1990

A model to predict institutionalization of school-business partnerships

Ronald M. Flowe

College of William & Mary - School of Education

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A model to predict institutionalization of school-business partnerships

Flowe, Ronald M., Ed.D.
The College of William and Mary, 1990
A MODEL TO PREDICT INSTITUTIONALIZATION
OF SCHOOL-BUSINESS PARTNERSHIPS

A DISSERTATION
PRESENTED TO
THE FACULTY OF THE SCHOOL OF EDUCATION
THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
DOCTOR OF EDUCATION

BY

RONALD M. FLOWE
A MODEL TO PREDICT INSTITUTIONALIZATION
OF SCHOOL-BUSINESS PARTNERSHIPS

BY

RONALD M. FLOWE

Approved December 1989 by

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ACKNOWLEDGEMENTS

Although the completion of this project marks the accomplishment of a personal goal established long ago, the work and sacrifice were not mine alone. To my wife, Karen, I extend love and gratitude for her encouragement, for her belief in me, and for her willingness to tolerate five years of moodiness, nights alone, and piles of paper spread around the house. Without Karen, nature is empty. She is more fun than Cleopatra's needle.

To my children, Kristin and Adam, I offer thanks, love, and the opportunity to see their father without the APA style book in his hand.

To Dr. Robert Hanny, chairman of my committee, I offer sincerest thanks for his academic guidance and for his renewal of my belief in myself. I have learned much.

To Dr. James Yankovich and Dr. John Thelin, committee members, I offer appreciation for support, interest, guidance, and patience.

To Dr. George Stainback and Dr. Jane Sheeran, I offer appreciation for professional encouragement.

To my colleagues and friends in the West Point Public Schools, I thank you for your interest and encouragement.

Finally, to Beth Burch, without whom this project would never have been completed, I offer grateful thanks.
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CHAPTER I

Introduction

Justification of the Study

Partnerships between schools and businesses have been proliferating in the last decade. Partially as a result of encouragement from the Reagan administration, the number of formal partnerships across the nation has ballooned to an estimated 140,000. Enthusiasm for the idea of school and business partnerships seems still to be waxing. For example, four Denver area districts joined forces with fourteen corporations in the fall of 1988 (Denver Post, November 2, 1988, p. 5B). At the same time, the newly elected governor of West Virginia, Gaston Caperton, called for increased corporate involvement with the state's troubled school system as a partial solution to persistent problems (Education Update, Vol. II, Number 4, 1988). And in Virginia, the partnership between Hampton's New Horizon School and the National Aeronautic and Space Agency received national recognition for being an exemplary partnership ("NASA New Horizons Partnership," 1988). There has been, however, little scholarship to parallel the establishment of these partnerships. Little is known of the effectiveness of
partnerships, of their myriad structures, or of the likelihood of their success. In the absence of extensive research or scholarship, except the anecdotal and the exhortative, partnerships between schools and business have grown wildly in number but without much guidance and with little understanding by observers. Levine and Trachtman (1988) noted that "a great deal has been written about business involvement in public schools but little of it attempts to get underneath the descriptions or go by beyond the conceptualizations to what actually happens in these collaborative efforts" (p. xiii). Levine and Trachtman called for explorations of the civic contexts, the motivations for involvement, the process, the outcomes, and the lessons learned in school-business partnerships. In the absence of abundant scholarship and in the presence of an unheralded mushrooming expansion of programs, the phenomenon demands and deserves explanation.

Statement of the Problem

With the establishment of unprecedented numbers of partnerships between schools and businesses, there is an urgency in the need to contribute to a sound body of knowledge which will describe this growing phenomenon. Engaging in a partnership has emerged in the 1980's as an idea which sounds as if it should work and about which it has become the fashion "to jump on the bandwagon." This study attempts to clarify several questions regarding this educational fashion:
1. What are the component parts (or program qualities) of enduring school-business partnerships?
2. Can a model which incorporates these component qualities be developed to describe school-business partnerships?
3. Can this model then be used to determine whether a partnership is likely to become institutionalized?

Theoretical Rationale

This project requires an examination of four different theory bases. First, an understanding of the present status of school and business partnerships as a cornerstone of the project is required. Second, the body of knowledge related to the concept of organizational change and institutionalization is a component of the study. Third is a consideration of theory itself and of the use and development of theoretical models. Fourth, the study depends on an understanding of both qualitative and quantitative research methods.

First, a body of knowledge relates to the study of the status of partnerships between schools and businesses. Assessing the extent of proliferation of this educational practice and then developing a theoretical model (to describe successful partnerships and to predict the likelihood of institutionalization) requires knowing what is presently "out there."

Much of the present status of the knowledge surrounding school and business partnerships has been summarized by
Clark (1987, p. 24-25). He noted:

1. There has been little if any effort to connect two major movements: educational reform and partnerships in education.
2. Most partnerships are brief and episodic—seldom run long enough to make a difference.
3. Most partnerships are carried out in an uncoordinated, fragmented, and unstructured way.
4. Many partnerships are characterized by low levels of investment, and limited objectives.
5. Many partnerships lack formal structure, such as coordination among staff of the industry and staff of the school.

Clark's conclusion was that what is needed is a "formal, long-term structure" (p.25). It is just such a structure that this project will attempt to establish.

Much of the literature on the characteristics of a school-business partnership is anecdotal. However, even with this weakness, there are certain qualities of school-business partnerships which appear to contribute to the chance of institutionalization of the partnership. These are:

1. the perception by both parties of a need or needs that can be satisfied by engaging in a partnership (Stainback, Winborne, and Davis, 1984, p. 42),
2. the identification of specific rewards to both parties (Strelac and Murphy, 1986, p. 21),
3. making the terms of the agreement concrete by putting them in writing (Stainback, Winborne, and Davis, 1984, p. 42, and Strelac and Murphy, 1986, p. 21),
4. the support of the company's chief executive officer evidenced by the commitment of both money and personnel to the realization of the pre-determined goals (Stainback, Winborne, and Davis, 1984, p. 42),
5. the support of the school administration including the school board, the superintendent, and the principal (Stainback, Winborne, and Davis, 1984, p. 42, and Manning, 1987, p. 13),
6. the financial stability of the business partner (Mann, 1986, p. 2),
7. the business partner's having a large influence on the economic well-being of the community which the school serves (Hester, 1986, p. 23),
8. the physical location of the business partner within the boundaries of the school district (Hester, 1986, p. 23),
9. the perception of competence of the personnel directly involved in implementing the terms of the partnership (Mann, 1986, p. 4), and
10. the frequent exchange of information between the partners regarding the state of the partnership (Hester, 1986, p. 23).
The first three qualities—that there must be a felt
need, that specific rewards and goals should be identified, that the terms of the partnership agreement should be set forth in writing—are closely related yet distinct entities. These three points have been affirmed by Stainback, Winborne, and Davis (1984, p. 42). Similarly, Strelac and Murphy (1986, 21) echoed the importance of formally establishing needs.

The fourth and fifth qualities are also similar. The partnership agreement needs support of the company's chief executive officer and of the school administration. Again, Stainback, Winborne, and Davis (1984, p. 42) specified these parallel requirements. Manning (1987, p. 14) noted that building level administrators should be involved from the beginning and that the interest of the chief executive officers is a rudiment of success.

The sixth, seventh, and eighth program qualities present similar content. The sixth, that the business must be financially stable, at first seems to be so evident that it need not be observed. However, as Mann (1986) pointed out, "scale counts" (p. 2). In other words, the business organization must not undertake more than it can afford. Hester (1986, p. 23) extended this idea to include the seventh qualities of this study, that the business must be capable of exerting economic influence on the community. As Hester (1986) pointed out, "large companies have the resources to deal with large school populations" (p. 23). By implication, then, smaller companies will experience
greater persistence in smaller-scaled partnerships. The eighth feature, that the geographic presence of the business partner within the boundaries of the school district strengthens the chance for the persistence of the partnership, follow as a corollary thought. Hester (1986) pointed out that "geographical proximity seems to encourage ongoing relationships between a school and community businesses...Both have a common community; thus common problems, concerns, and assets" (p. 23).

The ninth quality observes that there must be the perception of competence in those people directly involved in implementing the partnership agreement by those people who will be affected by the partnership. This idea harkens back to the specification of goals. Sometimes, as Stainback, Winborne, and Davis (1984, p. 42) noted, personnel certification requirements must be waived in order to create an interface between the worlds of business and education. If such tampering leads to lack of trust in highly visible personnel, the partnerships may founder. Mann (1986) supported this idea: "Public relations won't help you if your curriculum is wobbly, your faculty is demoralized, and drop-outs are your most reliable product" (p. 5).

The tenth quality calls for frequent exchange of information between the two partners. This communication may be evidenced in numerous ways and degrees of formality. Hester (1986), for example, advocated "a strong partners
advisory council" (p. 23).

A second theory base surrounds the study of institutionalization, which is the acceptance of change in an organization and the inclusion of the change as standard procedure. Huberman and Miles (1986, p. 207) concluded that institutionalization is the routinization of the innovation and that such institutionalization is characterized by "...structures, procedures, and organizational sentiments..." that become "...built into..." the school. Institutionalization may be distinguished from mere continuation--which may occur because a principal or other key user likes the innovation--by the presence of these structures, procedures, and sentiments.

This study will examine ten structures, procedures, and organizational sentiments that are characteristic of school-business partnerships and that point toward institutionalization of the partnership.

Third, developing a theoretical model demands a study of theory, its development and its applications. Borg and Gall (1983) offered a recapitulation of long-accepted ideas regarding theory. A theory, they reported, "is a system for explaining a set of phenomena by specifying constructs and the laws that related those constructs to each other" (p.22). A theoretical construct, said Borg and Gall (1983, p. 63), can be defined constitutively (by reference to other constructs) or operationally (by specifying activities used to measure it). Theories serve at least two useful
purposes. First, theoretical constructs identify commonalities. Second, the laws of a theory help to make accurate predictions. From these precepts, which will receive more expansive development in the chapter which reviews the existing scholarship and research, emerges a rationale for creating a theoretical model that might guide practice.

A fourth theory base concerns the differences between quantitative and qualitative research methods. Borg and Gall (1983, p. 28) stated that quantitative research is characterized by operationally defined laws, objective analysis of human behaviors, facts reported without bias, inferences drawn from samples, and standardized methods of data collection. In contrast, these researchers saw qualitative research characterized by artistry in its forms of representation, empathic participation in the experiences of individuals, selective reporting, special emphases, inferences made from individual cases to larger populations, and the use of the investigator's perceptions as a source of data. This study borrows from both methods of investigation but ultimately draws more heavily on the qualitative approach.

**Hypothesis**

The hypothesis set forth in this study points toward a sound theoretical framework against which the plethora of anecdotal and exhortative accounts might be contrasted. This hypothesis unites ideas about theory, about change and
innovation, and about school-business partnerships. The hypothesis projected in this study follows:

Hypothesis -- School and business partnerships that are institutionalized will contain program qualities that are different from those partnerships that are not institutionalized. There are ten program qualities that typify lasting school-business partnerships. These program qualities include perception by both partners of a need that can be satisfied by engaging in a partnership, the identification of specific rewards to both parties, putting the terms of the agreement in writing, support of the chief executive office, support of the school administration, financial stability of the business partner, substantial influence by the business partner on the school division, location of the business partner within the boundaries of the school district, competence in those who implement the agreement, and the frequent exchange of information among partners.

This hypothesis presents somewhat unusual validation problems. First, that there is only one hypothesis, rather than several related hypotheses, is out of the ordinary. Second, there is no competing hypothesis, largely as a result of the lack of scholarship and a concomitant lack of solid evidence to support either the stated hypothesis or a contradictory one.
Definition of Terms

For the purposes of this study, the fundamental terms and recurrent expressions require definition. The terms in this project whose definitions contribute to a clear understanding of the concepts are presented below:

School-business partnership. In this study, such a partnership refers to any arrangement in which corporate support accrues to a public school or to a school division. Although from their inception some partnerships establish less lofty goals than others, disparity in aspirations is not the subject of this study. Rather, the study considers the endurance of partnerships despite their goals.

Adopt-a-School. This phrase refers to an agreement for on-going cooperation between a business and a school which has been made formal through some written agreement.

Theory. Ornstein and Hunkins (1988) offered the following definition which shall be the definition used in this study: "Theory is a cluster of logically connected statements that generalize to and offer explanations of particular cases" (p. 279). Validation of a theory may occur through empirical observation or through reasoning about the logic of various aspects of a theory.

Model. Ornstein and Hunkins (1983) defined models as "representations of aspects of a theory" (p. 283).
Institutionalization. For the purposes of this study, institutionalization occurs when an innovation becomes part of the standard and accepted practice in an organization and lasts for three or more years.

Quality - Apart from its familiar connotation of excellence, the word suggests a characteristic trait, mark, or feature.

Program qualities. In this study, ten characteristics, features, aspects, or attributes of partnerships between schools and businesses have been identified. The ten features shall be called program qualities. These program qualities include perception by both partners of a need that can be satisfied by engaging in a partnership, the identification of specific rewards to both parties, putting the terms of the agreement in writing, support of the chief executive office, support of the school administration, financial stability of the business partner, substantial influence by the business partner within the boundaries of the school district, competence in those who implement the agreement, and the frequent exchange of information among partners.

Design of the Study

The Sample

In order to assess the likelihood of institutionalization of school and business partnerships, this study will survey all school districts in Virginia and
select ten partnerships from among them.

All ten partnerships will be selected from Virginia. The public relations director of all but one of school divisions in Virginia (in smaller divisions, this person is likely to be an assistant superintendent) will receive an inquiry as to whether any schools in their divisions have participated in a school/business partnership, whether the partnership lasted three or more years, whether the partnership influenced the instructional program, and whether the division would be willing to be a site for this study of the institutionalization of partnerships. One Tidewater school division will not be surveyed because this researcher is employed there. However, a partnership between the town's school and a local paper mill will be used as a pilot study to test the methodology.

The following serve as criteria for inclusion of a partnership in the study:

1. the partnerships having lasted at least one year (it must at least have "gotten off the ground"),
2. a mix of diverse demographic variables (such as rural, suburban, or urban locales),
3. diversity in nature of the partnerships to avoid including too many banks or hospitals etc.,
4. willing participation of the school division to share the information, and
5. a mix of institutionalized and not institutionalized partnerships in proportion to the
responses which the mailed survey produced.

**Measuring Program Qualities**

Once the ten partnerships have been identified, provisions for eliciting the required information must be made.

The presence of a written agreement between the school and the corporate partner will verify at least three of the program qualities:

1. the perception by both parties of a need or needs which engaging in a partnership may satisfy,
2. the identification of specific rewards to both parties, and
3. making the terms of the agreement concrete by putting them in writing.

The first two of these program qualities might also be identified through interviews with key personnel or by observation of an artifact or some other product that the partnership produced.

The fourth program quality, the support of the company's chief executive officer as evidenced by the commitment of both money and personnel, may be validated in a contract, in a letter, by the presence of personnel performing specified tasks, or by a review of financial records.

In like fashion, the fifth program quality, the support of school administrators, may be validated in a contract, in a letter, or by accommodations made for the partnership,
such as housing a program or providing a teacher.

Demonstrating the existence of the sixth and seventh program qualities, the financial stability of the business partner and the ability of the business partner to influence the economic well-being of the community, requires an examination of the varied locales. The size of the corporate partner, in terms of both physical properties and the number of its employees, may point toward stability and the extent of economic influence on the town. The greater institutionalization of the business in the community—has it been in operation for three or more years—also contributes to a perception of stability. There may also be public disclosure of assets of many corporations.

The eighth program quality, whether the corporate partner is located geographically within the borders of school division, may be verified by the simplest of inspections.

The ninth program quality, the perception of competence in those people implementing a program, presents a more difficult validation problem. The credentials of this segment of personnel can easily reveal the extent of formal training and experience relative to the discharge of duties. Perception of competence will be ascertained by inquiry.

The tenth program quality, which states a need for communication between the corporate partner and school personnel, will be validated through an examination of calendars, minutes of meetings, memoranda, letters, and
other written evidences. In some cases, the communication might be mandated in the terms of the partnership agreement. In other cases, school and corporate personnel may work closely together as a routine function of the partnership.

Pilot Study

The research project will be piloted by an examination of a school-business partnership that has been in place for six years. In a small town in Tidewater, a large paper manufacturer has maintained for seven years a partnership with the local secondary school, Small Town High School. Determining which of the ten identified program qualities this partnership displays will guide the researcher in the collection and interpretation of evidence concerning the ten partnerships which will be collected later.

Limitations of the Study

This study of institutionalization in school-business partnerships faces several limitations. First, the most significant of these is that the ten partnerships all exist in one mid-Atlantic state. To the extent that school and business partnerships in Virginia are representative of partnerships throughout the nation may reduce the degree to which the results of this study may be generalized.

A second limitation is the lack of research on school-business partnerships which would help to focus a study such as this. Except for the anecdotal and the exhortative, there exists little in the way of solid research amid ubiquitous calls for such research. This lack makes it very
difficult to identify an alternative explanation for the relative success of these partnerships.

A third limitation concerns the way in which the hypothesis must be tested. There are no purely statistical measures to be employed in the project. The study cannot be purely quantitative in nature, for it involves the interpretation of written contractual agreements, the assessment of the relative strength of corporate and educational administrations, and the appraisal of a business's potential to influence the economic well-being of a school division. On the other hand, the study is not purely qualitative; the research involves collecting quantitative data on specified conditions. In other words, the study does not purport simply to unearth whatever anthropological, historical, demographic or other phenomena that might possibly exist in the partnerships it examines. This problem, also encountered by Huberman and Miles (1986), must be overcome by careful rendering of the study's findings to promote their generalizability.

A fourth limitation may be that the researcher has overlooked one or more significant program qualities which could be contributing to the likelihood of institutionalization of partnerships. In other words, failure of a partnership to become institutional may be related to phenomena which this study does not address.

A fifth limitation of this study is its exclusion of any consideration of the role of the business world post-
secondary education. There have been many initiatives involving colleges, junior colleges, and community colleges which this study does not attempt to evaluate.

