

EXPRESSED CONCERNS AND
EXPECTATIONS OF STUDENTS, SCHOOL
PERSONNEL AND BUSINESSMEN IN AN
EMERGING PARTNERSHIP CONCEPT AMONG
BUSINESS, INDUSTRY AND EDUCATION

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This is to certify that the

thesis entitled

*Expressed Concerns and Expectations of Students,
School Personnel and Businessmen in a Growing
Partnership Concept among Business, Industry
and Education*

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Date October 29, 1970

ABSTRACT

EXPRESSED CONCERNS AND EXPECTATIONS OF STUDENTS, SCHOOL PERSONNEL AND BUSINESSMEN IN AN EMERGING PARTNERSHIP CONCEPT AMONG BUSINESS, INDUSTRY AND EDUCATION

By

Francis T. Wallace, Jr.

Purpose of the Study

The purpose of this study was to gather and synthesize information concerning trends of thought and individual activities among selected partnerships and to identify and compare concerns and expectations of students, school personnel and businessmen involved in partnership activities. More specifically, this investigation attempted to: (1) determine the current status and extent of existing partnership programs, (2) determine what anxieties and expectations the participants had when they became involved in partnership activities, and (3) determine if the initial anxieties and expectations of the participants changed and if they did, the reason and direction for the change.

Procedures

Two research instruments developed from current partnership literature, as well as telephone and personal interviews, were used to obtain the data for the study.

The first research instrument was a questionnaire containing 32 statements intended to derive both general and

specific information concerning the organization and extent of partnership activities. The questionnaires were sent to the businessmen responsible for the administration of partnership activities in all (25) known partnerships. Sixty per cent, or 15, of the questionnaires mailed were completed and returned.

The second research instrument consisted of three forms of one basic questionnaire. The questionnaire for each participating group (students, school personnel, business personnel) contained 10 statements describing 10 concerns and 10 expectations that had been expressed by the population being studied. These questionnaires were sent to the 15 partnerships who had completed the first research instrument. Forty-seven per cent, or 7 of the 15 partnerships, returned usable questionnaires. Of the 593 questionnaires mailed, 363 respondents, which consisted of 192 students, 69 school personnel and 116 businessmen, returned usable questionnaires. This represented a 61 per cent return of questionnaires distributed.

Data obtained by the research instruments, where appropriate, were transferred to punch cards which were coded and subcoded for each group of participants. Tabulations were performed by the Control Data "3600" Computer at Michigan State University.

Conclusions

The following are the major conclusions:

1. Each partnership is the result of the combination of unique resources of both the school and business, and these resources vary greatly among the partnerships.
2. The majority of partnerships were engaged in both basic general educational programs and career development activities. Career development activities were far more prevalent than educational skills training programs in the majority of partnerships in terms of the number of students involved and the number of activities implemented.
3. Curriculum development activities in the areas of employment preparation and remedial assistance were an integral part of most partnership activities. The employment preparation areas, however, enjoyed greater curriculum development than did other activities.
4. The most successful projects were those concentrated in the areas of employment readiness and employment training; the least successful were generally those in which the students and school personnel were required to participate outside of their normal school activities.
5. Business involvement did not appear to be an inhibiting factor for the participating school personnel. Honest dialogue and a sincere commitment by the businessmen to partnership activities appeared to eliminate apprehensions.

6. Although there were several specific concerns expressed by students, school personnel and businessmen involved in partnership activities, the majority of these concerns decreased as the school personnel and businessmen combined their efforts to enhance the students' educational experiences.

7. All the participants in the partnership programs were optimistic about the utilization of business expertise to increase the educational level of the students.

8. The students were interested primarily in improving their basic skills and obtaining employment information per se, although both the students and school personnel initially expected the business partner to provide employment and/or financial assistance for in-school youth.

9. It was evident that students and school personnel did not view the partnerships as a mechanism to relieve their own obligations but viewed it as a vehicle through which all participants could interact more meaningfully in reaching their goals.

