

DOCUMENT RESUME

ED 322 610

EA 022 124

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 TITLE Educational Partnerships in California: A Survey of the California Educational Partnership Consortium.  
 INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.  
 SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.  
 PUB DATE May 89  
 CONTRACT 40C-86-0009  
 NOTE 3lp.  
 PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Area Studies; Cooperative Planning; \*Cooperative Programs; Corporate Support; \*Educational Cooperation; Elementary Secondary Education; Participative Decision Making; Private Financial Support; \*School Business Relationship; School Community Relationship; Shared Resources and Services  
 IDENTIFIERS \*California; \*Partnership in Education

ABSTRACT

Results of a survey to collect information on the numbers of state partnerships, types of services they provide, and characteristics of exemplary programs are presented in this report. A survey of 1,150 California Educational Partnership Consortium (CEPC) members elicited 132 responses. Findings identified a wide range of linkages between schools and the private sector. Over 3,400 partnerships were reported, most of which were concentrated in the Los Angeles and San Francisco areas. Although partnership type varied by geographic region, the most frequently reported partnerships were Adopt-a-School programs. Most exemplary programs focused on career and academic improvement. Outstanding programs in the San Francisco area emphasized career and academic support; those in the Los Angeles area offered a more balanced set of services. Tables and figures present information on the geographic distribution of respondents, partnership types and activities, and exemplary program activities. Appendices contain the CEPC survey and a map illustrating the areas of study. (LMI)

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## EDUCATIONAL PARTNERSHIPS IN CALIFORNIA: A SURVEY OF THE CALIFORNIA EDUCATIONAL PARTNERSHIP CONSORTIUM

Larry F. Guthrie  
Margaret Boothroyd  
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May 1989

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**EDUCATIONAL PARTNERSHIPS IN OF CALIFORNIA:  
A SURVEY OF THE CALIFORNIA EDUCATIONAL  
PARTNERSHIP CONSORTIUM**

**Introduction**

The California Educational Partnership Consortium (CEPC) is an informal network of representatives from school districts, businesses, community agencies, county offices of education, and other organizations. The CEPC serves as a vehicle for those interested in school-business collaboration to meet peers who can help them in creating and strengthening partnership programs. Members of the CEPC include the California Chamber of Commerce, the California State Department of Education, Ford Aerospace, Security Pacific National Bank, the Industry Education Council of California, several school districts and county offices of education, Far West Laboratory, and a wide range of community based agencies and organizations.

A major goal of the CEPC is to expand the number of partnerships in California and to ensure that the existing partnerships make a significant contribution to the improvement of education in the state, especially for those students who are most at risk of failure. A first step in this endeavor has been to gather information on the numbers of partnerships in the state, the types of services they provide, and to identify exemplary programs. Far West Laboratory thus agreed to develop and analyze a survey (see Appendix A) of CEPC membership. This report presents the results of the first administration of that survey. In the coming months, follow-up strategies will be used to elicit not only additional responses, but more detailed

information on those partnerships already identified.

In October, 1988, CEPC administered the survey to its members across the state. Results of the survey are presented in two main sections of this report. The first section provides information on the types of partnerships in the state and their distribution by geographic region. The second section discusses the variety of partnership activities described by survey respondents for those programs identified as exemplary.

### Educational Partnerships in California

#### Geographic Distribution of Partnerships

Surveys were initially distributed to 1150 CEPC members, and were returned by 132. The survey asked members to indicate the number of partnerships they coordinated and the counties they served. Survey respondents reported a total number of 3,409 educational partnerships across California. Two respondents reported having coordinated 650 and 750 partnerships, respectively, and six coordinated between 100 and 300 partnerships each. The remaining 124 respondents coordinated fewer than 70 partnerships. Some respondents pointed out that they did not actually "coordinate" partnerships, but had some other role vis-a-vis partnerships in their area, such as providing technical assistance or acting as "match-maker."

