (13% of residents, 16% of non parents and 9% of parents).
 - Better teachers needed/better teacher-student relations (8% of residents, 8% of non-parents and 7% of parents) which historically has been suggested by a small minority.
 - Increase funding/school support/work with State for funding (6% of residents, 8% of non-parents and 4% of parents)
 - Put focus on classroom/education/decisions in best interests of student (6% of residents, 8% of non parents and 3% of parents).
 - Improvements needed in math curriculum (5% of residents, 8% of non parents and 2% of parents).

How Voters Feel About the Tax Dollars They Pay for Local Public Education

- Almost three out of four (73%) feel that the amount of taxes that they pay for local public education is about right or too low.
- Historically, the vast majority of residents have felt that the taxes they pay for education are about right or too low.
- Currently residents feel that the taxes they pay for local public education are...

Too high	10%	
About right	62%	} 73%
Too low	11%	
Don't know	16%	

How Voters Feel about the Tax Dollars They Pay for Local Public Education 2003/2004 School Year – Summer/Fall 2015 (July – Dec. 2015)



Do you feel that the current share of dollars that you pay for local public education is...?

Primary Source of Information About Issaquah Schools

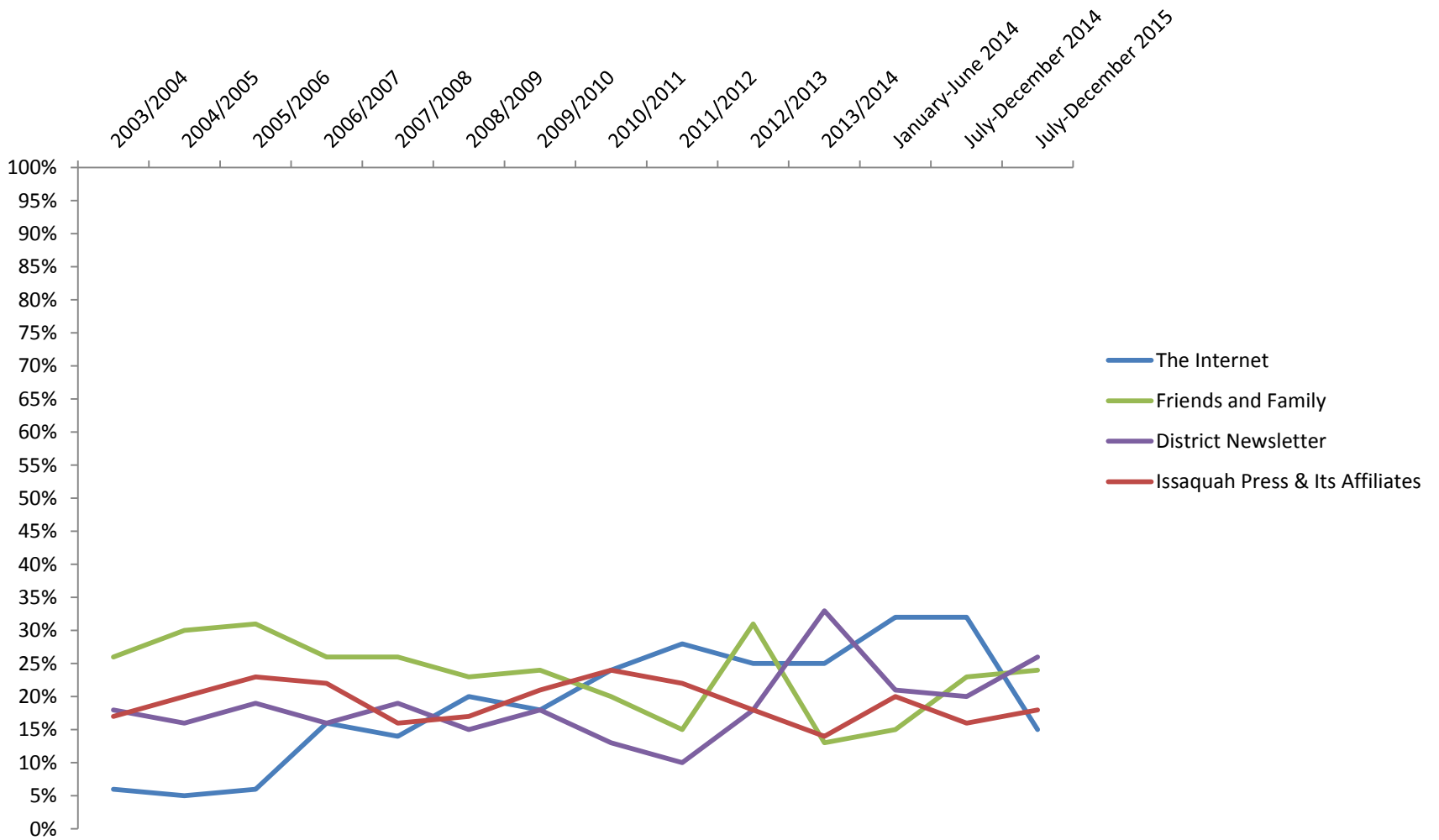
- The Internet, Friends and Family, District Newsletter and the Issaquah Press and its affiliates continue to be the primary sources of information about Issaquah schools. They are mentioned by approximately four out of five (83%) residents.
- This Summer/Fall significantly fewer residents mentioned the Internet than the previous Summer/Fall (15% vs. 32%). At the same time, the District Newsletter was directionally more likely to be named as the primary source (26% this year vs. 20% last year).