A sixth limitation may be that the researcher chose to interview only school personnel rather than including business personnel as well. However, the project focuses attention on the role of schools in developing partnerships with corporations. Therefore, the research will be confined to the perspective of school administrations.
CHAPTER II

Review of Literature

A review of the literature and research related to this study is presented in this chapter. The review is divided into four summaries: that concerning the present status of school-business partnerships, that concerning organizational change and institutionalization, that concerning the development and use of theory, and that concerning the methods of qualitative inquiry.

Summary of Research on School and Business Partnerships

Scholarly study of the proliferation of school and business partnerships is as telling for what it does not reveal as for what it does. The research points to the ineluctable conclusion that such partnerships are too little understood, especially considering the prevalence of these arrangements. Nevertheless, researchers have attempted to describe school business partnerships, to explore the benefits to businesses and to schools, and to determine the impact of the partnerships on American education. Because the nature of the partnerships varies extensively, the establishment of norms for comparison has been a major obstacle. As a result, most studies avoid empiricism and
feature anecdotal assessments. However, the study of these near-numberless anecdotal reports, a brief examination of the history of educational practice as it applies to the business community, and such statistical evidence as is available leads to an imperfect perception of the present status of school-business partnerships.

**Historical Perspective**

Partnership between schools and businesses is not a new phenomenon. The myriad recently developed and highly-reported partnerships are, after all, contemporary variations on a familiar educational motif. As Leiter (1985) noted, "the logic of common interests joins public and private constituencies" (p. 65). In fact, for centuries trade and craft guilds recognized the importance to the perpetuation of their work of the apprenticing of younger, less experienced talents. This venerable practice of cultivating the next generation prefigures the modern awareness in the business community that continued success depends upon the quality of education of its newest recruits. Lund and McGuire (1984) reiterated this old idea: "To the extent that business firms are able to replenish the basic feedstock for continued successful business operations, whether or not a supply of trained or trainable workers remains available is a matter of deep concern to business managers" (p. 5). More recently, Turnbaugh (1987) reported, a trend developed in the twentieth century "to vocationalize education" (p. 2). Such a push resulted,
eventually, in significant expansion of secondary school vocational education, in career education, and, now, in a profusion of partnerships. Mann (1986, p. 1) observed that schools, especially secondary schools, have long received support from the business community and have, therefore, for a long time been partners with businesses without having formally acknowledged the arrangements as partnerships. Mann pointed to the advertisements in yearbooks, in school newspapers, and in athletic programs as examples. He also noted that businesses have traditionally underpinned such activities as raffles in return for the goodwill of the community, for the effectiveness of such advertising, and for certain tax advantages. After President Reagan's 1983 call for increasing the number of school and business partnerships and for deepening their significance as part of an approach to improving the quality of American education, the number of formal partnerships more than doubled (Cavazos, 1988, p. 7). For a school, to become the adoptee of a business was to be trendy, to be current, to be among the vanguard of educational activists.

The variety of formal business and school partnerships makes quantitative and purely objective data difficult to obtain. In fact, determining with accuracy even the number of partnerships--let alone their characteristics--is a formidable chore. Secretary of Education Lauro F. Cavazos in a report to the President (1988, p. 7) asserted that by 1988 over 140,800 were in operation. These partnerships
affected 24 per cent of all public school students. There are, however, scores and scores of other, unreported partnerships so that the true level of interaction between schools and businesses will never be known.

Their number thus approximated, what more can be determined of their permeation? Turnbaugh (1987) observed that "partnerships vary tremendously across the country in size, scope, and goals" (p. 2). Shakeshaft and Trachtman (1986) found that partnerships tend to be "episodic" with any "impact yet to be defined" (p. 3). Despite the inconsistencies and the lack of normative standards, or perhaps because of a recognition of such problems, an organization, The National Association of Partners in Education, Inc. formed in an effort to promote the establishment and effectiveness of school and business partnerships.

One of the most common appellations given to school and business partnerships is "adopt-a-school." This designation, however, is essentially without meaning. No clarification has emerged since Barton (1983) called adopt-a-school programs "amorphous" (p. 5). Adopt-a-school has become a buzz word suggestive of about half (Shakeshaft and Trachtman, 1986, p. 5) of corporate support programs in education. The nature of adopt-a-school can vary to include a formal agreement between a business and a school in which pre-determined, mutually beneficial goals are approached or a less formal agreement to supply a school with material
needs on a regular basis or a still less formal arrangement in which a school may request the business partner to support a particular initiative, such as building an athletic track. Brooks and Powell (1986) found that "sometimes special programs in a school rather than an entire school may be adopted" (p. 7). Adopt-a-school may also mean something on a larger scale, perhaps along the lines of adopt-an-entire-school-division. However, as Manning (1987) stated, "adopt-a-school is most often a pairing" (p. 9) for a particular business establishment with a specific school. Lund and McGuire (1984), acknowledging the wide variation in adopt-a-school plans, nevertheless asserted that "... properly conceived, this is probably the most thorough commitment a business can make to a school since it implies whatever success or failure the relationship might produce would be a shared responsibility" (p. 9).

Although adopt-a-school programs have become widespread, there are other models of school and business partnerships or, at least, of corporate involvement in schools. Blank (1988, p. 1) identified the following ways business currently work with public education:

1. adopt-a-school programs,
2. school improvement and support initiatives,
3. employability initiatives for disadvantaged youth, and
4. advocacy for public education.
Blank amplified the categories he identified. The "ubiquitous" (p. 1) adopt-a-school programs often involve but are, of course, not limited to: tutoring programs, speakers' bureaus, mentoring, teachers' in-service training, field trips, and sponsorship of extra-curricular activities.

School improvement and support initiatives may be offered without formal adoption of a school, according to Blank (1988, p. 2). Businesses may provide equipment, offer scholarships, train teachers and other educators in summer in-service programs, establish teacher recognition programs, make provisions for additional college training for teachers, offer management training programs for administrators, improve public relations initiatives, offer assistance in personal finance management for school personnel, offer legal advice, or offer tax assistance.

Blank (1988, p. 3) also noted that some partnerships involve an out-reach to disadvantaged youth. In these projects, the business partner makes an effort to interrupt the culture of poverty in which many young people find themselves. Making the next generation more employable has emerged as the primary goal in these partnerships. Often the business partner cooperates with the school in offering GED preparation classes, adult basic education (ABE) classes, or job training. These programs frequently are located off-campus but are still examples of corporate support for public schools.
Advocacy for public education is yet another business initiative, stated Blank (1988, p. 3). In this stance, businesses may not offer direct, observable support to specific schools but instead may support hiking taxes for education, lengthening the school year, toughening teacher accreditation standards, or maintaining high academic standards.

A fifth type of corporate involvement, one which Blank did not identify, involves a major corporation attempting large scale influence in American schooling. These programs (Pizza Hut's "Book It" and Time's "Time to Read" are examples) frequently furnish teachers with motivational materials that may range from pizza as a reward for reading to teaching and learning aides that make course content more accessible. Perhaps these large companies have joined the partnerships vogue by attempting to adopt-all-of-the-schools.

An initiative in Illinois (School/Business Partnerships, 1985, pp. 9-14) put forth points of consideration in school and business arrangements for the Chicago area. The ideas, however, have universal application. This report suggested that businesses may:

1. encourage the reform of curriculum,
2. offer career exploration activities,
3. conduct classes,
4. help attract top-rank teachers by offering summer employment or other enticements,
5. actually provide teachers,
6. operate or support teacher training institutes,
7. offer business internships for teachers, and
8. evaluate programs.

The ways in which corporate support for education may occur seems to be matched only by the number of school and business partnerships. The peculiar demographics of any situation contribute to the singular nature of each individual partnership and make drawing inferences difficult. However, Shakeshaft and Trachtman (1986) attempted this near impossibility. They identified companies on a Forbes list of five hundred monetarily successful enterprises. To the chief executive officer of each company, they sent a survey of ten pages and fifty-five questions asking about the companies' support of education. The researchers received 345 returns at a 69% rate of return. From this effort, the researchers produced data as "hard" as any in the study of school and business partnerships. The weakness, of course, in this study is that there are tens of thousands of other business enterprises not sampled. With this serious flaw acknowledged, Shakeshaft and Trachtman (1986, p. 4) reported that:

1. 73% of companies report involvement in schools,
2. 45% thought their support was of the adopt-a-school mode,
3. 61% work with schools in only one school division,
4. 81% are pleased with their involvement in schools while 19% wished to end the arrangement as soon as possible,

5. 87% of chief executive officers stated a belief that education is not the sole responsibility of the schools,

6. 72% of chief executive officers believe the government should be responsible for education and should not shrink from this responsibility despite President Reagan's exhortations to business, and

7. 53% believed that business could do more to support schools.

Shakeshaft and Tractman (1986, p. 6) revealed other fascinating data. The businesses most likely to participate in partnerships are banks (26.3% of all reported partnerships were with banks), utility companies (19.5%), insurance companies (5%), department stores (4.2%), drug and chemical manufacturers (4.2%), data processing firms (4.2%), and broadcasting networks or stations (4.2%). About one third of the partnerships were initiated by businesses, and about two thirds were the products of school efforts.

Shakeshaft and Trachtman (1986, p. 5) found that activities that typify corporate support of education vary widely. Some companies were involved in more than one kind of endeavor. Among the most frequently reported undertakings were the following:

1. providing speakers (67%),
2. offering achievement awards (67%),
3. donating equipment (57%),
4. participating in career days (51%),
5. providing tutors (26%),
6. providing leadership conferences (26%),
7. offering assembly programs (22%),
8. providing mentors for students (18%), and
9. providing internships for teachers (18%).

These researchers also reveal a curiosity in that this range of activities did not change significantly among "adopted" schools and those which were not adopted but merely supported. Moreover, the range of supports did not increase after schools and businesses made their partnerships formal through a written "adoption" policy. This finding echoes Mann's previously cited observation that secondary schools have long been partners with businesses. To an extent, then, the partnership explosion (from 40,000 to at least 140,000) seems like a case of "old wine in new bottles" (Shakeshaft and Trachtman, 1986, p. 6). Doubtless, there may be many new bottles, too.

Another effort to identify corporate support for education was that of Lund and McGuire (1984). They conducted an inquiry among business executives "to determine their experience with, attitudes toward, and aspirations for secondary schools" (p. 1). They mailed questionnaires to nearly 2000 executives in the summer of 1983 and then conducted a telephone survey of one hundred of their
respondents. Lund and McGuire then based their findings on responses from 514 executives, of these 324 were public affairs officers and 190 were personnel officers. Lund and McGuire (1983, p. 4) reported that:

1. executives perceive high school graduates as unprepared for both technical work (80%) and communication (65%),
2. the businesses believe they can train new recruits if the new hires have positive attitudes about work,
3. 80% of executives believe that businesses could improve the quality of public education,
4. 65% of the public affairs officers believe business should do more to assist in improving the quality of public education.

The schools appear to profit from their interactions with business. If, as Blank (1988) maintained, "reliable quantitative data" (p. 4) are limited, the schools find that "the attention is good, and any help is worthwhile" (p. 5).

Benefits to the Business Establishment

The proliferation of recognized partnerships between schools and business is one of the few aspects of corporate support for education that has been, in any sense, quantified. Since President Reagan's call for action in 1983, the number of partnerships has expanded rapidly. The corporate world has expressed a willingness to aid the public school system in educating American youth. Beyond
what Kolderie (1987) called "this fuzzy altruism" (p. 56),
why is business so nice to schools?

For some, perhaps the altruism is enough. Woodside (1986) stated that "business can build an active and sustained support mechanism" (p. 11) on behalf of education. Brooks and Powell (1986) asked, "How can the...schools become pre-eminent unless the business community is involved and supportive?" (p. 7). Barton (1983, p. 5) reported a desire in corporate America to restore quality to basic education through better reading, writing, and computing and to produce good attitudes toward work by increasing punctuality and by improving communication skills and social skills. There seems, then, to be a generally favorable sentiment toward the movement to "create broader and more effective partnerships for improving education in the states and communities of the nation" (Action in the States, 1984, p. 10).

There may, however, be a much more pragmatic concern that underpins corporate America's fuzzy altruism. A grimmer reality is that businesses worry about a poorly educated work force. Kolderie (1987) pulled no punches in a painful description of the current crisis in American education: "An old institution, long accustom to stability, now faces growing outside competition, major changes in the nature of its customers, and a deepening internal crisis in the quality of its professional work force" (p. 56). Into this milieu, Kolderie continued,
"business has come in offering to help and wanting to be liked" (p. 56). Rohlen (1987) echoed Kolderie in citing "poor overall results, disorder, lack of standards, and great disparity in quality" (p. 42).

In a call to action in response to a perceived crisis in American education, Foster and Rippey (1985) identified four options for corporations:

1. strengthen the ways in which they currently supplement education,
2. engage in school-business partnerships,
3. provide the equivalent of public education themselves, or
4. do nothing (p. 73).

The authors, of course, found their second option to be the most practical.

Shakeshaft and Trachtman (1986, p. 7) found four frequently occurring goals of businesses as they establish partnerships with schools:

1. improving academic performance,
2. improving career education,
3. creating a more favorable public image, and
4. encouraging a better trained work force.

These last three goals obviously reflect an appropriate practicality and self-concern. To this list of goals, Barton (1983, p. 79) added two more:

5. better understanding in young people of how the American economy works, and
6. more stability in neighborhoods which businesses occupy.

(No one of these researchers identified what must be another very powerful inducement to form partnerships: tax breaks.)

In some partnerships, schools have made an effort to include in the partnership agreement some specific reciprocal advantage for the corporate partner. Stainback, Winborne, and Davis (1984, p. 42) offered as an example the use of school rooms for training, the use of physical education facilities for the business partner's wellness program, and the use of a school's television production equipment and other mass media equipment as attractions for a supportive business partner.

Inferences and Implications

Legitimate but essentially unanswerable questions emerge from the study and observation of school and business partnerships. Shakeshaft (1986) wondered whether the partnerships are producing better workers or are actually creating positive public opinions for businesses or are resulting in greater corporate control of public education. Kolderie (1987, p. 57) asked what improvements the partnerships effect. Do these improvements last? Do they spread?

For answers, there is virtually no hard evidence. There are countless articles, anecdotal in nature, which describe specific partnerships. There are articles and even entire books (School Partnerships Handbook by Otterbourg
[1986], for example) devoted to step-by-step instruction in developing partnerships. A national organization (National Association of Partners in Education or NAPE) exists to encourage the development of effective management of partnerships.

However, there is not much evidence beyond the kinds of quotations reported by Brooks and Powell (1986) of those involved in a partnership. Those writers quoted (p. 7) a student ("She made me realize a good job interview is harder than I thought"), a teacher ("The extra help kept him from failing"), and a business volunteer ("It's just a good feeling to know that you can help someone"). While, all of that may be uplifting and inspirational, it does not illuminate the overall characteristics of partnerships. Much of the literature leans toward such feel-good, self-congratulatory, and anecdotal reporting.

The more scholarly writers decry the lack of sound research in partnerships. Blank (in 1988) found little or "no hard data to support any conclusion" (p. 4) regarding the efficiency of partnerships. Barton (1983, p. 13) specified several research needs:

1. collection of better information on adopt-a-school,
2. careful tracking of collaborative efforts,
3. gathering more information about benefits to both parties, and
4. longitudinal and retrospective studies about
successful and unsuccessful partnerships. If the lack of hard information is in short supply, there are nevertheless limited, frequently anecdotal, reports of some usefulness. Woodside (1986) noted that "in 23 large cities, partnerships produced $25 million in partnership money" (p. 6). This funding figures to less than one million dollars per city which is, as Woodside observed, "a lot of money but a drop in the bucket" (p. 6). The result, he asserted, is "minimal impact" (p. 6). Shakeshaft and Trachtman noted that the "amount of time, effort and money is not sufficient to control or direct the process of schooling" (p. 13). Blank stated that "business does not think partnerships have much quantifiable result" (p. 13), but they enter into partnerships anyway.

Stimulating Educational Change

Some writers and researchers have used the very lack of hard data to draw inferences. They have found the lack of evidence to be suggestive of the failure of partnerships to be the salvation of a troubled education process. Most business partnerships seem not to be aggressive enough to bring about fundamental changes. As Shakeshaft and Trachtman (1986) said, "If corporations want to mold schools, joint ventures appear not to threaten the integrity of the school since they are not integral to the daily life of the school" (p. 13). They found partnerships "all useful--none likely to make a real and lasting difference in the quality of American public school education" (p. 6).
They continued, "What is actually given in time and money appears to be minimal" (p. 8). Finn (1987) took an even more dismal outlook: "Between the early 50's and mid 80's per-pupil expenditure tripled in constant dollars. Yet there was not gain in what the average student learned, and in many areas, knowledge and skills deteriorated" (p. 64). He concluded, "Throwing money at the education system won't yield the needed gains" (p. 64).

Other writers contended that corporate America does not wish to take charge of the education establishment. Blank (1988, p. 12) concluded that:

1. business does not want or desire to control schools,
2. business does not want to assume responsibility for restructuring, and
3. partnerships will not be the lever for reform.

Kolderie (1987) offered a cogent, and blunt analysis of the present situation:

We should not and we cannot hook up public education to an external life-support system, dependent on a continuing flow of business and foundation help for the improvements that a healthy institution would be making in its own interests from its own resources (p. 56).

Kolderie specifically included grants and bequests as examples of such life-support systems. These gifts are, he said, "misdirected kindness" (p. 56).
Kolderie noted, too, that the present level of corporate involvement in schools is unlikely to produce significant results. The involvement, he posed, is cursory: "Tinkering at the margin is not the way to help public education of its problems" (p. 56). He likened highly publicized partnerships with education to "doing your daughter's homework" (p. 56). Kolderie lamented, "Improvement is not something you 'do.' Yet much of business efforts are something to do (such as) donating computers (or) recognizing outstanding teachers" (p. 57).