These data suggest that educational partnerships are not evenly distributed around the state. Table 1 shows the geographic distribution of educational partnerships. To simplify the analysis, California counties were grouped into 11 geographic regions (a map of these regions is provided in Appendix B). Nine respondents reported serving more than one geographic

TABLE 1

GEOGRAPHIC DISTRIBUTION OF RESPONDENTS AND PARTNERSHIPS

GEOGRAPHIC REGION	COUNTIES	RESPONDENTS		PARTNERSHIPS	
		n	%	n	%
1	Del Norte Humboldt Mendocino Lake	0	0.0	0	0.0
2	Siskiyou Trinity Modoc Lassen Shasta Tehama Plumas	1	0.8	2	0.1
3	Glenn Butte Sierra Nevada Yuba Colusa Sutter El Dorado Yolo Sacramento Placer	14	10.6	246	7.2
4	Sonoma Marin Napa Contra Costa Alameda San Francisco San Mateo Santa Clara Santa Cruz	35	26.5	198	5.8
5	San Benito Monterey San Luis Obispo Santa Barbara	3	2.3	103	3.0
6	Madera Fresno Kings Tulare Kern	10	7.6	102	3.0
7	Ventura Los Angeles Orange	43	32.6	2127	62.4
8	San Bernardino	3	2.3	5	0.1
9	Inyo Mono	0	0.0	0	0.0
10	Solano San Joaquin Stanislaus Merced Calaveras Tuolumne Mariposa Alpine Amador	4	3.0	5	0.1
11	Riverside San Diego Imperial	19	14.4	621	18.2
TOTAL:		132	100.0	3409	100.0



region; for these, figures in Table 1 reflect their in home region. The specific geographic regions served by these nine respondents are detailed in Table 2.

Table 1 shows that the majority of educational partnerships were located in region 7, the Los Angeles area and surrounding counties, and that approximately 100 or more partnerships were reported in each of five regions: 3, 4, 5, 6, and 11. Most survey respondents were from regions 4 and 7, the San Francisco Bay Area and the Los Angeles area, respectively. Five regions reported five or fewer partnerships.

#### Partnership Types

The survey asked CEPC members to state the number of partnerships they coordinated in each of six categories, as defined below:

*Adopt-a-school:* a school is matched with one business, community organization or civic agency as partners.

*Volunteer:* programs utilizing volunteers from the community such as parents, grandparents or others.

*Foundations:* a partnership structure used to garner funding support for schools.

*Alliances or Advisory Committees:* umbrella organizations that coordinate a myriad of private/public initiatives for school districts.

*Clearinghouses:* partnership structures that seek out resources, elicit information, act as facilitators, match needs to resources and disseminate information to constituencies involved in the partnerships.

*Other:*

The majority of respondents did not specify a number for each type of partnership and, therefore, it was not possible to determine frequencies for

TABLE 2

*COORDINATORS SERVING MULTIPLE GEOGRAPHIC REGIONS*

RESPONDENT NUMBER	RESPONDENT COUNTY	GEOGRAPHIC REGIONS	NUMBER OF PARTNERSHIPS
013	SACRAMENTO	3,4,6,7,10,11	0
020	ALAMEDA	1,4,5,6,7,8,11	25
046	SACRAMENTO	3,4,5,6,7,11	18
057	LOS ANGELES	3,4,6,7,10	12
102	RIVERSIDE	7,11	6
109	SAN DIEGO	3,4,6,7,8,10,11	27
120	KERN	6,9	N/A
126	LOS ANGELES	7,11	15
132	SANTA CLARA	ALL REGIONS	9

each type. However, we are able to report whether a particular type is coordinated by respondents. Figure 1 shows the percentage of respondents reporting each type of partnership. The partnership type most often reported by respondents was Adopt-a-School: 54.5% of all respondents reported coordinating this type of partnership. The Clearinghouse category was reported least often (15.9% of respondents). Note, however, that since the number of partnerships coordinated by each respondent varied tremendously, the actual proportions of partnerships in each type might be very different from proportions reported in Figure 1.