Primary Source of Information about Issaquah Schools

District Newsletter	26	} 83%
Friends and Family	24	
Issaquah Press and its affiliates	18	
The Internet	15	
School employees	6	
Work there/Personal experience	3	
Television	2	
Mail/School Bulletin	2	
From the school	1	
Other	3	
Don't Know	2	

Q. Where do you get most of your information about Issaquah Schools? (Do not read list.)

Top Four Primary Sources of Information about Issaquah Schools



Conclusions and Recommendations

- The vast majority of residents continue to give the District a high (A or B) grade across performance areas—ranging from 62% to 90%.
- While the majority of residents are giving the District high grades, during this Summer/Fall the levels of high grades declined primarily **directionally** across performance areas.
- The level of A/B grades declined **significantly** for...
 - *Students educated to be successful adults*, from 91% in Summer/Fall 2014 to 82% in Summer/Fall 2015. Parents of Elementary School students (95%) are significantly more likely now to give a high grade than parents of Middle School (85%) and parents of High School (81%) students. Parents (85%) are directionally more likely to give a high grade than non parents (79%).
 - *Overall performance of Administration*, from 87% to 71%. Directionally more parents give a high grade than non parents (79% vs. 64%). Parents of Elementary School students (86%) are significantly more likely to give a high grade than parents of High School students (74%) and directionally more likely than parents of Middle School students (82%).
 - *Collaborative Administration* (from 84% to 70%). There are no significant differences in the levels of high grades being given by parents, non parents or parents of students across school levels.
 - *Administration works with parents on programs that fit the budget* (from 81% to 62%). Parents are directionally more likely to give a high grade than non parents (66% vs. 58%). Parents of Elementary school students (75%) are significantly more likely to give a high grade than parents of High School students (62%) and parents of Middle School students (63%).
 - *Administration working with legislators to solve budget problems* (from 78% to 62%). Both parents and non parents (62%) are equally likely to give a high grade. Parents of Elementary school students (67%) are directionally more likely to give a high grade than parents of High School students (56%) and parents of Middle School students (65%).

Conclusions And Recommendations Cont'd.

- With regard to the attributes that were added to this study in Fall 2006, the District's performance continues to be strong for parents feeling their *involvement in their child's education is welcome* and for feeling that *communications from the District are open and honest*. But, there was a significant decline in high grades for parents feeling that *their opinions are welcome and encouraged in this District*.
 - Nine in in ten parents (93%) give the District an A/B grade for *your involvement in your child's education is welcome* which is comparable to Summer/Fall 2014 (94%%).
 - Approximately three out of four parents (77%) give the District an A or B grade for *your opinions are welcome and encouraged in this District* which is significantly fewer than Summer/Fall 2014 (88%). Parents of Middle School and High School students are now significantly less likely to give a high grade than they were in Summer/Fall 2014. Parents of Elementary School students (83%) are significantly more likely to give a high grade than parents of High School students (67%) and directionally more likely than parents of Middle School students (76%).
 - Approximately four out of five residents (84%) give the District an A or B grade for *communications from the school district are open and honest* which is comparable to Summer/Fall 2014 (86%).