Mann (1986) pressed a similar argument. "The school," he says, "must appear solid if businesses are to cooperate" (p. 2). Mann supposed that partnerships with business "won't help your school if your curriculum is wobbly, your faculty is demoralized, and dropouts are your most reliable product" (p. 2). Shakeshaft and Trachtman expressed similar sentiments: "Schools should take initiative...for achieving whatever excellence is" (p. 13). They also found that "corporations do not mind giving a helping hand but are uncomfortable at taking over a role that is perceived to be the government's" (p. 13).

Echoing these thoughts was Rohlen's (1987) perceptions as he contrasted the apparent successes of Japanese education with a perceived sluggishness in the American system. Japanese schools, Rohlen (1987) asserted, "anticipate the needs of the work place" (p. 43). Japanese industrial leaders have not faced the challenge of
influencing a public school establishment to produce a better prepared work force. This Japanese educational success, Rohlen stated, has depended on four cornerstones of success: "national standards, adequate resources evenly allocated, high stature for teachers, and a drive for continuous improvement" (p. 43). These elements he found to be out of focus in contemporary American education. Therefore, American business finds itself needing to shape schooling.

Another caveat regarding school and business partnerships becomes a constitutional question. Caldwell (1985, p. 69) noted that the fourteenth amendment provides for equal protection. Yet the spoils of partnerships, whatever they may be, are anything but equitably distributed. Said Caldwell, "Questions of equity surround the whole idea if the coalitions are to revolutionize schools" (p. 70). If, as President Reagan desires, all public schools acquire a corporate partner, then there will doubtless come a day of recognition that the bounty supplied by one company is greater than that supplied by another.

Emerging Trends

Barton (1983) observed that "corporate involvement in education does not run wide or deep, but it is growing" (p. 9). His insight, of course, was not profound and yet still described the status quo. Therefore, there emerged numerous tasks, numerous suggestions, and numerous perspectives. Foster and Rippey (1988, p. 73) noted that:
1. measures of success need to be established,
2. collaboration requires regular attention, and
3. the "establishment" should neither over-estimate nor underestimate the potential of an organization to provide solutions to school problems.

Finn (1987, p. 66) cut a still wider swath by suggesting that partnerships may help by:
1. focusing public regulation of education on ends, not means,
2. installing a feedback and accountability system,
3. letting the schools manage themselves,
4. promoting more imaginative school leadership,
5. opening up teaching and administrative ranks to more varied people,
6. rewarding good performance and punishing bad,
7. making better use of technology,
8. varying the school schedule and calendar,
9. meshing the various parts of education more thoroughly together, and
10. engaging parents more systematically in the education process.

While, some of these suggestions may reflect ignorance of the way schools actually operate, Finn nevertheless expressed the same need for greater accountability in school and business partnerships that is evident in the work of so many other writers and observers.
Blank (1988, p. 13) identified several ways that business could or should help the public schools he supported:

1. business being a catalyst for changing certain programs to be identified in individual districts,
2. adopting schools,
3. supporting initiatives to address the needs of the disadvantaged, and
4. becoming stronger advocates of public education.

This review of the research regarding school and business partnerships suggests a need for this present study. Specifically, this study attempts to identify the components of school and business partnerships which may contribute to their persistence. Identifying the ways in which businesses in communities of various sizes interact with their respective public school systems will add to the body of knowledge regarding the establishment and success of school and business partnerships and of corporate support for education in general.

**Summary of Research on Institutionalization and Change**

The concepts of organizational change, the acceptance of change, and the institutionalization of change has sparked much scholarship. For purposes of this paper, the work of Huberman and Miles (1984), cited in chapter one, is rudimental. Huberman and Miles (1984) were interested in determining what influences contributed to the institutionalization of program change in 146 public
schools. From the 146, they identified twelve different schools in locations across the country; each school was in the process of accommodating a change in the program. Each of the twelve schools had previously participated in a survey designed to find answers, in a more quantitative fashion, to essentially the same questions regarding acceptance into standard practice of an innovation. The twelve schools, then, were a subset of the original 146. They ranged geographically from Maine to California.

Huberman and Miles (1984) reported that they "could not afford to be fully inductive, as in the classic ethnography" (p. 5). They "prespecified a general conceptual model" (p. 5). The researchers used interviews, observations, and documents in this field study phase of their work. They were attempting to provide answers to 34 questions which they determined would support their conceptual model.

Huberman and Miles described the twelve sites and the specific innovation which had been introduced at each. The researchers identified the geographic area, the setting (rural, small city, urban center, urban sprawl, or suburban), the number of schools in the division, the number of pupils in the target school, the number of students involved in the change, and the socio-economic status of the community. Huberman and Miles examined the varying natures of the innovations, and they examined the modes of accountability; they studied the process of implementing innovation that occurred at each site; and they studied
transformations over time. Eventually Huberman and Miles studied the outcomes of implementation of the various innovations.

Of the outcomes identified (stabilization of use of the innovation, percentage of use of the innovation, institutionalization, student impact, user capacity change and job mobility), institutionalization emerged as the one which most influences the present study of school-business partnerships. After making predictions on which of the twelve schools would institutionalize the innovation, Huberman and Miles surveyed the schools one year later and found that their predictions were accurate:

We found that using our assessment of the degree of institutionalization, we were reasonably able to predict the course of events at the site vis-a-vis the continuation of the innovations one year later. Predictive success occurred even when our explanations did not coincide with those of site personnel. (Huberman and Miles, 1984, p. 222).

Huberman and Miles found that "institutionalization is routinization of innovation" (p. 207). Institutionalization comes to depend upon "structures, procedures, and organizational sentiments" (p. 207). They continued, "more continuation suggests that the innovation may be the pet project of a principal or other key user" (p. 207). In this study the ten program qualities under consideration are exemplary of the structures, procedures, and sentiments to
which Huberman and Miles referred: perception by both parties of a need or needs that a partnership can satisfy, identification of specific rewards to both parties, making the terms of the agreement concrete, the support of the company's CEO, the support of school administration, financial stability of the business partner, the business partner's having a large influence on the economic well-being of the community; the geographic location of the business partner within the boundaries of the school division, the perception of competence of the personnel directly involved in implementing the terms of the partnership, and frequent exchange of information.

Virtually all scholars who address institutionalization find that the acceptance of school change is a political phenomenon. This use of politics refers to notions of ascendency and power within an organization and not to the highly specific realm of office-holders and office-seekers. As Sarasan (1982) noted, "Introducing, sustaining, and assessing an educational change are political processes because they inevitably alter existing power relationships" (p. 71). Sarasan continued, "Few myths have been as resistant to change as that which assumes that the culture of a school is a non-political one, and few myths have contributed as much to the failure of the change effort" (p. 71).

Watkins (1982) echoed these sentiments in her study of seven innovative school projects. Her study combined, as
does this one, qualitative and quantitative research measures in that she made quasi-ethnographic studies but also had pre-determined criteria to examine. Among Watkins findings were that:

1. strategies need to be developed which will point toward institutionalization (p. 3),

2. innovative leaders must vary their tasks or support for the project in terms of the stage of implementation (p. 13),

3. various participants in a change (sponsors, directors, and users) have differing attitudes toward the innovation (p. 8), and

4. the power-acquisitive attitudes of "I am the project" often typifies project managers (p. 8).

Watkins (1982, p. 2) also noted that few changes ever persist beyond the level of federal funding. In other words, these failed innovations lacked the supports, procedures, and sentiments which Huberman and Miles stated must be present for institutionalization. Similarly, Bell (1983) noted that "only a fraction of initiatives (such as kindergarten, racial integration, and counseling) are even implemented" (p. 3). Watkins and Bell may have had in mind changes more pervasive in the fabric of American society than the institutionalization of a single school-and-business partnership. Nevertheless, the points these scholars make are telling.
An important consideration of change and acceptance was made as part of the Rand studies. Berman and McLaughlin (1976, pp. 6-7) studied how differences in federal programs, innovative process of, and the local environment influence the initiation, implementation, and diffusion of innovations in education. The findings include:

1. strategies that promote mutual adaptation of the innovation of the institution, that include staff training, that provide for staff participation in planning, and that provide for local materials development also promote persistence,

2. innovations central to and congruent with the institutions goals are more likely to continue, and

3. innovations which involve complex educational treatment and faculty behavior changes are likely to persist.

Many other scholars have suggested frameworks for acceptance of change. Most of these writers are keenly aware of the political overtones of institutionalization. Tanner (1978, p. 2) stated four criteria for judging institutionalization:

1. the change is understood and accepted by organization members as an operating feature of the school,

2. the change is supported by the norms of the permanent organization,
3. the change is officially recognized as belonging to or being part of the institution, and
4. resources (including facilities, money, and staff) are allocated for its continuation.

These issues were recognized and amplified by Bell (1983, p. 14-17) who noted as areas of concern the nature of the innovation, the nature of the organization, and the socio-political content in which a change is to occur. Bell (p. 18) noted further that institutionalization may depend on the following social factors:

1. a consensus of support for the project throughout the organization,
2. an institutional environment receptive to change,
3. commitment of financial support for the innovation,
4. staff motivation to effect change based on awareness of need for the innovation,
5. organizational tolerance for conflict,
6. common values shared by administration, faculty, and students,
7. a low degree of organizational stratification,
8. a high degree of staff professionalism,
9. high organization trust level,
10. decentralized decision-making process and user participation in the change,
11. professional development for administration and faculty, and
12. organization members involved as leaders of the innovation.

Many of these precepts found expression once again in the observations of Cox, French, and Loucks-Horsley (1987). This team of researchers interpreted data collected at 150 sites in ten states between 1978 and 1982. They found that in the last few years too much emphasis has been placed on school principals as change agents. "Principals do not act alone," they insisted, "but in combination with district and other business staff" (p. 27). The researchers make numerous other assertions (p. 27) in describing requisite conditions for institutionalization:

1. someone or a group must be in charge of the change from beginning to end,
2. the innovation must be worth the effort,
3. staff must take on leadership,
4. many hands must be mobilized to do the extra work that change sparks,
5. institutionalization requires organizing for the long haul,
6. leadership and support takes many forms and comes from many sources, and
7. leaders and support-givers both give and receive assistance.

The research team that has provided greatest inspiration and guidance for this project have, of course, been Huberman and Miles (1984, pp. 207-214). They identify
four patterns of institutionalization:

1. mandated stable use (characteristic of a high degree of institutionalization),
2. user mastery and commitment (moderately high),
3. vulnerability (moderately low), and
4. indifference (low).

In their studies they find "institutionalization was highest when there was administrative pressure to implement the program, no serious building-level resistance, and a reasonable degree of teacher-administration harmony" (p. 211).

The work of the researchers on the subject of change and institutionalization leads to greater understanding of the politically charged atmospheres into which school changes are introduced. The literature also points to ways in which power-based relationships must be viewed, and perhaps managed, for change to persist.

Summary of Research on the Development and Use of Theory

Developing a theoretical model, as this study attempts to accomplish, requires an exploration of the nature of theory. Borg and Gall (1983) offered a well-accepted definition of theory: "a system for explaining a set of phenomena by specifying constructs and the laws that related those constructs to each other" (p. 22). Theory and theoretical models, suggested Borg and Gall, can identify commonalities and can help to make accurate predictions. These two aspects, finding commonalities and making
predictions, are rudiments of this study.

Kaplan (1964) stated that "a theory is a way of making sense of a disturbing situation so as to allow us most effectively to bring to bear our repertoire of habits, and even more important, to modify habits or discard them altogether, replacing new ones as the situation demands" (p. 295). Theory, Kaplan asserted, "is a device for interpreting, criticizing, or unifying established laws" (p. 295). Theory, he noted, "accommodates 'unanticipated data' and guides the enterprise of discovering new and more powerful generalizations" (p. 295).

Ornstein and Hunkins (1988) found that "theory is a set of related propositions that sheds light on why events occur in the manner they do. The propositions identify concepts by pointing out the relations between them" (p. 279). Similarly, Snow (1973) offered the notion that "a theory is essentially a symbolic construction that is designed to bring generalizable facts or laws into systematic connection" (p. 78). Theory consists, according to Snow, of a set of units that can be "facts, concepts, or some variables, and a noting of relationships among the units identified" (p. 78). Ornstein and Hunkins (1988) continued, "theory is a cluster of logically connected statements that generalize to and offer explanations of particular cases" (p. 279).

Theory serves at least five distinct functions. As Ornstein and Hunkins (1988, p. 281) pointed out, theory can
be used to describe, to predict, to explain, to guide, and to control.

Models are a useful aspect of theory. Ornstein and Hunkins (1988) observed that "models are representations of aspects of a theory" (p. 283). Dovell and Buhr (1986) pointed out that theoretical models "are often used as points of comparison" (p. 1) of constructs within a theory and between theories. Ornstein and Hunkins (1988, p. 284) noted that models may be graphic, linguistic, physical or mathematical. Models, they contended, help "to organize a person's thinking by helping to describe categorize, and conceptualize knowledge and experience" (p. 283).

Those same researchers (p. 283) found several potential drawbacks in the use of models:

1. overgeneralization,
2. encouragement of logical fallacies,
3. incorrect representations of relationships,
4. exhibition of faulty assumptions, and
5. stressing of incorrect information.

Brent (1985, p. 8) found that with the use of theoretical models there may emerge data which the model does not explain. Such an outcome, however, may be a tribute to the power of the model to explore a phenomenon which ultimately, it fails to explain.

This study, in which a theoretical model to predict institutionalization of school-business partnerships will be created, depends heavily on theorizing about theory. The
study identifies commonalities among enduring partnerships. The study also predicts, using its own model, which program qualities contribute to institutionalization. If the theoretical model proves to be sound, then it may be useful to those charged with the establishment of school and business partnerships.

**Summary of Research on Qualitative Inquiry**

Research in education follows one of two approaches to the collection and interpretation of data, quantitative and qualitative. Differences in the two approaches are readily identifiable. Borg and Gall (1983, p. 28) stated that the quantitative method is characterized by operationally defined laws, objective analysis of human behavior, reporting facts without bias, inferences drawn from samples, and standardized methods of data collection. In contrast, these researchers saw the characteristics of qualitative research as artistic forms of representation, empathic participation in the experiences of individuals, selective reporting and special emphases, inferences made from individual cases to large populations, and the use of the investigator's perceptions as a source of data. Eisner (1981, p.5) called the quantitative method scientific and the qualitative method artistic. He saw merit in both approaches, each complementing the other: "It is to the artistic to which we must turn, not as a rejection of the scientific, but because with both we can achieve binocular vision. Looking through one eye never did provide much
depth of field (p. 9)."

Borg and Gall (1983, p. 494) found several advantages of qualitative methods:

1. provision of a very complete picture of an environment,
2. likelihood of the research leading to new insights and hypotheses, and
3. development of ideas gathered in a naturalistic setting.

They (pp. 494-495) also detected several disadvantages of the qualitative approach:

1. the requirement of the researcher to possess superior writing skills,
2. the amount of time needed,
3. difficulty in quantifying data,
4. subjectivity and questionable reliability, and
5. the tendency of the observer to enter the studied environment.

Qualitative research frequently involves ethnography or meticulous description of environments. Ethnographic research frequently involves interviewing, as does this study of school and business partnerships. Ellen (1987, p. 235) identified pitfalls to achieving the highest quality of results in ethnographic study: involuntary error of the observer, lying by a respondent, personality clash between an interviewer and a subject, the dynamics of an interview, and mitigating cultural conventions.
Many of these concerns were also identified by Cohen (1984):

The proper ethnographic interview is a conversation in which ethnographers risk the appearance of naivete and ignorance in order to satisfy themselves that they have understood what is being said; and risk wandering up blind alleys in order to confirm the validity of the ways in which they are beginning to make sense of their data. This painstaking process is sometimes glassed in methodology textbooks as 'the open-ended interview,' and is contrasted with the more-or-less structured questionnaires used in sample mailings (p. 226).
CHAPTER III
Methodology

Hypothesis of the Study

This study attempts to identify program qualities which contribute to institutionalization of partnerships between schools and businesses. Specifically, this study will test the following hypothesis:

School and business partnerships that are institutionalized will contain program qualities that are different from those that are not institutionalized. There are ten program qualities that typify lasting school-business partnerships. These program qualities include perception by both partners of a need that can be satisfied by engaging in a partnership, the identification of specific rewards to both parties, putting the terms of the agreement in writing, support of the chief executive office, support of the school administration, financial stability of the business partner, substantial influence by the business partner on the school division, location of the business partner within the geographic boundaries of the school district, competence of those who
implement the agreement, and the frequent exchange of information between the partners.

Selecting a Sample

This study examined ten different school and business partnerships, each selected from a different school division. All ten partnerships were selected from school divisions in Virginia. The public relations director (in smaller divisions, this was often the assistant superintendent) received an explanatory letter and a brief questionnaire which asked for five responses:

1. whether any school in the school division ever entered an adopt-a-school partnership with a corporate partner,
2. whether this collaboration directly affected the instructional program,
3. the name of the company and the name of the school,
4. how long in years the partnership lasted, and,
5. whether the respondent were willing to participate in a second phase of the study.

A copy of the letter and a copy of the questionnaire appear in Appendices A and B respectively.

The letter and the survey were mailed to the public relations director in 135 Virginia school divisions. The only school division which did not receive the survey is the one which employs this writer and is also the subject of the pilot study for this project.
Inclusion in the final study of ten was based on the following considerations:

1. the partnerships having lasted at least one year,
2. a sampling of diverse demographic variables—rural, suburban, small town or city, or urban,
3. diversity in the nature of the partnerships to avoid including too many of one kind of business,
4. willing participation of the school division, and
5. a sampling of institutionalized and not institutionalized partnerships in proportion to the response produced by returned surveys.

When the various school divisions returned the surveys, they were grouped in several ways. First of all, the responses were separated according to whether the school division indicated willingness to participate in the study. Secondly, of those who indicated agreement, only those with adopt-a-school programs remained in the study group. Next, the remaining schools were separated into four groups: urban, small city or town, suburban, and rural. The names of each school division within these categories were written on separate small pieces of paper. The papers were folded. Two papers were drawn from each of the four piles. The result was the inclusion in the study of two each of school divisions in the four categories. In other words, there were included two urban school divisions, two small city or town school divisions, two suburban school divisions, and two rural school divisions. At this point, all unselected
papers were placed in one pile, disregarding size of the school division. From this pile, two more papers were drawn, bringing to ten the number of school divisions to be included in the study.