Table 3 shows a breakdown of partnership types by geographic region. As the table shows, Adopt-a-School partnerships were most frequently coordinated by respondents in regions 4, 5, 7, 8, and 11. In region 3, by contrast, Volunteer partnerships were most frequently reported, and in region 6, both Adopt-a-School and Alliance partnerships are most common. Figure 2 displays graphically the proportions of respondents coordinating partnership types in the four geographic regions with the greatest number of respondents: regions 3, 4, 7, and 11. Again, Table 3 and Figure 2 show not the number of partnerships in any region, but the number of respondents per region reporting particular partnership types.

### Activities in Exemplary Programs

#### Activity Types

CEPC members were asked to identify up to four exemplary educational partnerships in their area and to explain why they recommended these programs. A total of 243 exemplary programs were identified. In stating why they had selected these programs, respondents gave brief accounts of program activities. A coding scheme was developed to categorize program

FIGURE 1

PARTNERSHIP TYPES REPORTED

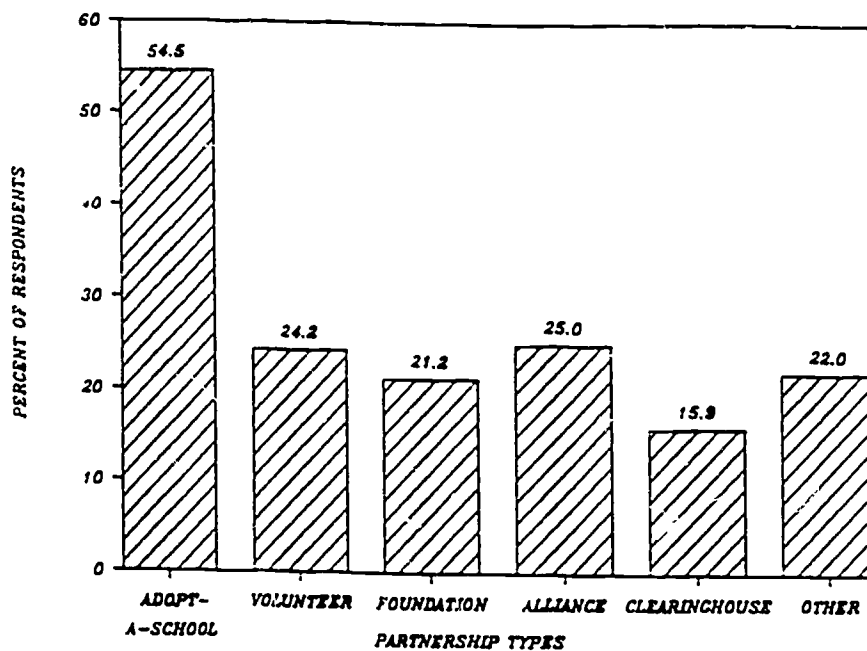


TABLE 3

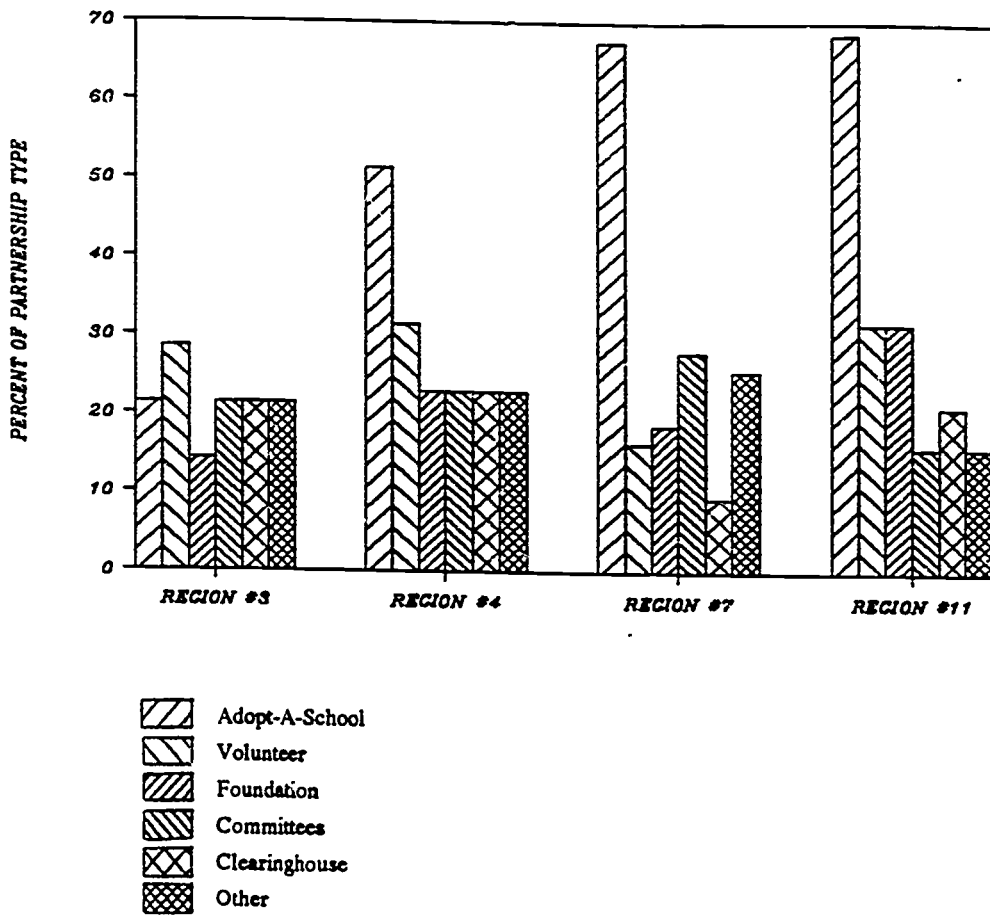
PARTNERSHIP TYPE BY GEOGRAPHIC REGION

REGION	RESPONDENTS	PARTNERSHIP TYPE					
		ADOPT- A-SCHOOL	VOLUNTEER	FOUNDATION	ALLIANCE	CLEARING HOUSE	OTHER
1	No response						
2	1	0 0.0	1 100.0	1 100.0	1 100.0	0 0.0	0 0.0
3	14	3 21.4	4 28.6	2 14.3	3 21.4	3 21.4	3 21.4
4	35	18 51.4	11 31.4	8 22.9	8 22.9	8 22.9	8 22.9
5	3	3 100.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0
6	10	4 40.0	3 30.0	2 20.0	4 40.0	1 10.0	2 20.0
7	43	29 67.4	7 16.3	8 18.6	12 27.9	4 9.3	11 25.6
8	3	2 66.7	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3
9	No response						
10	4	0 0.0	0 0.0	0 0.0	1 25.0	1 25.0	1 25.0
11	19	13 68.4	6 31.6	6 31.6	3 15.8	4 21.1	3 15.8
TOTAL:	132	72 54.5	32 24.2	28 21.2	33 25.0	21 15.9	29 22.0