Conclusions And Recommendations Cont'd.

- Respondents are asked for their reasons for the grade given to the District for its overall performance.
 - This Summer/Fall comparable levels of residents mentioned a positive reason vs. last Summer/Fall (48% this measurement period vs. 45% in Summer/Fall 2014).
 - At the same time, significantly more residents mentioned that improvements are needed (67% vs. 49% last Summer/Fall).
 - The reasons continue to be diverse with no specific reason mentioned by more than a small minority of residents.
- Respondents are also asked to suggest improvements that the District could make, and the vast majority of residents continue to suggest at least one improvement. This Summer/Fall almost all residents (95%) made a suggestion, which is directionally more than in last Summer/Fall (89%). Suggestions continue to be diverse with only a small minority making any specific suggestion. The most frequently given suggestions are:
 - Improve in the area of communications (38% of residents). Non-parents (36%) are directionally less likely to make this suggestion than parents (41%). Specific requests include:
 - Need to listen to parents/community/solicit input/involvement (29% of residents, 32% of non-parents and 25% of parents)
 - Improve communications to parents from teachers/Administration/provide more timely information (13% of residents, 8% of non-parents and 19% of parents)
 - Better Administration/leadership/community relations/better decision making (13% of residents, 16% of non parents and 9% of parents).
 - Better teachers needed/better teacher-student relations (8% of residents and 8% of non parents and 7% of parents).
 - Increase funding/school support/work with State for funding (6% of residents, 8% of non-parents and 4% of parents)
 - Put focus on classroom/education/decisions in best interests of students (6% of residents, 8% of non parents and 3% of parents)
 - Improvements needed in math curriculum (5% of residents, 8% of non parents and 2% of parents).

Conclusions And Recommendations Cont'd.

- The vast majority of residents continue to be satisfied with the amount of taxes they are currently paying for local education. Almost three out of four (73%) feel that the taxes they pay are about right (62%) or too low (11%).
- The most frequently mentioned primary sources of information about the District are the District Newsletter (26%), Family and Friends (24%), Issaquah Press and its Affiliates (18%) and the Internet (15%)--or four out of five (83%) residents.
 - This Summer/Fall significantly fewer residents mentioned the Internet as their primary source of information than in the last Summer/Fall (15% vs. 32%). At the same time, the District Newsletter was directionally more likely to be named as the primary source (26% this year vs. 20% last year).
- This Summer/Fall one third of residents (32%) and four in ten parents (42%) indicated that they are willing to give further input. If additional in-depth learning is desired, it is possible to contact these respondents...
 - with additional questions on these findings, such as the underlying reasons for a grade or suggested improvements
 - regarding new issues that the District would like their input on, such as program or budget changes under consideration
 - to invite them to join an advisory group

Dorothy Geraghty, Education Market Research Consultant

- Dorothy Geraghty has over 25 years of experience in Market Research and over 5 years of experience in Education as a teacher/head teacher in the Lake Washington and Bellevue School Districts. She has a B.S. in Marketing and M. A. in Education.
- Prior to becoming a consultant, Dorothy was the Market Research Analyst for Evergreen Healthcare, where she conducted *all* the quantitative and qualitative market research for the hospital, its medical offices and offsite facilities. While at Evergreen, Dorothy developed a Community Polling Study, which is used to assess and track its performance as a public entity in a variety of areas.
- Dorothy has consulted for other educational institutions and also for major businesses, such as Bank of America, US West, Bristol Meyers Squibb, Seagram's, Wells, Rich Green Advertising, Porter Novelli Public Relations and various consulting companies.