No more than two of the same type of business—such as a bank or a hospital—were included in the study. If more than two had appeared, the plan was to reject the third example and to draw a substitute for inclusion in the study.

**Procedure**

From each of the ten identified school divisions, the public relations director who responded to the survey was telephoned to arrange an interview. At those interviews, a series of structured questions were asked to ascertain whether the ten program qualities exist in the specific partnerships. A copy of the structured interview questions appears in Appendix C.

These questions were prepared in accordance with the guidelines for ethnographic research suggested by Werner and Schoeple (1987, p. 301). These writers urged that attention be given to the content of each question in the interview to see that the question actually probes the targeted realm. Preparation during the pre-interview hours and in interpretation of responses to interview questions must be as painstaking as the interview itself. Ellen (1987, p. 235) echoed these precepts and identified other pitfalls to quality ethnographic questioning: involuntary error of the observer, lying by a respondent, personality clashes between
The interviewer and a subject, the dynamics of an interview, and mitigating cultural conventions at work during the interview.

The planned interview questions attempted, then, to encompass all of these concerns. They are structured enough to cover the range of the ten program qualities. On the other hand, they afford the interviewee opportunity to talk about circumstance peculiar to a partnership. The interview questions essayed both structure and flexibility.

The interviewees were informed that specific schools and their corporate partners would not be identified in this study. Instead, terms such as Urban Middle School, Rural Elementary School, public utility, or paper manufacturer were to be used. This feature was designed to increase candor in interview responses, especially in school divisions which perceived themselves to be less advanced than others. For school divisions which perceived themselves to be doing well, this feature probably did not increase forthrightness since they may have wished, proudly, to have their accomplishments promoted in whatever medium became available.

This study rested largely on qualitative research methods. For example, site visits to ten school divisions, ethnographic interviewing, and the interviewer's interpretation of observations characterized this research. However, some aspects of quantitative methodology were also present. The identification of the ten partnerships
followed a planned progression. All divisions in Virginia received the letter and the questionnaire to eliminate too limited a sample of partnerships. In purely ethnographic research, the observer visits the studied sites and records observations. In this project, however, the researcher had prespecified a set of ten program qualities for which he was looking.

Information and insights gathered during the ten site visits were analyzed and evaluated in light of the ten program qualities. The recorded information concerning the ten partnerships indicated which of the ten program qualities, hypothesized to be cornerstones of institutionalization, were evident in the partnerships which have lasted.

Validation of the Interview Technique

A pilot study was conducted to validate the structured interview technique. There had to be certainty that the interviews could provide enough data to make inferences about the presence of the ten program qualities.

The subject school system of the pilot study established in the 1983-84 school year a partnership between its high school and a major manufacturing company located in the town of approximately 3,000 residents in the central Tidewater area of Virginia. The company is an important and growing corporation, listed in Fortune 500 and maintaining operations in eleven states. With over 1,200 employees, this company is the town's largest employer.
In 1982, the superintendent of schools approached officers of the company with the idea of establishing a partnership. The school system was experiencing difficulty in attracting top quality science instructors. The company needed the use of the school's television studio equipment and also wished to use the gymnasium as a location for an employee wellness program. The company also acknowledged a need to help the town maintain high quality in its schools in order to attract and keep a competent corporate staff and a competent body of employees. The two institutions agreed that they would, together, hire an engineer whose time would be divided between work for the company and teaching advanced science classes. The school system agreed to provide the use of the high school gymnasium and the high school television studio.

Into this context, the researcher arranged a pilot interview with the superintendent of the town's schools. The purpose was to determine whether the interview questions elicited answers that suggested the presence or absence of the ten program qualities.

Results

The first and second interview questions ("When did you first get the idea for entering a partnership"? "Was the idea generated by someone in the school system or by someone in the business establishment"?) addressed the first program quality, need perceived by both partners. In the pilot study, the superintendent stated that the school division
wanted a science teacher, and the company wanted a site for a wellness program.

The third question ("What need did each perceive as a motive for entering a partnership?") produced specific information concerning the second program quality, identification of rewards to both partners. In the pilot study, the school system received an instructor for physics and chemistry classes. The company gained use of a gymnasium and use of a television studio at which training films might be produced. The company also perceived the partnership to be a way of promoting quality education--at once a motive that was both altruistic and selfish.

The fourth interview question ("Does a contract or other statement of agreement exist between the two parties?") addressed the third program quality, a written agreement. The superintendent in the pilot study was able to produce a copy of the contract between the school and its corporate partner.

The fifth interview question ("By title, who are the people who signed the contract?") approached the fourth and fifth program qualities, support of the chief executive officer and support of the school administration. In the pilot study, the company's chief executive officer and the superintendent of schools each affixed their signatures to the contract.

The sixth question ("Does the contract identify rewards, responsibilities, and commitments of resources and
personnel to both parties?) was asked in an effort to evoke still more information regarding the first five program qualities. In the pilot study, the question was superfluous, but including the question in the final interview schedule seemed nonetheless prudent.

The next four questions ("How long has the corporate partner been in business"? "Was there any potentially disruptive event during the course of the relationship"? "What other evidence is there of the financial stability of the corporate partner"? "In your opinion, can the corporate partner afford to participate in this partnership on a continuing basis") attempted to gather information about the sixth and seventh program qualities, financial stability of the business partner and substantial community influence of the business partner. The eleventh question ("In your opinion, can the school partner afford to participate in this partnership on a continuing basis") seemed only a polite complement to the pointed question regarding the business's finance. The question might also have produced additional worthwhile information. In the pilot study, the researcher learned that the company was listed in Fortune 500, maintained operations in eleven states, and was the town's largest employer.

The twelfth question ("Is the corporate partner located geographically within the school district boundaries?) revealed immediately the presence of the eighth program quality, location of the corporate partner within school
division boundaries. In the pilot, the company was located in town.

The thirteenth question ("What has been the preparation and training of those people who implement the terms of the agreement?") focused attention on the ninth program quality, competence of implementors. In the pilot study, this question pointed to the one area which threatened the institutionalization of the partnership. In seven years of continuance, there have been six engineers. The engineers' lack of training in professional education contributed to legitimate concerns regarding continuity in the instructional program.

The next three planned questions' ("What is the prevailing explanation for the success or failure of your program"? "In what ways do people interact, or in what ways is interface brought about"? "Describe any formal or informal procedure to exchange information.") attempted to identify approaches to the tenth program quality, frequent exchange of information. In the pilot project, the principal supervised the engineer each day. In addition, the principal, the superintendent, and a company executive designated by the chief executive officer met on a quarterly basis to discuss problems in the partnership.

A last question ("What is the prevailing explanation for the success or failure of your program?") allowed interviewed subjects the opportunity to provide information which might encompass any of the ten program qualities. In
the pilot study, the question provoked little additional information. Yet in the actual interviews, there might have easily arisen the need to probe for more details.

Conclusions

The pilot study indicated that the planned interview questions adequately covered the ten program qualities. Regarding the partnership in the pilot study, the researcher concluded that although the partnership was institutionalized, its continuance was nevertheless threatened by weakness surrounding the competence of the engineers to teach. These engineers have thus far managed, barely, to summon the pedagogical skills needed to succeed in the classroom. This issue remains a major problem in the partnership. The competence of the implementors, of course, is one of ten program qualities that this study posits as requisite for institutionalization. A summary chart concerning this partnership (Figure 1) appears in this chapter.

Reporting

In Chapter Four, the findings of this study will include an explanation of the selection process for the ten partnerships, summaries of the ten site visits, and a presentation of the frequency of occurrence of each of the ten program qualities in these partnerships. Appendices D through M will present additional information about each partnership including descriptions of the schools, descriptions of the corporate partners, and data collected.
## INDIVIDUAL PARTNERSHIP SUMMARY

**SCHOOL:** Small Town High School  

**BUSINESS:** Paper Mill

<table>
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<th>PROGRAM QUALITY</th>
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<th>ABSENT</th>
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<td>Needs perceived by both partners</td>
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</tr>
<tr>
<td>Identification of rewards to both partners</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Written agreement</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Support of the CEO</td>
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<td>X</td>
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<tr>
<td>Support of the school administration</td>
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<tr>
<td>Financial stability of the business partner</td>
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<td>X</td>
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<tr>
<td>Substantial community influence</td>
<td></td>
<td>X</td>
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<tr>
<td>Location in the division</td>
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</tr>
<tr>
<td>Competence of implementors</td>
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<td>X</td>
</tr>
<tr>
<td>Frequent exchange of information</td>
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</tr>
</tbody>
</table>

*Figure 1. Summary of presence of program qualities in the pilot study.*
during the actual interviews.
Chapter Four

Findings

Introduction

This chapter presents the results of the study. First, the chapter details the process by which ten partnerships were selected for this study. Next appears a report on each of the ten identified partnerships with emphasis on the presence or absence of each of the ten program qualities. Then follows a presentation of the frequency with which each of the program qualities occurred in the studied partnerships.

Selecting the Sample

Public relations officials in all school divisions in Virginia (except the one which employs the researcher) received letters of explanation and a questionnaire. Of these 135 queries, 106 were returned. This equates to a 77% rate of response. The following list presents in alphabetical order the thirty-seven school divisions that responded that the school division has had experience with a school-business partnership and that the responding school official would be willing to participate in the second phase of the study:
1. Accomack County
2. City of Alexandria
3. Allegheny County
4. Appomattox County
5. City of Arlington
6. Buchanan County
7. City of Buena Vista
8. Charles City County
9. City of Chesapeake
10. Chesterfield County
11. Clarke County
12. City of Colonial Heights
13. Frederick County
14. City of Fredericksburg
15. Gloucester County
16. City of Hampton
17. Hanover County
18. Henrico County
19. City of Hopewell
20. Lancaster County
21. Louisa County
22. City of Manassas
23. Montgomery County
24. New Kent County
25. City of Newport News
26. Northampton County
27. Prince George County
28. City of Poquoson
29. City of Portsmouth
30. Shanandoah County
31. Smyth County
32. Stafford County
33. Tazewell County
34. City of Virginia Beach
35. City of Williamsburg--James City County
36. City of Winchester
37. York County

From these thirty-seven school divisions a list of ten for further study were selected. However, it is of interest to see responses from other divisions. There were sixty-nine responding school divisions which were excluded from the study. Of these, one school division had a partnership but did not wish to be included in any further study. Sixty-eight other school divisions, listed alphabetically below, indicated that they had not established any school-business partnerships:

1. Amherst County
2. Augusta County
3. Bath County
4. Bedford County
5. Bland County
6. Botetourt County
7. City of Bristol
8. Brunswick County
9. Campbell County
10. Town of Cape Charles
11. Carroll County
12. Charlotte County
13. City of Charlottesville
14. Town of Colonial Beach
15. Craig County
16. Culpepper County
17. City of Danville
18. Dickenson County
19. Dinwiddie County
20. City of Fairfax
21. Fauquier County
22. Floyd County
23. City of Franklin
24. Giles County
25. Grayson County
26. Greene County
27. Greensville County
28. Halifax County
29. Henry County
30. Highlands County
31. Isle of Wight County
32. King George County
33. King and Queen County
34. Lee County
35. City of Lexington
36. Madison County
37. City of Manassas Park
38. City of Martinsville
39. Mathews County
40. Mecklenburg County
41. Nelson County
42. Northumberland County
43. Town of Norton
44. Nottaway County
45. Orange County
46. Page County
47. Powhatan County
48. Prince Edward County
49. Prince Edward County
50. Pulaski County
51. City of Radford
52. Rappahannock County
53. Richmond County
54. Roanoake County
55. Rockbridge County
56. Rockingham County
57. City of Salem
58. Scott County
59. Southampton County
60. Town of South Boston
61. Spotsylvania County
62. Sussex County
63. Warren County
64. Washington County
65. City of Waynesboro
66. Westmoreland County
67. Wise County
68. Wythe County

The following alphabetical list contains twenty-eight school divisions which did not respond to the letter and questionnaire:

1. Amelia County
2. Buckingham County
3. Caroline County
4. Cumberland County
5. Essex County
6. Fluvanna County
7. Franklin County
8. Goochland County
9. King William County
10. Loudoun County
11. Lunenberg County
12. Middlesex County
13. Patrick County
14. Pittsylvania County
15. Russell County
16. Surry County
17. City of Bedford
18. City of Falls Church
19. City of Galax
20. City of Harrisonburg
21. City of Lynchburg
22. City of Norfolk
23. City of Petersburg
24. City of Richmond
25. City of Roanoake
26. City of Staunton
27. City of Suffolk
28. Town of West Point

Limiting to ten the previously identified willing and eligible divisions became the next task. The plan to include urban, suburban, small city or town, and rural divisions could be accomplished by excluding from further consideration any partnership in a division more than one hundred miles in distance from Williamsburg, Virginia. Such a limitation facilitates the completion of the study without in any way compromising its intent. The following charts depict this step in the selection process.

**Eligible Urban Divisions**

<table>
<thead>
<tr>
<th>within 100 miles</th>
<th>farther than 100 miles</th>
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<tbody>
<tr>
<td>City of Hampton</td>
<td>City of Alexandria</td>
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<tr>
<td>City of Newport News</td>
<td>City of Arlington</td>
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<tr>
<td>City of Virginia Beach</td>
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<tr>
<td>Eligible Suburban Divisions</td>
<td>farther than 100 miles</td>
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<tr>
<td>within 100 miles</td>
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<tr>
<td>City of Chesapeake</td>
<td>Stafford County</td>
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<tr>
<td>Chesterfield County</td>
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<td>Gloucester County</td>
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<td>Hanover County</td>
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<td>York County</td>
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<tr>
<td>Eligible Small City or Town Divisions</td>
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<tr>
<td>within 100 miles</td>
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<tr>
<td>Town of Colonial Heights</td>
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<tr>
<td>City of Hopewell</td>
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<tr>
<td>City of Poquoson</td>
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<tr>
<td>City of Williamsburg-James City County</td>
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<tr>
<td>Eligible Rural Divisions</td>
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<tr>
<td>within 100 miles</td>
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<td>Accomack County</td>
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<td>Northampton County</td>
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<td>Prince George County</td>
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<tr>
<td>The names of each of the urban divisions</td>
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<td>were placed on the individual small pieces of paper. The papers were</td>
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folded and placed in a hat. Two papers were drawn from the hat. In this way, two urban school divisions were selected for further study. In a similar fashion two suburban school divisions were selected. Two small city or town school divisions were selected, and two rural school divisions were selected. All remaining slips of paper were then placed together in the hat, and two more divisions were chosen from across all four categories. These last two included a small city school division and a rural school division. In all, ten school divisions were selected.

This work resulted in the inclusion in the study of partnerships ranging geographically from the rural Piedmont between Richmond and Charlottesville to the Northern Neck to Virginia's southside to the urban east. The ten school divisions and their respective partnerships represent the balance of size sought in this study. They are a cross-section of Virginia's school divisions.

**Summaries of Site Visits**

School officials of the ten identified partnerships were interviewed. The researcher used the planned interview questions, piloted and described in Chapter III. Summaries of the interviews appear in Appendices D through M. Presented below are interpretations of whether the partnerships encompassed the ten program qualities which this study examined.
Partnership One: Urban Middle School and U. S. Navy Ship

Needs perceived by both partners.

This partnership incorporated this program quality. Urban Middle School wanted to extend the public school's public relations program into the area's maritime interests. Central office personnel of the school division also endorsed the partnership, wanting to leave no potential benefactor untapped. Naval personnel also desired to enter the partnership in order to impart a sense of community to members of the crew whose actual residences were spread across the nation.

Identification of specific rewards.

This partnership also involved this second posited quality. The school was to receive speakers, enhance geography instruction, and visit the ship on field trips. Members of the crew were to bond with the community and acquire the use of the school's facilities.

Written agreement.

The partnership included the third program quality since the terms of the agreement were put in writing.

Support of the chief executive officer.

The partnership had the endorsement of the ship's commanding officer who signed the agreement.

Support of the school administration.

The partnership featured this program quality. The superintendent of schools and the principal of Urban Middle school also signed the agreement.
Financial stability of the business partner.

This partnership included this program quality. The U.S. Navy and its ships were as stable as the United States government itself.

Substantial community influence.

The partnership incorporated this program quality. The U.S. Navy influences the economy of many regions of the nation including the Hampton Roads cities. Shipbuilding industries and military installations alike have contributed to the financial health of the region.

Location of the business partner.

The partnership failed to meet the demands of this program quality. The ship was anchored in nearby waters but not within the division. However, even this proximity was to be short-lived since the vessel soon was to be deployed to other ports. Because of this impermanence the partnership could not continue.

Competence of the implementors.

The partnership included this program quality. Public relations skills rather than technological skills were needed; everyone involved appeared competent.

Frequent exchange of information.

The partnership included this quality. A signing ceremony, a breakfast, and status report meetings typified this exchange.
Summary.

The partnership between Urban Middle School and the U.S. Navy ship failed to become institutionalized because the partners were not closely enough related geographically. Figure 2 depicts which of the ten program qualities were featured in the partnership.

Partnership Two: Rural Intermediate School and a Veterinary Hospital

Needs perceived by both partners.

This partnership did not embrace this program quality. A Rural Intermediate School teacher wished to have her students periodically visit the animal hospital. The veterinarian who owned and operated the hospital perceived no need to be fulfilled by the partnership.

Identification of specific rewards.

This partnership failed to include this program quality. The only reward which the animal hospital received was whatever image enhancement the partnership might beget and whatever satisfaction could be derived from cooperation with the school in an effort to broaden the instructional program. The school believed the partnership would extend the educational opportunity of life science students.

Written agreement.

The partnership did not feature this program quality. No mutual agreement was made formal. The science teacher and the principal cosigned a letter thanking the veterinarian. The veterinarians cooperation seemed to be
## INDIVIDUAL PARTNERSHIP SUMMARY

**SCHOOL:** Urban Middle School  
**BUSINESS:** U. S. Navy Ship

<table>
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<th>PROGRAM QUALITY</th>
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<td>Needs perceived by both partners</td>
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<td>Written agreement</td>
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<td>Support of the CEO</td>
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<tr>
<td>Support of the school administration</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Frequent exchange of information</td>
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</tbody>
</table>

*Figure 2.* Summary of presence of program qualities in the partnership between Urban Middle School and U. S. Navy Ship.
only implicit.