Note: Row percents may total more than 100% because some respondents reported more than one partnership type.

FIGURE 2

PARTNERSHIP TYPES IN FOUR REGIONS



activities into five areas: 1) long-term educational improvement, 2) school support, 3) career and academic development, 4) enrichment and extracurricular activities, 5) short-term services, awards, and financial support.

The coding scheme was influenced by a categorization of school-business partnerships proposed by the National Alliance of Business (NAB) and approved in June, 1988 as a working framework by the CEPC Coordinating Council. NAB classifies partnerships into six levels, according to increasing amount of business involvement and increasing impact on the educational system. Level 1 represents the highest level of involvement and impact.

- Level 1: Partners in policy
- Level 2: Partners in systemic educational improvement
- Level 3: Partners in management
- Level 4: Partners in teacher training and development
- Level 5: Partners in the classroom
- Level 6: Partners in special services

Because the NAB categorization scheme describes what partnerships actually do, it was felt to be a useful starting point for categorizing activities reported in the CEPC surveys. Like the partnership activities described by NAB, the activities in CEPC exemplary programs reflect differences in level or focus, from short-term services through activities having broader, more long-term impact. The scheme developed for the analysis of the CEPC survey data differs somewhat from the NAB categorization scheme, however, in that some of the NAB categories are collapsed into single categories, and level 5, Partners in the Classroom, is subdivided into "Career and Academic Development" and "Enrichment and Extracurricular Activities." Definitions of each of the five categories and

sample comments from the surveys are given below. Table 4 lists examples of activities in each category.

***Long-Term Educational Improvement.*** Partnerships involved in long-term educational improvement respond to long-term goals for improving the educational system. Activities at this level affect policy at the national, state, or regional level, enhance the community's role in educational improvement, or directly affect school-wide policy and practice. Two exemplary programs in this category were described as follows:

- o The Mexican American Engineering Society is conducting a campaign to unite all the Hispanic leadership under a Congress on Education. A goal is to request that the incoming president of the United States issue an executive order to address the Hispanic dropout issue.
- o The Assessment Task Project was established for assessing youth at-risk programs and devised an assessment form which integrates the important concepts of the "indicators of risk" for delinquency and substance abuse. The task force surveyed a total of 98 youth at-risk programs.

***School Support.*** School support activities support the professional development of teachers and administrators, and enable the school to improve its delivery of educational services. Sample comments on exemplary programs with school support activities are:

- o Book Your Time trains teachers to implement a literature-based, multi-cultural language arts program.
- o The Mathematics Diagnostic Testing Project provided diagnostic testing services for nearly 300,000 California students in grades 7-12 last year.



**TABLE 4**

**SAMPLE ACTIVITIES IN EXEMPLARY PROGRAMS**

<b>Long-Term Educational Improvement</b>
<ul style="list-style-type: none"><li>o campaign to affect federal policy</li><li>o family literacy program</li></ul>
<b>School Support</b>
<ul style="list-style-type: none"><li>o inservice teacher training</li><li>o providing information to the school on the local job market</li><li>o assistance with student outreach</li><li>o diagnostic testing</li><li>o training administrators to use business management techniques</li><li>o helping members of a math department work collaboratively</li></ul>
<b>Career and Academic Development</b>
<ul style="list-style-type: none"><li>o job shadowing</li><li>o business mentors</li><li>o using the promise of jobs as incentives for improved academic performance and school attendance</li><li>o tutoring by a business person</li><li>o sponsoring attendance at a professional society meeting</li><li>o career counseling</li><li>o a course taught by a professional brought into the school</li><li>o on-the-job training</li><li>o intensive instruction in basic skills</li></ul>
<b>Enrichment and Extracurricular Activities</b>
<ul style="list-style-type: none"><li>o speakers or volunteers in the classroom</li><li>o workshops or curriculum units, e.g. on drug prevention, computer literacy, or energy conservation</li><li>o sponsoring drug-free social activities</li><li>o a camp to develop self-esteem</li><li>o an alcohol-free ridership program</li><li>o opening a savings account</li></ul>
<b>Short-Term Services and Financial Support</b>
<ul style="list-style-type: none"><li>o fundraising activities</li><li>o support for school functions</li><li>o student recognition awards</li><li>o student scholarships</li><li>o sponsoring academic competitions, e.g. a spelling bee or essay contest</li></ul>

- o The 70001 Training & Employment Institute serves as a model for building partnerships to empower teachers working with 15 at-risk youth and developing an Education Network of volunteers to serve as support teams for the teachers.

*Career and Academic Development.* Career and academic development activities give students experiences and skills which enhance their awareness of career opportunities and prepare them for work. These activities can take place either in the classroom or in the workplace. The examples below describe activities in a few exemplary programs:

- o Genesis uses the promise of jobs to eligible graduates from six high schools as a motivator to improve academic achievement.
- o Rockwell Space Center technical trainers teach two classes in Bellflower High School in electronics and mock model building of the space shuttle.
- o Three students per week are selected to work with personnel on their work stations at the Naval Weapons Center.
- o The Linkage Tutorial Program asks businesses to employ a high school student who will be trained and provided with the proper materials to tutor at-risk students.