**Support of the chief executive officer.**

This program quality was implied. The veterinarian allowed a few students to visit the animal hospital. If the veterinarian's receipt of the letter and subsequent welcoming of science students to the hospital may be interpreted as endorsement of the partnership, then the chief executive officer of the corporate partner supported the arrangement.

**Support of the school administration.**

The partnership did not fully incorporate this program quality. This partnership appeared too limited in scope or perhaps too inconsequential to have attracted the attention of the superintendent or the school board. However, the letter substantiated the support of the principal and of the teacher who originated the idea of this partnership. In addition, an impending change in the assignment of the teacher threatened the continuation of the partnership. The lack of certainty suggested that the partnership had not established itself, even among school personnel.

**Financial stability of business partner.**

The partnership appeared to have included this quality. The animal hospital had been in operation for ten years.

**Substantial community influence.**

This partnership featured this quality. The animal hospital did not employ a significant number of people. However, the people in the rural community turned often to
the veterinarian for medical aid with their animals.

**Location of the business partner.**

This program quality was in place. The animal hospital was located in the county seat.

**Competence of the implementors.**

This partnership contained this program quality. The veterinarian, whose professional skill was never in question, needed only to receive as guest the occasional intermediate school student. The teacher had only to make an arrangement by telephone for the student to visit.

**Frequent exchange of information.**

The partnership did not feature this program quality. A letter signed only by representatives of one side of the agreement and infrequent and informal telephone calls did not constitute a frequent exchange of meaningful information.

**Summary.**

The partnership between Rural Intermediate School and the veterinary clinic did not emerge as an institutionalized partnership. The arrangement was not based on needs perceived by both partners; the partnership was secured only by one letter. The partnership had only a minimum level of administrative support from the school. Too little information was exchanged between the school and the animal hospital. Figure 3 depicts which of the ten program qualities were featured in this partnership.
INDIVIDUAL PARTNERSHIP SUMMARY

SCHOOL: Rural Intermediate School

BUSINESS: Veterinary Hospital

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<tr>
<td>Competence of implementors</td>
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<tr>
<td>Frequent exchange of information</td>
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</table>

Figure 3. Summary of presence of program qualities in the partnership between Rural Intermediate School and Veterinary Hospital.
Partnership Three: Small City High School and Regional Hospital

Needs perceived by both partners.

This partnership included this program quality. The school wished to expand its business education program. The hospital needed well-trained help in its business office.

Identification of specific rewards.

The partnership also embraced this program quality. The school realized that through the partnership it might improve the quality of its business education, hold wellness seminars for employees, and find audiences for student art and student musical performances. The hospital believed it could acquire and train employees for its business functions, decorate with student art, and entertain patients with student concerts.

Written agreement.

The partnership featured this program quality. The hospital administrator, the superintendent of schools, and the principal of Small City High School put their names to a formal agreement.

Support of the chief executive officer.

This program quality was in place. The hospital administrator signed the agreement and was involved throughout the contract period.

Support of the school administration.

The partnership featured this program quality. The superintendent and the school principal each signed the
written agreement. Both of these administrators and a third central office coordinator were involved throughout the year in the partnership.

Financial stability of the business partner.

The partnership included this program quality. Regional Hospital had been in operation for over forty years. The hospital had established several satellite sites in addition to numerous other emergency care clinics.

Substantial community influence.

The partnership included reliance on this program quality. The hospital remained one of the region's largest employers. Moreover, for many residents of the small city, Regional Hospital represented health care that was at once familiar, reliable, and current.

Location of the business partner.

The partnership did not literally feature this program quality. Regional Hospital was situated a few miles from the city limits. However, the school division was in the area served by Regional Hospital. Therefore, the effect was the same as if the hospital lay within the school division's boundaries.

Competence of the implementors.

The partnership contained this program quality. The public relations officers, the business educators, and the hospital business staff all appeared competent to implement the agreement.
Frequent exchange of information.

This partnership featured this program quality. A planning meeting, status report meetings, and an evaluation session typified the communication between the partners.

Summary.

This partnership appeared institutionalized. All but one of the ten program qualities were clearly in evidence. The one missing program quality—physical location of the corporate partner within the geographic boundaries of the school division—seemed in this partnership to be figuratively if not literally true. The hospital lay near to the city, with no other hospital closer to the city. City residents used the hospital as if it were in their political community. Therefore, even this program quality was in place in a practical sense. Figure 4 depicts which of the program qualities were featured in this partnership.

Partnership Four: Suburban High School and Satellite Hospital

Needs perceived by both partners.

This partnership clearly demonstrated this program quality. Suburban High School wanted to add a licensed practical nursing program to its vocational educational offerings. Satellite Hospital wanted to extend its reputation as a teaching hospital (even if it were not prospective doctors to be taught). The hospital also hoped to increase the number of nurses in the geographic area.
**INDIVIDUAL PARTNERSHIP SUMMARY**

**SCHOOL:** Small City High School  
**BUSINESS:** Regional Hospital

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*Figure 4. Summary of presence of program qualities in the partnership between Small City High School and Regional Hospital.*
Identification of specific rewards.

The needs became the components of the second program quality. Often in the other studied partnerships, the needs perceived in the first program quality differed from the identification of rewards in the second program quality. Specific rewards frequently surpassed the scope of the originally perceived need. With Suburban High School and Satellite Hospital, however, the two were identical.

Written agreement.

This program quality was missing in this partnership. The two partners never committed the terms of the agreement to writing. Although the arrangement appeared to have been well-planned by hospital administrators and the higher levels of contracted school personnel, the school board itself perhaps should have been more thoroughly involved from the beginning.

Support of the chief executive officer.

The partnership appeared to include this fourth program quality. Hospital personnel, including the administrator of the satellite, were eager to create the nursing program.

Support of the school administration.

This partnership did not adequately include this program quality. Apparently the support of the superintendent was not sufficient to carry the partnership to completion; the local school board failed at the last to approve the agreement.
Financial stability of the business partner.
The partnership featured this program quality. Satellite Hospital had been in operation for fourteen years; its parent hospital had been in operation for over forty years. Financial stability was never in question.

Substantial community influence.
The partnership featured this program quality. As the only hospital in the community, Satellite Hospital remained unchallenged as the area's premiere health center. The hospital's community influence, like its financial stability, maintained constancy.

Location of the business partner.
The partnership evidenced the program quality. Satellite Hospital was centrally located in the suburban county with whose school division the partnership was to be forged.

Competence of the implementors.
The partnership displayed this program quality. The medical staff was confident in its ability to instruct prospective nurses. The school staff was competent to arrange transportation, maintain records, and perform other administrative duties.

Frequent exchange of information.
The partnership failed to demonstrate sufficiently this important program quality. The school board was not kept informed well-enough. Even though hospital administration and contracted school officials worked closely together, the
school board never received enough information.

Summary.

This partnership failed to become institutionalized. Of the components of the model, it lacked a written agreement, the support of the highest level school administration, and frequent enough exchange of information. Figure 5 depicts which of the ten program qualities were featured in the partnership.

Partnership Five: Small Town High School and Utility Company

Needs perceived by both partners.

The partnership did not include this program quality. The school division's Vocational Education Advisory Council urged the school to contact the utility company in order to determine whether the giant corporation might offer financial support of an unspecified nature to school vocational initiatives. The utility company apparently conceived of no need to be fulfilled by the partnership.

Identification of specific rewards.

This partnership failed also to incorporate this program quality. The school voiced several requests for money and for a van. The school also requested an energy audit. However, the utility routinely conducted such audits for any of its customers. The utility company identified no particular need to be addressed by the partnership. The intrinsic satisfaction of generosity, the enhancement of a public image, and the creation of a tax deduction emerged as
### INDIVIDUAL PARTNERSHIP SUMMARY

**SCHOOL:** Suburban High School  
**BUSINESS:** Satellite Hospital

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*Figure 5.* Summary of presence of program qualities in the partnership between Suburban High School and Satellite Hospital.
possible, although unspoken, motives for the company.

**Written agreement.**

The partnership failed to include this program quality. A school administration of intermediate rank wrote several letters which acknowledged the receipt of benevolences. These letters were the closest approximation of a contract between the partners. The letters, however, specified little.

**Support of the chief executive officer.**

The partnership did not incorporate this program quality. There was no evidence that the chief executive officer even knew of the partnership. More likely, a human resources or public relations officer, charged with dispensation of an amount of money, worked from time to time with the assistant principal/vocational education director.

**Support of the school administration.**

The partnership did not adequately accommodate this program quality. The school administrator who signed the letters and who apparently maintained the arrangement was employed at the assistant principal level. Involvement of the principal, of the superintendent, or of the school board was not in evidence.

**Financial stability of the business partner.**

The partnership included this program quality. This utility company was an industry leader.
Substantial community influence.

This partnership featured this program quality. All Virginia residents were familiar with this corporation and made regular payments for its services. Moreover, the utility employed a large number of Virginians.

Location of the school division.

The partnership did not feature this program quality. The public utility did not maintain either a plant or a large business office in the community. The nearest corporate office was in Richmond nearly fifty miles distant.

Competence of the implementors.

The partnership featured this program quality. This arrangement called for little beyond social skills which the assistant principal/vocational education director appeared to possess.

Frequent exchange of information.

The partnership did not include this program quality. The school administrator wrote infrequent letters to the company rather than to individuals within the corporate organization. Neither higher level school administration nor higher level corporate administration were involved.

This partnership had somehow lasted for three years. Nevertheless, it cannot be perceived as institutionalized. In fact, it hardly can be perceived as a partnership. Rather, it appeared to be a case of an astute school administrator realizing that the utility would from time to time contribute small amounts of money toward the
accomplishment of certain initiatives. The partnership, then, makes better sense seen as three different partnerships spread across three consecutive years. As one such partnership faded, another replaced it. Even so, these partnerships involved little risk and little sharing.

Summary.

The partnership failed to include seven of the ten posited program qualities. Needs were not perceived by both partners. Specific rewards to both partners were not identified. There was no formal written agreement. Neither the chief executive officer nor the higher levels of school administration evidenced support of the project. The corporate partner was not located in the division. There was too little exchange of information. On any of these points, institutionalization may have been compromised. Figure 6 depicts which of the ten program qualities were featured in this partnership.

Partnership Six: Rural Elementary School and Utility Company

Needs perceived by both partners.

This partnership featured this program quality. The school sensed the possibility of financial support for various projects. The company saw the partnership as a means to improve its public image.

Identification of specific rewards.

The partnership included this program quality. The school hoped to receive money, speakers, computer
## INDIVIDUAL PARTNERSHIP SUMMARY

**SCHOOL:** Small Town High School  
**BUSINESS:** Utility Company

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Figure 6. Summary of program qualities in the partnership between Small Town High School and Utility Company.
consultants, and a place to display student art. The company hoped to improve its community image, use the school's athletic facilities, and display student art as decoration.

Written agreement.

The partnership incorporated this program quality. The school and the company exchanged letters in which each identified the other as a partner in an adopt-a-school project. The letters did not detail any particular initiative but served nevertheless to bond the two.

Support of the chief executive officer.

This partnership evidenced this program quality. The corporate officer who exchanged letters with school officials was not, in fact, the chief executive officer. She was, however, hired by the company to represent the highest level of administration.

Support of the school administration.

This partnership featured this program quality. The letters from the school division were signed by the superintendent and/or the school principal.

Financial stability of the business partner.

The partnership included this program quality. The utility company was an industry leader.

Substantial community influence.

The partnership featured this program quality. This corporation long ago became a leader in Virginia's economy. Every citizen knew of this company and used its services.
The company also employed many county residents.

Location of the business partner.
The partnership featured this program quality. The corporation operated a large plant in the county.

Competence of the implementors.
The partnership included this program quality. The principal and a public relations officer were charged with establishing and maintaining the partnership. Each appeared to have adequate social skills to keep the arrangement alive.

Frequent exchange of information.
The partnership featured this program quality. The passing of information occurred most frequently by telephone in unscheduled conversations. Several letters were exchanged yearly. If the number of letters appeared scant, they nevertheless reflected a warmth and affection between the partners.

Summary.
The partnership between Rural Elementary School and the utility company was an institutionalized partnership. The arrangement contained all ten of the program qualities in the model. Figure 7 depicts which of the ten program qualities were featured in the partnership.

Partnership Seven: Rural Primary School and Technology Corporation

Needs perceived by both partners.
This partnership did not include this program quality.
INDIVIDUAL PARTNERSHIP SUMMARY

SCHOOL: Rural Elementary School

BUSINESS: Utility Company

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Figure 7. Summary of the program qualities present in the partnership between Rural Elementary School and Utility Company.
The division superintendent desired to tap corporate support not locally available to the schools. The corporation appeared, at first, to be interested in this school division only for the altruistic motive of helping a beleaguered, rural division.

**Identification of specific rewards.**

The partnership, eventually, featured this program quality. The school was to receive twelve thousand dollars worth of computers, help in financing more computers, training for teachers in computer technology, and computer consultants. The corporation was to receive a tax deduction and the certain knowledge that Rural Primary School would need to buy software, printers, and peripherals.

**Written agreement.**

The partnership included this program quality. In this instance, the contract became a financial contract in which Technology Corporation gave twelve thousand dollars worth of computer hardware and financed the acquisition of additional hardware.

**Support of the chief executive officer.**

The partnership demonstrated this program quality. The corporation was represented by a public relations officer charged with forging partnerships.

**Support of the school administration.**

The partnership featured this program quality. The school division was represented, aggressively, by the superintendent of schools who was supported by the school
board.

Financial stability of the business partner.
The partnership featured this program quality. Technology Company remained an internationally recognized manufacturer and purveyor of business office equipment. This important corporation seemed virtually as stable as the American economy itself.

Substantial community influence.
The partnership failed to include this program quality. Although virtually everyone in the United States could recognize this company, few county citizens were employed by it. Moreover, since the county had nearly no industry, there was little opportunity for citizens to see the company's products in use. There may have been private home ownership of some of this company's products, but this ownership did not constitute significant influence in the community.

Location of the business partner.
The partnership did not feature this program quality. Technology Company operated outlets, plants, and corporate offices in several states. Virginia headquarters were located in Richmond approximately sixty miles from the county seat of the school division.

Competence of the implementors.
The partnership included this program quality. The company representative was accustomed to arranging partnerships. The superintendent was articulate and
aggressive in his pursuit of the establishment of this partnership. The company and the school division combined efforts to insure that the teachers involved could receive training. The company also supplied technology consultants to the school division. Few other partnerships appeared to have given such attention to the development of competence in the implementors.

**Frequent exchange of information.**

The partnership also featured this program quality. The exchange of information in this partnership was frequent enough. More than that, however, the communication in this partnership became a legal agreement in that the partnership involved the financing of a number of computers.

**Summary.**

The partnership between Rural Primary School and Technology Corporation did not establish itself as an institutionalized partnership. Despite the energy of the school superintendent, the partnership essentially ended at the end of the year. More to the point, the partnership ended after the division received its computers and its training. All that remained afterward was the financial indebtedness of the school division to the company which had financed the school's purchase of computers. Since the company was unlikely to contribute still more computers nor to finance additional purchase, little else remained to do. Because the company did not perceive that the partnership would fulfill its needs, because the company did not exert
substantial influence on the county's economy, and because the company was not located in the division (or even close to it), the partnership failed to achieve an institutionalized status even though the partnership clearly benefitted Rural Primary School. Figure 8 depicts which of the ten program qualities were featured in this partnership.

**Partnership Eight: Urban Elementary School and Residential Convalescent Center**

**Needs perceived by both partners.**

This partnership demonstrated this program quality. Urban Elementary School wished to incorporate the convalescent home and its elderly residents in an instructional unit on human development. The nursing home administration welcomed the opportunity to have visitors interact with its unwell resident.

**Identification of specific rewards.**

This partnership featured this program quality. Urban Elementary School wanted to use the nursing home in its instructional program, to minimize the effects of transience in the community by having young children who are separated from extended families interact with the elderly, to find an audience for students' musical performances, and to find a place in the community for the display of student art. Residential Convalescent Center wished to provide contact with the outside for its aging residents, to establish itself more recognizably in the community, and to provide activities for senior citizens through direct interaction.
INDIVIDUAL PARTNERSHIP SUMMARY

SCHOOL: Rural Primary School

BUSINESS: Technology Corporation

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Figure 8. Summary of the program qualities present in the partnership between Rural Primary School and Technology Corporation.
The partnership included this program quality. The principal, the superintendent of schools, and the nursing home director created and signed a list of goals and aspirations. The school also presented the nursing home a certificate for display.

Support of the chief executive.

This partnership included this program quality. The director of the nursing home was not that organization's executive officer but acted in that person's stead.

Support of the school administration.

This partnership included administrative support of the schools. The superintendent of schools and the principal of Urban Elementary School signed various documents with the nursing facility.

Financial stability of the business partner.

The partnership included this program quality. Although the nursing home had been in business only three years, it nevertheless served a community need. There appeared to be fewer nursing home beds available than there were applications to become residents.

Substantial community influence.

The partnership featured this program quality. Residential Convalescent Center employed round-the-clock nursing, para-professional, and custodial personnel. It employed a financial office staff. It required food service.
workers. The facility was home to its residents and was the destination of many visitors from the community.

**Location of the business partner.**

The partnership featured this program quality. Residential Convalescent Center was located near the city's busiest highway.

**Competence of the implementors.**

The partnership included this program quality. This partnership, from its inception, seemed unusual in its dependence upon the nobler aspects of human beings. Among the competencies possessed by the implementors were the social skills to empathize with the elderly and with children. In fact, social skills, rather than technical abilities, underpinned this partnership.

**Frequent exchange of information.**

This partnership featured the exchange of information. The partners met for orientation and for planning. They conducted several status meetings. They exchanged letters and telephone calls regarding the visiting of students to the convalescent home.