*Enrichment and Extracurricular Activities.* Enrichment and extracurricular activities are services provided to students with the aim of enhancing their educational and extracurricular experiences. Such activities supplement or support the existing school curriculum or provide out-of-school experiences which improve the student's overall health and well-being. The following comments illustrate activities in this category:

- o Using Macintosh computers donated by Apple and software provided by ETS, students develop general problem solving skills and demonstrate improved achievement in science, social science, and mathematics.

- o Over 125 students and 50 parents have been trained to provide ridership programs for students who either don't wish to drive with someone under the influence or who they themselves are concerned about their ability to drive safely.
- o "OFFALOT" is a pre-school to kindergarten energy education unit.
- o The Mountain View School District Public Library Coupon Program is a school district-public library partnership designed to increase students' independent and recreational reading experiences through a community focus on reading.

*Short-Term Services and Financial Support.* Activities in this category provide financial support to students and schools or support specific, short-term projects and events. Examples from the surveys were:

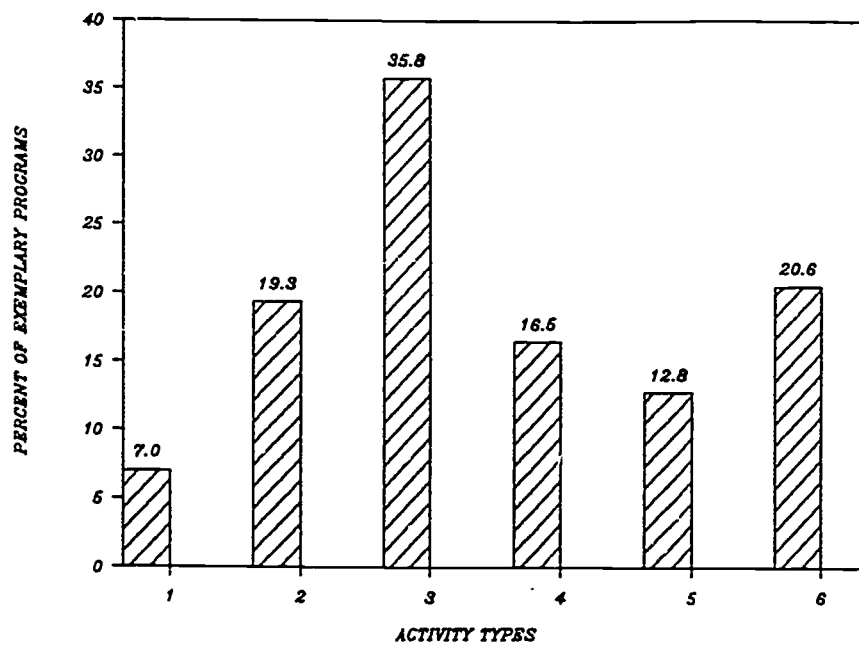
- o Bank of America sponsors an annual luncheon to honor students of the year and their families. The bank also provides incentives to students to improve behavior, attitudes, and academic performance.
- o The Orange County Academic Decathlon encourages students to strive for educational excellence in 10 fields.
- o Vineyard Bank sponsored a coloring contest and presented winners with savings bonds.

For coding purposes, a sixth category was added, "Not enough information to code." Exemplary programs could receive more than one code if more than one activity was reflected in the program description. Of the total of 243 exemplary programs named by respondents, 28 programs received two activity type codes.

Figure 3 summarizes the data on activity types in exemplary programs. The figure shows the proportion of exemplary programs displaying each activity type. As can be seen from Figure 3, Career and Academic Development is the activity type most frequently found in exemplary programs: 35.8% of exemplary programs have activities in this category, either alone or in combination with other activities. The second most

FIGURE 3

ACTIVITY TYPES IN EXEMPLARY PROGRAMS



frequently-found activity type is School Support, with 19.3% of exemplary programs having activities in this category, either alone or in combination with another type. Only 7.0% of exemplary programs have activities involving long-term educational improvement.