**Summary.**

The pairing of Urban Elementary School and Residential Convalescent Center emerged as a fully institutionalized partnership. It featured all ten of the program qualities under study. Figure 9 depicts which of the ten program qualities were featured in this partnership.
### INDIVIDUAL PARTNERSHIP SUMMARY

**SCHOOL:** Urban Elementary School  
**BUSINESS:** Residential Convalescent Center

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**Figure 9.** Summary of presence of program qualities in the partnership between Urban Elementary School and Residential Convalescent Center.
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Partnership Nine: Suburban Middle School and Amusement Park

Needs perceived by both partners.

The partnership demonstrated this program quality. The school division and Suburban Middle School viewed the park as an untapped and untried resource. Officials at the amusement park wanted to acquire the use of a school gymnasium.

Identification of specific rewards.

The partnership featured this program quality. The school principal wanted the park to fund several drop-out prevention initiatives. These efforts included providing speakers about employment, providing academic letters, and providing free admission tickets to the park for high-achieving students. The park wanted to acquire the use of a school gymnasium to be a site for employee volleyball and basketball games.

Written agreement.

The partnership included this program quality. The agreement, signed by school administrators and the park director, was renegotiated and signed again each summer.

Support of the chief executive office.

This partnership included this program quality. The director of the park negotiated the terms of the agreement and signed the contract. This park director worked under the direction of the park's board of directors.
Support of the school administration.

The partnership included this program quality. The principal signed the agreement each summer. The superintendent signed also in the event that significant changes in the partnership were made. The partnership operated under the supervision of the school division's director of vocational education whose task it was to coordinate partnerships in the county's schools.

Financial stability of the business partner.

The partnership included this program quality. The amusement park was visited annually by tens of thousands of visitors. It employed hundreds of workers.

Substantial community influence.

The partnership included this program quality. The amusement park provided employment for hundreds (and over a period of years, thousands) of workers. The park had a profound influence on the local economy as it stimulated other commerce, primarily in travel related businesses.

Location of the business partner.

The partnership included having the business partner physically located within the school division. The park was situated near the northern boundary of the county.

Competence of the implementors.

The partnership included this program quality. Everyone appeared competent to carry out the terms of the agreement. Tasks included opening school buildings for amusement park employees' use and coordinating money
exchanges.

Frequent exchange of information.

The partnership included this program quality. Each summer the contract was renegotiated. The park's officials joined other corporate partners in appreciation meetings. Park officials participated on the school division's business advisory council.

Summary.

This partnership between Suburban Middle School and Amusement Park has entered its fifth year. The partnership appeared institutionalized since it included all ten of the program qualities which this study examined. Figure 10 depicts which of the ten program qualities were featured in this partnership.

Partnership Ten: Small City School Division and Real Estate Company

Needs perceived by both partners.

This partnership included this program quality. The school division recognized the potential contributions which local businesses may wish to offer the local schools. Real Estate Company executives wished to find a source of dependable tenants.

Identification of specific rewards.

This partnership featured this program quality. The school division received the opportunity to offer a free month's rent to prospective teachers who rented from the agency. This offer became a handsome and effective...
### INDIVIDUAL PARTNERSHIP SUMMARY

**SCHOOL:** Suburban Elementary School  

**BUSINESS:** Amusement Park  

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</table>

Figure 10. Summary of presence of program qualities in the partnership between Suburban Elementary School and Amusement Park.
recruitment tool. Real Estate Company looked forward to acquiring responsible tenants and also enjoyed the feeling of improving the quality of education in the community.

Written agreement.

The partnership incorporated this program quality. An exchange of letters was for this partnership enough of a formality to seal the agreement.

Support of the chief executive officer.

The partnership featured this program quality. The president of Real Estate Company signed the letter of agreement and worked directly with the potential renters.

Support of the school administration.

The partnership featured this program quality. The school division cooperated with the local chamber of commerce in encouraging and maintaining this and other partnerships. The school division's public relations officer worked directly with the business partners.

Financial stability of the business partner.

The partnership included this program quality. Real Estate Company had been in business for at least fifteen years. The company was locally owned but maintained a national affiliation.

Substantial community influence.

The partnership included this program quality. The real estate company was a residential sales leader in the community. It also managed over four hundred rental units.
Location of the business partner.
The partnership incorporated this program quality. Real Estate Company maintained its office within the city limits.

Competence of the implementors.
The partnership included this program quality. Social skills with an accompanying financial acumen were required. Technical skills were not necessary in this partnership.

Frequent exchange of information.
The partnership featured this program quality. The partners exchanged formal letters which specified the terms of the agreement. The partners often used the telephone in making referrals from the school board office to the real estate company. Finally, the real estate company participated in discussions with other businesses, school officials, and chamber of commerce representatives.

Summary.
This partnership between Small City School Division and Real Estate Company was an institutionalized partnership. It was unusual in that the real estate company was a partner to the whole school division rather than to a single school. However, the partnership included all ten of the program qualities which this project studied. Figure 11 depicts which of the program qualities were featured in this partnership.
INDIVIDUAL PARTNERSHIP SUMMARY

SCHOOL: Small City School Division

BUSINESS: Real Estate Company

<table>
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<tr>
<th>PROGRAM QUALITY</th>
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<th>ABSENT</th>
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<td>Location in the division</td>
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<td>Frequent exchange of information</td>
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Figure 11. Summary of presence of program qualities in the partnership between Small City School Division and Real Estate Company.
Chapter Summary

This study theorized that ten program qualities contributed to institutionalization of partnerships between schools and businesses. Of the ten partnerships examined in detail, five appeared to be fully institutionalized. Five failed to become institutionalized. In terms of this study the five institutionalized partnerships featured all ten of the program qualities.

The study sampled partnerships in two urban school divisions, three small city or town school divisions, two suburban school divisions, and three rural school divisions. The study included partnerships with three high schools, one intermediate school, two middle schools, three elementary or primary schools, and one school division. Businesses involved in these partnerships included a U. S. Navy ship, a veterinary clinic, two hospital, two different officers of one large corporation, a convalescent home, and amusement park, a technology company, and a real estate company.

Figure 12 indicates which of the ten program qualities were present in the partnerships and whether the partnership appeared institutionalized. Figure 13 presents the same information but in inverse fashion as it denotes which program qualities were missing from the partnerships.
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<th>Needs perceived by both partners</th>
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| Institutionalized | N | N | N | N | N | N | N | N | N | N |

Figure 12. Summary of program qualities in the ten partnerships.
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Figure 13. Summary of program qualities absent from the ten partnerships.
Chapter Five

Conclusions

Review of the study

The establishment of partnerships between schools and businesses has become in the last decade an important trend in education. With encouragement from President Reagan, school divisions rushed to begin adopt-a-school programs and other similar initiatives. Such partnerships were perceived as a chance for local communities to become involved in school improvement efforts. Partnerships were also perceived as a method to improve the financial status of schools without using tax dollars. Some observers and promoters envisioned school-business partnerships as a key component in a restructuring of America's public schools. In the 1980's, then, the national temperament supported and encouraged the development of school-business partnerships, and the number of these partnerships increased dramatically.

However, there has been relatively little scholarly study of the partnerships. As a result, an expanding phenomenon has been established in the context of educational practice. Few studies have addressed whether the partnerships are effective, how they are functioning, or
whether they endure.

This study attempted to examine the factors which contribute to the institutionalization of partnerships between schools and businesses. Specifically, this study tested the following hypothesis:

School and business partnerships that are institutionalized will contain program qualities that are different from the partnerships that are not institutionalized. There are ten program qualities that typify lasting school-business partnerships. These program qualities include perception by both partners of a need that can be satisfied by engaging in a partnership, the identification of specific rewards to both partners, putting the terms of the agreement in writing, support of the chief executive officer, support of the school administration, financial stability of the business partner, substantial community influence of the business partner, location of the business partner geographically within the boundaries of the school division, competence of those who implement the agreement, and the frequent exchange of information.

These ten program qualities comprise a theoretical model of the components which this study posited as cornerstones of institutionalization.

Ten partnerships were identified for site study. These partnerships included:
1. an urban middle school and a ship of the U. S. Navy,
2. a rural intermediate school and a veterinary hospital,
3. a small city high school and a hospital,
4. a suburban high school and a hospital,
5. a small town high school and a utility company,
6. a rural elementary school and a utility company,
7. a rural primary school and a technology company,
8. an urban elementary school and a residential convalescent center,
9. a suburban middle school and an amusement park, and
10. a small city school division and a real estate company.

There were three high schools, one intermediate school, two middle schools, three elementary or primary schools, and one partnership with an entire school division.

In order to identify these schools and their partnerships, the researcher mailed a questionnaire to all school divisions in Virginia. The approximate 77 percent rate of return allowed for identification of the ten partnerships selected for site study. School administrators who worked with the partnerships were interviewed, following a planned and validated questioning procedure. Interpretation of the data collected in these interviews provided the substance of the study.
Limitations of the Study

This study of institutionalization in school-business partnerships was faced with several limitations which the reader should take into account when making generalizations from this study.

First, all ten partnerships under study were all located in one mid-Atlantic state. Even though the partnerships included urban, suburban, small city or town, and rural locales, there existed the possibility that partnerships in Virginia were not representative of partnerships throughout the nation.

A second limitation was the lack of research or theory on school-business partnerships. Copious resources might have helped to focus the study. There were numerous anecdotal accounts of partnership successes. There were also many pieces in which writers urged school officials and business executives to form partnerships. Little of this writing, however, added to an understanding of the partnership phenomenon.

A third limitation concerned the way in which the hypothesis had to be tested. There was no purely statistical measure for testing this hypothesis. The study combined qualitative and quantitative methods. The study was quantitative in its careful identification of the partnerships to be included in the study. The researcher was careful not to include examples in the study for reasons of ease, convenience, or facility. The researcher theorized
what the likely findings might be so that the end product is not simply a purely ethnographic presentation on what was observed. The study was qualitative in investigation of ten partnerships.

A fourth limitation was that the proposed theory may have overlooked one or more significant program qualities which could have contributed to the institutionalization of partnerships. The failure of a partnership to become institutionalized or the achievement of institutionalization may perhaps be explained by factors that this researcher did not investigate.

A fifth limitation of this study was its deliberate exclusion of any consideration of the role of corporate America in post-secondary education. This study made no effort to include universities, colleges, and community colleges.

A sixth limitation occurred as a result of the selection of interview subjects. The interviews were conducted with school officials rather than with business executives. The presence or absence of the various program qualities (written contract and evidence of an exchange of information, for example) could be verified through interviews with school officials. It remained a possibility, however, that business officials might have regarded these same partnerships differently from school administrators.
A seventh limitation emerged as a hindsight consideration. In at least two of the ten program qualities, specifically the support of the school administration and the support of the chief executive officer, the researcher discovered that the criterion for confirming the presence of the program quality became situational rather than standard. In other words, in some partnerships the support of the superintendent was an adequate demonstration of the interest of the school administration. In another partnership, the endorsement of the school board was the requirement. The concept of maintaining the support of the school administration, however, was never mitigated. Similarly, in some partnerships the chief executive officers themselves wished to be involved in the partnerships. In other partnerships, chief executive officers designated someone else to effect the terms of the partnership. As in the case of the support of the school administration, however, a certain flexibility developed in the manifestation of the support.

Evaluation of the Model

This study proposed that the ten program qualities contributed to institutionalization of the school-business partnerships. The presence or absence of the program qualities in the arrangement indicated that five of the partnerships became institutionalized and five did not. Interpretation of the significance of each of the program qualities follows.
Needs Perceived by Both Partners

This program quality demanded that both the school and its corporate partner perceive that entering into a partnership would be advantageous. Three of the partnerships did not include perception of a need by the business partner. The veterinary hospital which was a partner with Rural Intermediate School, the utility company which was a partner with Small Town High School, and the technology company which was a partner with Rural Primary School never perceived a need of the business to enter the partnerships. None of these partnerships became institutionalized. Both partners' belief that there was a need which a partnership could satisfy emerged as an important component of institutionalization.

Identification of Specific Rewards to Both Partners

This program quality required both partners to identify rewards. Although the identification of rewards inevitably grew from the perceived needs of the previous program quality, the rewards often exceeded the originally identified need. When partners began to specify the terms of their arrangements, they usually discovered several such serendipitous rewards. Without the identification of rewards to both partners, there appeared little chance for the partnership to endure. Two of the partnerships (Rural Intermediate School and Veterinary Hospital, Small Town High School and Utility Company) never identified rewards for the corporate partner. Anticipating no reward, these business
partners had no reason to continue their relationships with the schools.

All of the other partnerships studied here identified rewards to both partners. Of these, the partnerships about which the participants seemed most enthusiastic were those in which the business partner received abundant rewards. For example, Residential Convalescent Center welcomed the interaction with its elderly clients of the elementary students, an interaction which the partnership encouraged. Similarly, Utility Company, with its controversial nuclear power plant located in the school division with Rural Elementary School, realized that cooperation with the school would make the company's presence in the community seem less objectionable. The company could perhaps be seen as a friend to children rather than as a threat to children's health. Institutionalization appeared in all cases to be dependent on the identification of specific rewards.

Written Agreement

Committing the terms of the partnership to writing emerged as a critical component of institutionalization. The written agreements varied considerably. Sometimes there were formal contractual statements, as in the partnership between Suburban Middle School and Amusement Park. In this partnership, both participants were allowed in their contract a way to end the partnership gracefully. In addition, they identified three partnership targets each year. In other partnerships, the written agreement
consisted of an exchange of letters as in the case of Rural Elementary School and Utility Company. In two urban areas, the partners signed not only a contract but other documents, such as commemorative certificates, as well.

The only partnerships in the study which did not incorporate a written agreement failed to become institutionalized. Neither the veterinary clinic and Rural Intermediate School nor Suburban High School and Satellite Hospital maintained a contractual agreement. Without a written statement, the terms of the partnerships seemed unfocused and vague. Perhaps too much informality in the spirit of friendship did not adequately raise the level of concern or did not adequately define the relationship. In any event, putting the terms of a partnership agreement in writing typified institutionalized partnerships.

Support of the Chief Executive Officer

This feature seemed necessary for the continuation of any partnership. It appeared that the chief executive officers themselves need not sign the written agreements or actively participate in the partnerships. However, in those institutionalized partnerships in which chief executive officers did not actually participate, their designees acted directly and officially in their steads. The effect of such arrangements, of course, was that the chief executive officer's interests were maintained in all of the institutionalized partnerships.
In one of the studied partnerships, Small Town High School and Utility Company, the chief executive's interests did not appear to have been represented. In this partnership, which never became institutionalized, a school official of intermediate rank entered into an oral agreement with a company representative to fund a proposal that cost approximately one hundred dollars. Upper management appeared to be uninvolved in this transaction. In all other studied partnerships, both institutionalized and not institutionalized, the need to involve chief executive officers, or their designees, seemed clear.

Support of the School Administration

As schools entered partnerships with businesses, the logic of involving school administration seemed inescapable. In most partnerships, school administrative officials helped to negotiate the terms of agreement. Often these school officials were actively involved in implementing their arrangements. However, in two partnerships in this study, the commitment of the appropriate level of school administration was not in evidence. Suburban High School's partnership with Satellite Hospital had the enthusiastic endorsement of the contracted school administration, including the principal, the director of vocational education, and the superintendent. This school board, however, never gave its complete approval. This shortcoming contributed to the disintegration of the partnership.
The partnership that Small Town High School entered with Utility Company involved only an assistant principal who happened also to act as director of vocational education. Not even the school principal and certainly not the superintendent or school board appeared to take much interest. The partnership never became institutionalized. Involvement of the appropriate school administration proved indispensable in institutionalized partnerships.

Financial Stability of the Business Partner

All of the partnerships in this study, including those which never became institutionalized, featured this program quality. However, the researcher discovered in interviews with school officials that nearly each of them could identify fledgling partnerships that failed almost immediately because the business partner was not financially strong enough to implement the aspirations of the partnering agreement.

Substantial Community Influence of the Business Partner

This program quality was present in all of the institutionalized partnerships and in all but one of the not institutionalized partnerships. Rural Primary School entered a short term partnership with Technology Company, the nearest office of which was located nearly sixty miles distant. Technology Company employed few county residents and, consequently, took small interest in the school division. The partnership failed to become institutionalized.
The business partner's exertion of economic influence in the community emerged as a determinant of institutionalization. The greater the community awareness of the business partner and the greater the number of people employed by the business partner, then the more likely the partnership was to endure.

Location of the Business Partner within the School Division

The study demonstrated that partnerships were more likely to become institutionalized when the corporate partner was located within the geographic boundaries of the school division. In three partnerships that failed to become institutionalized, the remote location of the business partner contributed to the collapse of the arrangement. In the case of Small Town High School's partnership with Utility Company, the corporate office with which the partnership was negotiated was located nearly an hour's drive from the school division. Similarly, in the partnership between Rural Primary School and Technology Company, nearly sixty miles separated the partners.

Perhaps the most compelling of all evidence concerning the importance of the location of the business partner was the partnership between Urban Middle School and U. S. Navy Ship. All other program qualities in this partnership were firmly in evidence. There were a written agreement, a commemorative certificate, and support of both school personnel and Naval officers. In short, the partnership had everything in its favor except that the ship could not
locate permanently in the city. As soon as reassignment of the vessel occurred, its partnership with Urban Middle School was to have ended abruptly. Physical remoteness of the business partners contributed to the failure of partnerships to become institutionalized.

**Competence of the Implementors**

In all ten of the studied partnerships, this program quality was featured. In every instance, the people whose duty was to carry out the terms of the partnerships were able to do so. To that extent, this program quality may not have been fully tested. Nevertheless, all institutionalized partnerships included this program quality. Although none of the ten partnerships in this study suffered as a result of incompetence, the five successful partnerships included this program quality.