#### Geographic Distribution of Activity Types

Table 5 gives information on the distribution of activity types by geographic region. The figures in Table 5 reflect the number and percentage of exemplary programs in each geographic region displaying each activity type. Career and Academic activities are the most frequently mentioned activities in exemplary programs in regions 3, 4, 6, 7, and 11. Activity types are fairly evenly distributed across the categories of school support, career and academic development, enrichment and extracurricular activities, and short-term services and financial aid. Figure 4 displays graphically the proportions for each activity type in regions 3, 4, 7, and 11.

While this survey gives only a preliminary look at educational partnerships in California, it does provide an indication of the number, distribution, and activities in the state. Although fewer than 10% of the CEPC members responded to this first survey mailing, several points are clear.

First, it is evident that linkages between schools and the private sector are widely used around the state: over 3400 partnerships were reported. These are not evenly distributed by region, however. The population centers in the Los Angeles and San Francisco Bay Areas show the greatest concentrations.

TABLE 5

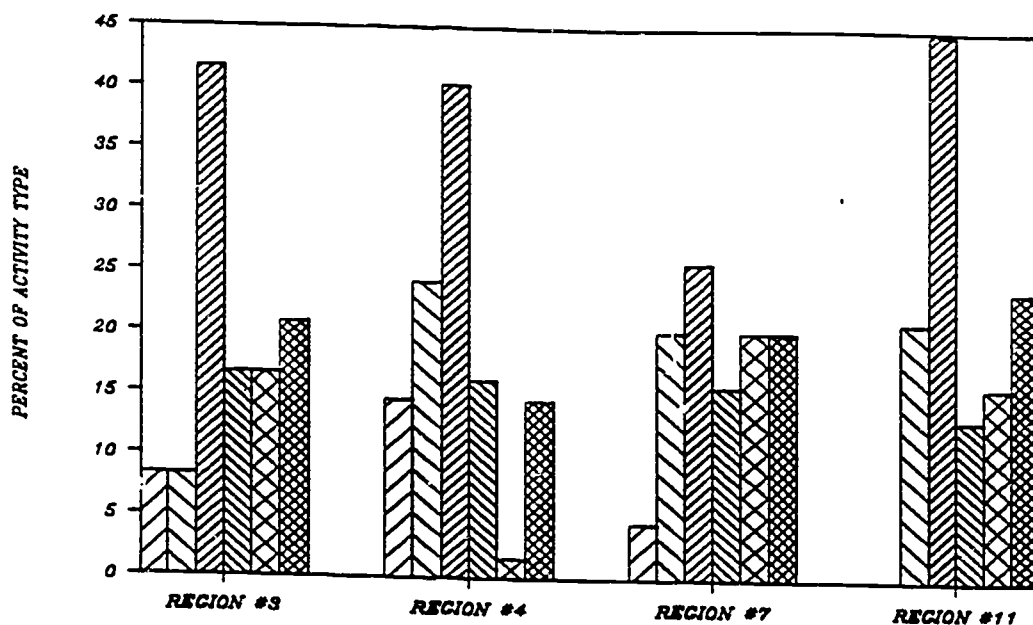
## ACTIVITY TYPE BY GEOGRAPHIC REGION







REGION	EXEMPLARY PROGRAMS	ACTIVITY TYPE					
		LONGTERM IMPROV.	SCHOOL SUPPORT	CAREER DEVEL.	ENRICH. EXTRACURR	SHORTTERM SERVICES	OTHER
1	No response						
2	No program identified as exemplary						
3	24	2 8.3	2 8.3	10 41.7	4 16.7	4 16.7	5 20.8
4	62	9 14.5	15 24.2	25 40.3	10 16.1	1 1.6	9 14.5
5	7	0 0.0	0 0.0	3 0.0	2 0.0	0 0.0	3 42.9
6	14	0 0.0	2 14.3	7 50.0	5 35.7	2 14.3	1 7.1
7	89	4 4.5	18 20.2	23 25.8	14 15.7	18 20.2	18 20.2
8	3	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	2 66.7
9	No response						
10	6	0 0.0	1 16.7	2 33.3	0 0.0	0 0.0	3 50.0
11	38	2 0.0	8 21.1	17 44.7	5 13.2	6 15.8	9 23.7
TOTAL:	243	17 7.0	47 19.3	87 35.8	40 16.5	31 12.8	50 20.6

Note: Row percents may total more than 100% because some programs were included in more than one activity type.