**Frequent Exchange of Information**

This program quality influenced the likelihood of institutionalization. All of the institutionalized partnerships evidenced frequent communication between the partners. In this study, two partnerships which failed to include frequent enough exchange of information also failed to endure. In the partnership between Small Town High School and Utility Company, the assistant principal/vocational director of the school wrote several letters to the Utility Company. The Utility Company responded with a gift of one hundred dollars but not with additional correspondence. Nor were there frequent
telephone conversations. In the partnership between Suburban High School and Satellite Hospital, communication was less an issue between partners but within the ranks of the school administration. Hospital officials interacted often with contracted school personnel including the superintendent, the director of vocational education, and the principal. However, this communication did not extend to the school board. This body refused at the end of the first year to supply the funds required to meet the school's commitment. The school board stated that they did not realize that they had obligated themselves through negotiations between school administrators and hospital officials which had lasted for a year. This failure to establish and maintain appropriate communication contributed to the failure of the partnerships to become institutionalized.

Discussion

The ten program qualities were present in the five partnerships which were perceived to be institutionalized: Small City High School and Regional Hospital, Urban Elementary School and Residential Convalescent Center, Suburban Middle School and Amusement Park, Rural Elementary School and Utility Company, and Small City School Division and Real Estate Company. The failed partnerships were each missing one or more of the program qualities. Based upon this evidence, the researcher accepts the hypothesis: Ten program qualities characterized those school-business
partnerships which were institutionalized. Such partnerships featured needs perceived by both partners, the identification of specific rewards to both partners, putting the terms of the agreement in writing, the support of the chief executive officer, the support of the school administration, financial stability of the business partner, substantial community influence of the business partner, location of the business partner within the geographic boundaries of the school division, competence of the implementors, and frequent exchange of information.

The failed partnerships included some of these program qualities. However, the absence of even one quality was observed to have inhibited institutionalization. Four of the program qualities were neglected more often that the other seven. Putting the terms of the agreement in writing was not featured in three partnerships: Rural Intermediate School and Veterinary Hospital, Suburban High School and Satellite Hospital, and Small Town High School and Utility Company. These same three partnerships failed to include a second program quality, the support of the school administration. A third program quality, location of the business partner within the geographic boundaries of the school division, was not included in three partnerships: Urban Middle School and U. S. Navy Ship, Small Town High School and Utility Company, and Rural Primary School and Technology Company. A fourth program quality was also missing in three partnerships. In these instances, there
were no needs perceived by both partners which engaging in a partnership could satisfy. This problem emerged in the partnership between Rural Intermediate School and Veterinary Hospital, Small Town High School and Utility Company, and Rural Primary School and Technology Company.

Two program qualities failed to be included in sets of two partnerships. There was no identification of specific rewards to both partners in the partnership between Rural Intermediate School and Veterinary Hospital and Small Town High School and Utility Company. In two partnerships, there was a failure in communication that contributed to the collapse of the partnerships. Maintaining adequate communication was a problem in the partnerships between Suburban High School and Satellite Hospital and Small Town High and Utility Company.

Two partnerships each failed to incorporate one other program quality. The partnership between Small Town High School and Utility Company did not have the support of the chief executive officer. The partnership between Rural Primary School and Technology Company did not feature substantial community influence of the business partner.

Two program qualities were found to be present in all of the partnerships. All ten arrangements featured financial stability of the business partner and competence of the implementors. While the omission of the program qualities did not inhibit institutionalization in this study, they were nevertheless present in the
institutionalized partnerships.

It is important to note, however, that these frequencies, associated with only this study, cannot be used to generalize about the relative strength of the ten program qualities as indicators of institutionalization. To attempt to do so misses the point of this work, since such an effect imposes quantitative expectations on an essentially qualitative study. In this study the presence of a program quality in all partnerships suggests as strong an effect as does the absence of a program quality.

Another, albeit cynical, observation relates to the perception of needs and to the identification of specific rewards to both partners. Both the school and corporate partners may have agenda, implied or explicit, that are not necessarily altruistic. Somewhat selfish motives may be at work. For example, the partnership between Urban Middle School and U.S. Navy Ship was created in the first place because school administrators realized that the region's maritime resources were essentially untapped. The non-institutionalized and admittedly small scale partnership between Small Town High School and Utility Company seemed to exist for the purpose of getting financial support, money, from the utility company. The partnership between Rural Primary School and Technology Company allowed the school to receive computers and instruction in their use while the company received very little. In each of these partnerships, acquisitiveness was hardly disguised. Yet in
all other partnerships, the school partner, to at least some degree, sought to take financial advantage of the corporate partner.

Similarly, the business partners may have had similar motives. For example, Utility Company may have tried to increase community acceptance of a controversial nuclear power plant by interacting with the local elementary school. Other business goals included the development of pools of workers as in the partnerships between Small City High School and Regional Hospital and the acquisition of clients as in the partnership between Small City School Division and Real Estate Company.

The exception may have been the gift of computers by Technology Company to a rural and rather hapless school division. Yet even in this instance, the company could anticipate increased sales of software and computer peripherals. Perhaps the most altruistic, noble, and selfless of goals in a partnership existed between Urban Elementary School and Residential Convalescent Center. Here the mutually beneficial interaction of young children and older adults emerged as a primary reason for the partnership's existence. However, a critical observer could, even in this circumstance, view the partnership as a means to increase community awareness of the corporate partner.
Generalizations and Implications for Practice

Within the context of the identified limitations, this study suggested certain generalizations and implications for practice. Practitioners in both the business and education communities may profit from this study. The inclusion of all ten program qualities in any plan for a partnership encourages the endurance of the partnership. However, beyond this acceptance of the hypothesis lie other considerations which the study uncovered.

A Model for School-Business Partnerships

This study theorized a model. The acceptance of the hypothesis lent credibility to the model's viability. According to this model, institutionalized school business partnerships will contain program qualities that planners of future partnerships should incorporate as rudiments of any partnering arrangement.

Planners using the model should attend to all ten program qualities although the model does not demand a specific chronological ordering of the program qualities. Nor is there a suggestion that any program quality is more important than any others. However, planners might first make certain that the corporate partner lies within the geographic boundaries of the school division, since physical remoteness of the business partner compromises institutionalization. Moreover, the business partner should be financially stable. A corporate partner unable to commit sufficient money, personnel, and time dooms a partnership.
The business partner, in addition to maintaining financial stability, must exert influence in the community.

Early in the planning stages, there must occur in both partners a perception of a need which engagement in a partnership can fulfill. For the school, this need may be as simple as bolstering finances. For the business, the perception may often be that entering a partnership may enhance a favorable community perception. Later, both partners must identify specific rewards.

These identified needs and specific rewards must be committed to writing. Exactly what both partners are to do and exactly what they are to receive should be articulated. The format of the writing may be structured as a contract or casual as an exchange of letters.

Partnerships must be underpinned by the support of the school administration and by the corporate partner's chief executive officer. Relative to these two program qualities, evidence of this inclusion may vary with situations. The best written agreements will probably specify the support of the chief executive and the school administration.

Lasting partnerships must be implemented by people who are competent to perform their tasks. Otherwise, necessary trust and confidence may never be established.

Finally, communication between the partners must be maintained frequently enough to assure continued understanding. Institutionalized partnerships will feature all ten program qualities.
Topics for Further Research

Like most studies, this research project affords other investigators the opportunity to add to a body of knowledge. In this instance, the researcher has identified eight topics worthy of exploration:

1. The present study deserves replication. A study of ten other school-business partnerships, perhaps to be located in another state or region of the country, would help to confirm the validity of the assertions made in this document.

2. This study advanced the theory that ten program qualities influence the institutionalization of partnerships between schools and businesses. Another research project might attempt to determine which, if any, of the ten program qualities are stronger predictors of institutionalization.

3. Valuable and pertinent information regarding the ubiquity of school and business partnerships seems never to have been collected. A demanding quantitative study should present an accurate status report on the pervasiveness of school and business partnerships.

4. Another worthwhile study might approach the question of whether larger school divisions are able to institutionalize their partnerships more often than smaller divisions because of greater resources of personnel and finances.

5. The relative importance of numerous other demographic variables institutionalization might provide a
starting point for several studies to include consideration of the influence of ethnicity, gender, geography, region, and socio-economic status of the community.

6. A study of whether more ambitious projects tend to become institutionalized with greater frequency than more trivial partnerships would be a worthwhile addition to the body of knowledge.

7. Federal and state government have encouraged the establishment of school and business partnerships in the last decade. A study of this role of government seems timely.

8. A study of whether partnerships with certain kinds of businesses (such as banks or hospitals) become frequently institutionalized would be useful to school administrations.
Appendix A
Letter to School Divisions

June 16, 1989

Superintendent of Schools
All Virginia School Divisions
Various Towns, Virginia

Dear Superintendent:

As a doctoral student in Educational Administration in the School of Education of the College of William and Mary, I am at work on a dissertation on the topic of corporate support for public schools. Professor Robert Hanny, faculty adviser for this project, shares my enthusiasm and joins me in encouraging your participation in this study.

All school administrators must be aware of the trend toward establishing partnerships with the business community. Often these partnerships have been called "adopt-a-school" programs. Recent government reports indicate that nation-wide there are at least 140,000 such agreements.

What is much less clear is how these partnerships operate, whether they are effective, whether they last, and what features contribute to their persistence. I am interested in identifying adopt-a-school programs in Virginia in order to collect information about them to better explain their functions. With this letter, I ask for your cooperation in helping to gather evidence about this important development in our field.

Will you please return in the stamped and self-addressed envelope the answers to the questions on the enclosure? Please note that I am just as interested in collaborations that have ended as I am in those that continue. Your response will take no more than five minutes.
You have my assurance that neither you nor your business partner will be identified. All of our correspondence will remain completely confidential. Moreover, the project has been reviewed and approved by the Committee on Research on Human Subjects and will be executed in accordance with this committee's guidelines.

Thank you for your cooperation and assistance.

Sincerely,

Ronald M. Flowe
Principal

RMF/emb

Enlosures
Appendix B
Questionnaire

Name: __________________________________________

Title: __________________________________________

School Division: __________________________________

Address: ______________________________________

Telephone: ___________________________________

1. Has any school in your division ever entered an "adopt-a-school" collaboration with a business?

2. Did this collaboration directly affect the instructional program?

3. Name both the school and the business involved in this partnership.

4. How long, in years, did this partnership last?

5. In addition to your willingness to return this survey, are you willing to participate in a second phase in which you will respond to several other questions?
Appendix C

Questions to Be Asked during Site Visits

1. When did you first get the idea for entering a partnership?

2. Was the idea generated by someone in the school system or by someone in the business establishment?

3. What need did each perceive as a motive for entering a partnership?

4. Does a contract or other statement of agreement exist between the two parties?

5. By title, who are the people who signed the contract?

6. Does the contract identify rewards, responsibilities, commitments of resources and personnel to both partners?

7. How long has the corporate partner been in business?

8. Was there any potentially disruptive event during the course of the relationship?

9. What other evidence is there of the financial stability of the corporate partner?

10. In your opinion, can the corporate partner afford to participate in this partnership on a continuing basis?
11. In your opinion, can the school partner afford to participate in this partnership on a continuing basis?

12. Is the corporate partner geographically within the school district boundaries?

13. What has been the preparation and training of those people who implement the agreement?

14. What is the prevailing explanation for the success or failure of your program?

15. In what ways do people interact or in what ways are interface brought about?

16. Describe any formal or informal procedure to exchange information.
Partnership One: Urban Middle School and U. S. Navy Ship

Urban Middle School, with approximately 750 students, is located in one of Virginia's larger school divisions. This city is located in the metropolitan Hampton Roads area of the state and, as a result, is in the position of being able to establish a partnership with a ship of the U. S. Navy. This ship is presently anchored in adjacent waters.

The researcher conducted an interview at the central office of the city's school division with a woman who performs numerous jobs to include supervisor of partnerships. This supervisor was ready to discuss any of the numerous partnerships which she coordinates in her city. The pairing of the Urban Middle School with a Navy ship seemed especially profitable to both partners and worthy of study.

This partnership had been in place for one year, having been begun in 1988. The idea of the partnership came from a discussion between the supervisor and the division superintendent. They noted that among the many partnerships with schools and local businesses there had not been established a partnership with any of the maritime interests in the community. The ship's officers responded enthusiastically when the school personnel proposed the idea of a partnership.

Each partner perceived the partnership to be mutually advantageous. School personnel identified at least six
possible rewards to Urban Middle School

1. receiving speakers on a variety of topics in classrooms,
2. augmenting the geography program by tracing the ship's planned voyages and then learning about the ship's ports of call,
3. using the ship as a field trip site,
4. studying the mixed blessing of nuclear power, especially as it relates to the ship,
5. having an audience—the ship's crew—for student writing and student art, and
6. having selected students gain access to the ship's computer capabilities.

The ship's officers identified rewards to the crew:

1. the opportunity for officers and sailors, far from home, to band with other people in the community,
2. the opportunity to improve the image of military personnel,
3. the opportunity for the crew to use school facilities such as the gymnasium, and
4. the collection by students of specific United States coins which happen to bear the ship's name.

A formal written contract exists between the ship and the school. The superintendent of schools, the principal of Urban Middle School, and the ship's commanding officer signed this agreement. Moreover, an abridged version of this agreement, printed on coarse paper and suitable for
framing, was also signed by these three officials and presented to the ship's commanding officer. In addition to conducting this formal signing ceremony, school officials sought other meetings to exchange information. For example, the division invited representatives of all of its corporate partners to meet with school personnel at an annual recognition breakfast. There were also regularly scheduled status report meetings.

The U. S. Navy exerts a substantial influence on the economies of all of the Tidewater cities. The Navy's ability to remain financially stable is as certain as the endurance of the nation.

School personnel and Navy personnel appeared competent to meet the demands of the partnership.

Inherent in this partnership is a threat to its institutionalization. In fact, this partnership will never become institutionalized despite its many exemplary features. The ship is not located within the boundaries of the school division. If the present proximity of the ship to the city is close enough to count as physical presence, the impermanence of the ship's present assignment negates all possibility of the partnership becoming institutionalized. Urban Middle School and hardly maintain its arrangement with a ship and a crew assigned to a remote location, such as Japan or the Persian Gulf.
Appendix E

Partnership Two:

Rural Intermediate School and Veterinary Clinic

Rural Intermediate School is located in a county on Virginia's Northern Neck between the Rappahannock and Potomac Rivers. The school houses in grades seven and eight approximately 365 of the county's 1600 students. In 1987 the school entered a partnership with an animal hospital located in the village that serves as the county seat. The hospital has been in business since 1979. The researcher interviewed the principal of Rural Intermediate School.

The idea of the partnership sprang from a life science teacher's wish to have her students receive hands-on experience in a field related to her subject. She contacted the veterinarian who owned and operated the animal hospital who agreed to allow one intermediate school student at a time come to the hospital to observe the doctor at work. The doctor did not perceive any particular need that might be met by the school except for perhaps fostering a favorable public perception of the clinic.

No contract existed between Rural Intermediate School and the veterinary clinic. However, the teacher drafted a letter which the principal cosigned in which the school thanked the doctor for the opportunity given the students. The receipt of the letter implied an acceptance by the doctor of the conditions of the agreement. The partnership did not cost either partner money and cost very little in
resources. The veterinary clinic was obviously financially stable enough to offer such an arrangement.

Last year, three students visited the animal hospital. The science teacher who initiated the partnership has in the meantime moved to a different school division. The principal supposed that the new teacher would want to continue sending life science students to visit the animal hospital. However, he acknowledged uncertainty that the partnership would continue under the new teacher's direction.
Appendix F

Partnership Three: Small City High School and Regional Hospital

Small City High School serves its community in eastern Tidewater. The city borders the Chesapeake Bay, larger cities, and a county. The school's population of approximately 850 students has remained constant in recent years. The school is entering its fourth year of a partnership with Regional Hospital. This facility is located in a larger nearby city rather than within the political boundaries of the school division. However, no other hospital lies in the school division either. The effect is the same as if Regional Hospital were in fact located in the school division since sick and injured residents regularly use this facility. The hospital has served this region of the state for more than forty years. The hospital has established numerous satellites across the Tidewater region of Virginia.

The researcher interviewed the assistant superintendent of the school division. Because the small city schools shares its corner of the state with several other school divisions, the regional chamber of commerce coordinated all of the partnerships in the area in an effort to prevent numerous schools from seeking to establish relationships with the same business. Both partners, the school and the hospital, recognized early that they could serve each other's needs. On one hand, the school wished to expand its
vocational curriculum; on the other hand, the hospital was searching for well-trained employees.

Quickly, Small City High School and Regional Hospital identified specific rewards which the partnership could provide. The school anticipated:

1. placing business education students in a real, rather than simulated, work site,
2. establishing wellness seminars for the faculty and support staff,
3. holding a "health fair" for students conducted by hospital personnel,
4. finding an audience for student musical programs,
5. placing student art in the hospital, and
6. receiving speakers on a variety of topics from health care to health careers.

The hospital also identified rewards:

1. having musical entertainment as a healthful diversion for patients,
2. decorating bare walls with student art,
3. recruiting students into health careers, and
4. training and employing students to work in the hospital's business office.

Representatives of the school and the hospital signed a contract which specified what each partner would do and what each could expect. The first time such a contract was signed the hospital administrator represented Regional Hospital. In subsequent years the administrator appointed a
designee for this purpose. In each year, both the superintendent of schools and the high school principal signed the contract. The partnership has surveyed a change in personnel which involved responsibility for the hospital's management of the partnership.

Communication between the school and the hospital occurred frequently and in a variety of ways. At the end of each year, the success of the program has been evaluated. Representatives of the schools signed the contract; a certificate of recognition was presented to the hospital by the school division. Employees of both institutions met for a recognition breakfast. They also attended a planning session and had opportunity to attend numerous status report meetings. Moreover, the terms of the partnership demanded regular communication between various hospital and school employees involved in the school's business education classes.
Suburban High School and Satellite Hospital

Suburban High School serves nearly 1600 students in one of Virginia's fastest growing school divisions. Once a rural county that was home to farmers and fishermen, the community now is a "bedroom" suburb for nearby cities. Housing developments are crowding farms, and watermen are learning to share the rivers with an increasing number of recreational vessels. Satellite Hospital is a medium-sized facility whose parent hospital is located in one of the nearby cities. Satellite Hospital, however, is remote enough from its parent to establish its own partnerships.

In 1988, the hospital and Suburban High School determined to begin a partnership. The researcher interviewed both the director of budget and finance and the director of vocational education.

Of the division's experience with school-business partnerships, the budget director admitted, "We have pursued a few but were not successful." Nonetheless, the division had entered into a partnership with Satellite Hospital. The hospital wished to establish a Licensed Practical Nursing program in this geographic region. Not only would this move increase the reputation of the hospital complex as a training center, the partnership might also produce additional nurses which the health care industry needed. The school could add an LPN program to its vocational
education curriculum.

No formal contract between the partners was ever signed. The two institutions agreed that the hospital was to provide the instructors and the site for hands-on experience. The school was to provide a classroom. The school division was also to contribute approximately five thousand dollars in order to help defray costs for medical supplies, texts, and employing instructors. Planners from the school divisions' central office and hospital officials worked together for a year to negotiate the terms of their agreement.

Satellite hospital had been in operation for thirteen years. It had been filled nearly to capacity since it opened. Hospital personnel had strived to improve the institution's reputation through such community outreach programs on this partnership.

After one year of informal, noncontrolled cooperation, the partners were ready to receive the first class of students in the licensed practical nursing program. However, at what seemed to school officials like the last minute, the school board balked at having to produce five thousand dollars. To the planners, the amount had seemed reasonable for the kind of program the school would receive. These planners had been comfortable in verbally committing the money without acquiring absolute assurance from the board that the money would be available. Everyone acknowledged that unprecedented growth in the last decade
had strained the school budget to its limits. More teachers, more classrooms, more support services, and two new schools had been required.
Appendix H

Partnership Five:

Small Town High School and Utility Company

Small Town High School, located in its south central Virginia community, serves approximately 900 students. The small city lies on one of the rivers that flow from the Piedmont to the Chesapeake Bay. Many residents commute to Richmond, the state capital, within an hour's drive. In 1985, the school division's Vocational Education Advisory Council suggested that the division ask the Richmond office of a large utility company to become a "partner in education" with Small City High School. The researcher interviewed the assistant principal of the high school; this administrator had also assumed responsibility for vocational education in the division.

The Vocational Education Advisory Council suggested the partnership be established. However, council members did not suggest what form the arrangement take. The public utility appeared to have no specific need which the partnership might satisfy. The school seemed to have approached the utility as a petitioner might approach a benefactor.

The school and the utility came to an agreement about specific rewards to the school. These included:

1. contributing one hundred dollars to a fund to support various initiatives in vocational education,
2. employing high school students in summer jobs,
3. conducting an energy audit for the school, and
4. allowing residents of the town to participate in adult education training which the utility made available in Richmond. During one of the years that this partnership has lasted, the company donated a six-year-old van to the school. The utility was replacing the vehicle with a newer model.

The utility never identified a particular reward which it intended to reap for itself. The assistant principal stated that the corporate giant expected to improve its image by participating in the partnership. For the corporate partner, then, participating in the partnership seemed to be an act of generosity, perhaps conceived as a public relations move. The utility, however, suffered no greater image problem than it did in any other community. In fact, the utility seemed no more the object of the public's disapprobation than any other corporate giant. Perhaps the utility anticipated a tax advantage for having contributed to the school.

There was no formal contract or document of agreement signed by authorities of the partners. The assistant principal/vocational education director penned a letter addressed to the utility—rather than to individuals in the company—in which he offered thanks for the receipt of the one hundred dollars. The school administrator declared in the letter that the donation of this money and of the van made partners of the school and the business. The last
sentence of the letter, however, did not reflect a strong union: "Please keep us on your mailing list." The letter seemed to be a formal acknowledgement which the utility company might use as tax deduction documentation.

The assistant principal/vocational education director had this year been transferred to another job within the school division. He expressed concern that with another person in his former role the partnership might collapse. He conceded that the continuation of the partnership had been largely the result of his own energy. He spoke figuratively of his efforts "to get his feet under the table."

Beyond the administrator's unusual letters to the company and the school's occasional receipt of a check or some other favor, there appeared to be little exchange of information between the partners. Both seemed reasonably satisfied with the status of their cooperation.
Appendix I

Partnership Six:
Rural Elementary School and Utility Company

The partnership between Rural Elementary School and Utility Company provides sharp contrast to the previously examined partnership between this same company and Small Town High School. Rural Elementary School became partners with a large generating plant that is part of the giant state corporation. Small Town High School was partners with the central administrative offices of the same firm.

Rural Elementary School serves approximately 650 students in the northwestern district of a large county located in the rolling hills of Virginia's Piedmont section. As stated in the earlier section, the well-known company is familiar to virtually every Virginian. Residents of the county are probably still more keenly aware of this company for two reasons. First, the company is the county's largest employer, and many of the citizenry derive their livelihoods from it. Second, the location in the county of the plant left many residents uneasy in that the operation may be perceived as a health hazard and a threat to the local environment. The researcher interviewed the principal of Rural Elementary School. The superintendent of schools had previously approved the interview.

In 1986, the school principal conceived the idea of the partnership. She believed that there was potential financial reward for the school to be gained through
interaction with the utility company. She found local company executives to be enthusiastic about entering the partnership. These executives understood that their company's presence in the county might be controversial; they welcomed the opportunity to establish a more favorable image in the community.

At first the two partners had difficulty in arriving at specific rewards for each partner. The school eventually identified several goals:

1. the capacity to tap the company for financial support of various projects,
2. the chance to receive speakers in science classes,
3. the acquisition of an audience for student art, and
4. the opportunity to improve computer instruction by using the company's experts as consultants.

The company, in turn, identified several specific rewards also:

1. the opportunity to improve its image in the community,
2. the use of the school's gymnasium,
3. the use of the school's nature trail for employer wellness activities,
4. the use of the school's soccer field, and
5. the acquisition of student art for display in hallways or for use as table decorations in the company dining room.
The partners never signed a formal contract. Instead they exchanged letters in which each identified the other as a "partner in education." The letters alluded to the specific rewards but never overtly stated them, perhaps allowing for program flexibility. The school principal, the superintendent of schools, and a high-ranking company official signed the letters.

There were at least two potentially disruptive events in the course of the partnership. First, a science teacher who had been working closely with the principal left the school for another teaching assignment. Second, the principal herself was to be reassigned to another school in the same county. Although the partnership appeared to remain intact, its continuation could be threatened by a lack of enthusiasm of the new personnel assigned to maintain it.

Most information exchanged between the partners occurred in an unplanned, or at least unscheduled, fashion. Besides the letters of agreement, communications were by telephone. Nevertheless, there was an evident warmth in the letters "Friendly, excited faces," "special warm memory," "enjoyable," and "privileged" were typical of the programs descriptors.
Appendix J

Partnership Seven:

Rural Primary School and Technology Company

Rural Primary School serves approximately 185 students in one of Virginia's most sparsely populated counties. The community has little industry. Farms and woodlands share the countryside. A handful of eighteenth century houses dot the county and attract a small number of history-and-architecture-loving visitors. There is even little available shopping, even grocery shopping, to be done along the two main roads that transverse the county, not even at their intersection. Residents must leave the county for virtually every purchase. School officials had no local opportunities to form partnerships except perhaps with Mom and Pop stores which had little chance of significantly influencing the schools.

The school division, then, had to look outside its geographical boundary to find a large company with which a partnership might have been forged. In Richmond, sixty miles away, the county contacted an internationally recognized corporation. The researcher interviewed the superintendent of schools.

This superintendent of schools recognized that county schools suffered from the widespread rural poverty of the community. He also realized that he must be innovative in his search for solutions to the difficult problem of strengthening the school division's financial resources.
The company which he approached could identify no particular
need which the partnership might satisfy. However, this
company, an industry giant familiar to virtually any
American, acknowledged an interest in establishing
partnerships with public schools in the Richmond area. In
fact, the company enjoyed a reputation for supporting public
school initiatives across the nation especially in the area
of computer skills. With polite pressure from the
superintendent, the company executive who oversaw
partnerships agreed to include Rural Primary School, even
though the school was more distant from corporate offices
than most partners.

The superintendent of the division and the principal of
Rural Primary School identified several specific rewards for
the school:

1. the purchase of twelve thousand dollars worth of
   computers with half of that sum contributed by the company,
2. the contribution of computer programs to be used
   in a reading and writing improvement curriculum in
   kindergarten and first grade,
3. the provision of consultants, and
4. training of staff members in computer technology.

The company did not expect to receive any rewards.
Doubtless, there were tax benefits. The company could also
expect to continue to enhance its public image by promoting
education. Finally, there was the possibility that the
company recognized that the proliferation of its products in
school divisions would lead eventually to more business. After all, machines must be maintained, and programs and peripherals must be purchased.

The superintendent at first experienced reluctance in the corporate officer to plan a partnership with a school division so small and so remote from any of the firms' offices. However, the superintendent persevered, and the company not only capitulated but grew enthusiastic. The company not only paid for half of the computers but also financed the school division's expenditure. The company also sent several teachers to Atlanta to receive computer training.

The exchange of information in this partnership proved to be different from most partnerships. The formal contract evolved into more than a written partnership planned; it became a financial contract involving the repayment of a loan to the school division. Arrangements for teachers to fly to Atlanta were another communication that, if formal, was atypical of the exchange in a partnership.
Appendix K

Partnership Eight:

Urban Elementary School and Residential Convalescent Center

Urban Elementary School with approximately 325 students is a small school located in one of Virginia's largest, urban divisions with nearly 20,000 students. Located in the Hampton Roads area, the city prides itself on its history, its seafood industry, and its commerce. Residential Convalescent Center, entering its third year of operation, is a facility for adults who require skilled medical care but who are not acutely ill and who do not need hospitalization. Most of this nursing home's residents are senior citizens. This researcher found many of the school division's administrative personnel to be friendly and informative, but no one seemed at first to know who was in charge of overseeing the division's corporate partnerships. The director of elementary instruction referred the researcher to the chairman of the division's research committee. This administrator's secretary suggested the researcher contact the director of finance. This person's office referred the researcher to the director of vocational education. The researcher eventually interviewed this school officer.

Urban Elementary School and Residential Convalescent Center have begun the third year of partnership. The vocational education director reported that everyone involved in the arrangement viewed the partnership as an
example of an uncomplicated arrangement that has proven to be mutually rewarding. Urban Elementary School wished to incorporate the concepts of age and aging in a family living curriculum. The nursing home, recently opened for business, wanted to establish itself as an integral part of its community.

Each partner identified specific rewards. The school desired to:

1. minimize the effect of transience in the community by exposing students, who often are separated from grandparents, to older citizens.
2. teach concepts regarding maturation in human biology,
3. find an audience for student musical performances, and
4. find a place to display works of student art.

The nursing home saw the partnership as an opportunity to:

1. establish itself in the community,
2. provide contact with the "outside" for its aging and unwell residents, and
3. provide activities for residents that could come directly from interaction with school children.

The school division, like four others in the geographic region, participated in a regional coordination of partnerships. This cooperation presented a single business from being recruited unpleasantly often. Representatives of the school and the nursing home met in a planning session.
They committed their expectations to writing. Status meetings occurred during each year. The nursing home director was invited to a recognition breakfast and there received a certificate, which could be framed, to acknowledge the partnership. This certificate bore the signatures of the division superintendent, the principal of Urban Elementary School, and the director of the nursing home.

The school administrator who oversaw the division's school-business partnerships seemed particularly proud of Urban Elementary School and Residential Convalescent Center. She noted that the arrangement required little money but nevertheless remained effective. She seemed proud of the human aspects of this project in that young children and senior citizens were brought together to the advantage of both.
Appendix L

Partnership Nine:

Suburban Middle School and Amusement Park

Suburban Middle School was located in a county close to Richmond, the capital city. With nearly one thousand students in grades six through eight, the school population had been growing as the county population had grown. This phenomenon paralleled the pattern across the country in the decline of population in large cities as the population swelled in surrounding suburban communities. In this county, there remained a small number of farmers. There was also a small town with a college. However, the most noticeable trend was toward suburban sprawl. Especially along Interstate 95, between Richmond and Washington, has this demographic trend been in evidence.

Near the northern end of this county and just off Interstate 95, Amusement Park opened fifteen years ago. A multi-acre theme park, this entertainment complex has been responsible for much of the growth in the county. The park employed a large corporate staff and its support system, numerous show business professionals, and hundreds of cooks, custodians, ride operators, ticket collectors, parking lot attendants, and security officers. In addition, the location of the park has prompted increased sales of gasoline and support services related to travel. The researcher interviewed the director of vocational education. This man also coordinated partnerships in the school
Four years ago Suburban Middle School and Amusement Park began a partnership. The idea for establishing the partnership originated among school division officials. The principal of Suburban Middle School was particularly aggressive in pursuing the arrangement. He recognized that the location of the huge amusement park just ten miles from the school presented a heretofore untapped resource. The amusement park was willing to negotiate the partnership because the school might provide facilities for a wellness program that could not be as easily offered at the park.

The school and the amusement park, having agreed that a partnership was a good idea but not having definite ideas regarding its nature, next had to specify rewards. The school targeted the large goal of having the park assist in a drop-out prevention program. To that end, the principal planned to use the park in several ways. For example, the possibility of receiving free tickets to the park were an affective inducement to maintain high grades. Second, park representatives visited the school to make presentations on business careers and on job opportunities at the park. Third, the park provided friends for academic letters. The principal had acknowledged that he was unable to identify all the ways in which the amusement park might cooperate with the school. Park officials were interested in establishing wellness program. Park employees wanted to form basketball and volleyball teams. There was no good
site on park property to carry out such a purpose. Park officials were pleased to negotiate for the use of school facilities.

Both partners displayed a keen interest in having their arrangement endure. However, each believed that examining the partnership at the end of each year to be a good idea. The partners would give each other "a polite way to leave." In addition, they determined to set no more than three goals in any year so that there would be little possibility of having the terms of the partnership be too ambitious.

The park manager, who represented the chief executive officer, and the principal of Suburban Middle School each summer signed their agreement to come the coming year. The superintendent of schools also signed whenever the new agreement departed from the terms established for the previous year.

After the annual signing, most communication happened by telephone. Although this communication tended to be informal and occurring at a rate that "felt good," calls were apparently placed with regularity. In addition, these partners joined all other partners in the division at least once and sometimes twice annually in "sharing sessions." Corporate partners also sent representatives to serve on the school division's business advisory committee.
Appendix M

Partnership Ten

Small City School Division and Real Estate Company

Small City School Division was located in central Tidewater. The community was the site of many historic buildings, and as a result, travel and tourism were a major industry in the city. A prestigious college was also located in the city. This college and the city's history attracted a well-educated, upwardly mobile citizenry. The city and the surrounding county produced approximately six thousand public school students. The researcher interviewed a central office administrator who was charged with a public relations program.

Real Estate Company had been in business in the area for over fifteen years. The company was locally owned but also maintained a national affiliation. In addition to offering residential properties for sale, Real Estate Company also acted as the leasing agent for more than four hundred apartments in the community.

This school division coordinated all partnerships with businesses through its central office and through the local chamber of commerce. Individual schools did not enter cooperative arrangements with individual businesses. However, the coordinators welcomed corporate participation in division level partnerships. Real East Company approached the Chamber of Commerce with a partnership idea.
for the total division. The company would offer one month's free apartment rent to any new teacher whom the personnel office guided to the real estate agency.

Company officers believed that they might acquire educated and responsible clients in this way. They also stated that the free rent as a recruitment tool would help the division to attract and sign competent teachers. School officials concurred that this offer to new renters would be an outstanding recruitment device. Real Estate Company executives, then, believed that they were improving the quality of local education, even as they located dependable tenants.

The school division and Real Estate Company used an exchange of letters ("nothing fancy") to seal their agreement. The letters acknowledged the practice of offering one month's free rent to new teacher whom the school division referred to the real estate company. This simple statement implied, at once, a formalization of the agreement and an identification of the rewards which each partner anticipated receiving. The public relations officer of the school division and the president of Real Estate Company signed the letters.

The partners exchanged information often. Usually the communication took place by telephone. The school division's personnel office often called the real estate company to make referrals. These communications occurred most frequently in late spring and in summer, the seasons
during which all school divisions attempt to fill teaching vacancies. At these times, the school official reported that the partners were "very busy" in these months. In fall and winter, there was little need for the partners to maintain contact.

Other communications included record keeping concerning how many new teachers took advantage of the arrangement. In winter, the plan was set for implementation of the program in the coming busy months. In addition, Real Estate Company officials joined other businesses who were partners with the school system in a "dialogue" concerning the status of the various partner arrangements. The school division worked with the Chamber of Commerce to host such status review meetings.

The partnership between the school division and Real Estate company was about to enter its third year. The school official seemed proud of this arrangement. It appeared to reward all parties without straining anyone's resources.
Reference List


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ABSTRACT

The purpose of this study was to create a model to predict institutionalization of partnerships between schools and businesses. The study posited that institutionalized partnerships will contain ten program qualities which are missing in partnerships that do not become institutionalized. These ten critical program qualities include:

1. the perception in both partners of a need which engagement in a partnership might fulfill,
2. the identification of specific rewards to both partners,
3. putting the terms of the partnership agreement in writing,
4. support of the chief executive officer,
5. support of the school administration,
6. financial stability of the business partner,
7. substantial community influence of the business partner,
8. location of the business partner within the geographic boundaries of the school division,
9. competence of the personnel charged with implementing the terms of the agreement, and
10. frequent exchange of information.
The researcher identified ten school-and-business partnerships representing a mix of urban, small city or town, suburban, and rural school divisions. Five institutionalized partnerships and five non-institutionalized partnerships were studied to determine whether the ten program qualities influenced institutionalization. Three high schools, one intermediate school, two middle schools, three elementary or primary schools, and one partnership with an entire school division were featured in the study. Corporate partners included a ship of the U. S. Navy, two hospitals, two branches of one utility company, a technology company, a residential convalescent center, an amusement park, a veterinary hospital, and a real estate company. Partnership sites were visited, and school officials were interviewed following a planned schedule of questioning to ascertain whether the program qualities were present in the partnerships.

Results suggested that each of the ten program qualities was a cornerstone of institutionalization. Every partnership which failed to become institutionalized also failed to include one or more of the program qualities. All institutionalized partnerships included all ten program qualities.

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