FIGURE 4

ACTIVITY TYPES IN FOUR REGIONS



-  Long-Term Educational Improvement
-  School Support
-  Career and Academic Development
-  Extracurricular Activities
-  Financial Support
-  Not Enough Information to Code

Adopt-a-School partnerships were most often reported by respondents; Alliances or Advisory Committees were next most common. Least frequently reported were partnerships that served a clearinghouse function. The distribution of partnership type varied across regions, however. Whereas Los Angeles respondents reported more Adopt-a-School partnerships, in the Bay Area, Volunteer arrangements appeared to be more common.

As part of the survey, CEPC members were asked to identify and describe exemplary programs. Of those included, most focused on career and academic improvement. Many also reported providing school support or extracurricular activities. The exemplary programs in regions 3, 4, and 11 seemed to have a strong emphasis on career and academic support, while those from region 7 offered a more balanced set of services.

This report thus has provided a brief, somewhat preliminary, look at educational partnerships in California. As additional data on educational partnerships in the state become available, the information presented will be updated and revised.



APPENDIX A:  
CALIFORNIA EDUCATIONAL PARTNERSHIP CONSORTIUM SURVEY

California Educational Partnership Consortium  
P.O. Box 1736, Sacramento, CA 95812-1736  
(916) 444-6670

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Zip \_\_\_\_\_  
County \_\_\_\_\_ Phone No. \_\_\_\_\_  
Agency \_\_\_\_\_

1. Please indicate the number of partnerships that you coordinate. \_\_\_\_\_
2. Which county(ies) do you serve? \_\_\_\_\_  
Which district(s) do you serve? \_\_\_\_\_
3. Please indicate the number of partnerships by type. See descriptions below.

Adopt-a-school \_\_\_\_ Volunteer \_\_\_\_ Foundation \_\_\_\_ Alliances or Advisory Committees \_\_\_\_ Clearinghouse \_\_\_\_ Other \_\_\_\_

- \*Adopt-a-school: a school is matched with one business, community organization or civic agency as partners.
- \*Volunteer: programs utilizing volunteers from the community such as parents, grandparents or others.
- \*Foundations: a partnership structure used to garner funding support for schools.
- \*Alliances or Advisory Committees: umbrella organizations that coordinate a myriad of private/public initiative for school districts.
- \*Clearinghouses: partnership structures that seek out resources, elicit information, act as facilitators, match needs to resources and disseminate information to constituencies involved in the partnerships.
- \*Other: \_\_\_\_\_

A-1

4. Please identify "exemplary" programs.
 

Name of program _____	Name of program _____
Address _____	Address _____
City _____ Zip _____ Phone _____	City _____ Zip _____ Phone _____
Why did you recommend this program? _____	Why did you recommend this program? _____
_____	_____
_____	_____
_____	_____
Is outcome data available? _____	Is outcome data available? _____

4. (Continued)

Name of program \_\_\_\_\_

Name of program \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Why did you recommend this program? \_\_\_\_\_

Why did you recommend this program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is outcome data available? \_\_\_\_\_

Is outcome data available? \_\_\_\_\_

5. Do you provide technical assistance for developing educational partnerships? \_\_\_\_\_

6. Please attach a list of all partnerships you coordinate and include the names and addresses.

7. Any other comments about your partnership: Specific attributes, problems or needs. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for taking time to complete this survey. Your input is greatly appreciated and is invaluable information to current and future partnership practitioners.

APPENDIX B:  
MAP OF CALIFORNIA

# STATE OF CALIFORNIA

## 11-Area Map

Please check those areas in which you can provide business for the state

AREA

- |                            |                            |                            |                             |                             |                                       |
|----------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4  | <input type="checkbox"/> 5  | <input type="checkbox"/> 6            |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> ENTIRE STATE |