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A THESIS

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1970

DEDICATION

To My Father, the Late

Frank T. Wallace

ACKNOWLEDGMENTS

This study is the result of the help and consideration of many individuals. The writer first wishes to convey his deep appreciation for the continuing guidance, encouragement and patience of Professor Peter G. Haines, chairman of the doctoral committee and director of this investigation. His high standards of scholarship and his dedication to students were, and will continue to be, a constant source of inspiration. I am also indebted to the other members of my dissertation committee, Professor Daniel P. Kruger, particularly for his assistance in the early stages of the study, and Professors Samuel A. Moore and Vandel C. Johnson for their critical assessment of the study.

I also wish to thank the following individuals for their significant contributions: Mr. Charles Sherrard, Project Manager for the American Telephone and Telegraph Company, for his support and his solicitation of funds without which this study would not have been possible; Stephen A. Weller, Assistant Professor, Lansing Community College, for his valuable assistance in the development of the data processing programs; James Person, Chairman, Management and Marketing Department, Lansing Community College, for his cooperation and assistance in the latter stages of the study; Clark A. Ackley, Architect, for his assistance in the printing of

the study; and to the many other individuals whose suggestions and criticisms contributed to the success of this study.

This study would not have been possible without the cooperation of the 15 businesses involved in partnership activities. I would like to express especially my appreciation for the valuable assistance provided by the businessmen responsible for the administration of partnership activities. Without their cooperation in the data collection stage of the study, the dissertation could not have been completed.

Appreciation also goes to the many typists, especially to Miss Susie Garner for the many hours she spent in the preparation of the manuscript.

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CHAPTER I

THE PROBLEM OF THE STUDY

✓ Introduction

START The public secondary educational system of this country operates, according to published statements of belief, on the philosophy of meeting the individual needs of all students. In recent years, however, many school districts have found difficulty in meeting students' needs in the area of occupational career development programs. Many of these programs have not functioned effectively due, in part, to the lack of qualified instructors, inadequate facilities, and increasing operational costs. All students, as a result, do not receive the necessary training to obtain and maintain employment. This situation is especially critical within disadvantaged areas where many students leave school lacking the appropriate skills needed to enter and participate effectively in today's labor market.

Several businesses have offered to form "partnerships" with selected disadvantaged schools in an attempt to increase the general educational level of these students and to provide them with adequate skills that will enable them to effectively enter the labor market. The "partnership" as seen by business is a joint effort between the school and business to enrich the education provided by the school. The participating

companies offer as resources their monies, personnel and physical facilities in working toward the goal of increasing the general educational level of the students and/or their occupational competence. The goal is that students will be able to enter industry at the job entry level and have suitable reading, writing and arithmetic skills which will enable the business to train them for vertical movement within an organization.

Statement of the Problem

omit topic

There are approximately 25 known active partnerships throughout the United States. They are of recent origin, having been formed within the past three years, and are being conducted by individual businesses who have stated goals appropriate to their type of business and geographical location. Very little formal literature is available concerning these partnerships, and the information that has been published has been confined primarily to company publications and local media. ^{✓ STOP} This study attempts to review these initial endeavors and to examine their possible impact on the future.

The problem was to gather, analyze and synthesize information concerning trends of thought and individual activities among active partnerships and to determine the concerns and expectations of the participants in the partnership programs.

Objectives *omit*

START A comprehensive body of knowledge, from which the effectiveness of the partnerships can be assessed, is needed and is the overall goal of this ~~study~~ *LITERARY REVIEW*. This goal is supplemented by two main objectives: (1) to summarize individual activities and trends of thought as they pertain to the emerging partnership concept; and (2) to determine if the concerns and expectations of the partnerships differ among the groups of participants (business, school personnel, students). The objectives can be specified by the following questions:

1. Are there common, identifiable, organizational criteria that will lead to the effective establishment of a partnership? *Answer pg. 175 #1*
2. Have partnership activities largely provided basic skills training, or have they been more effective in providing career development activities? *Answer pg. 176 #2*
3. Have partnerships been engaged in curriculum development activities? If so, in what curriculum activities have they been involved? *Answer pg. 176 #3*
4. Is there a common core of partnership projects that exists among all partnerships? If so, which have been most and least successful? *Answer pg. 176 #4*
5. Has involvement in partnership activities enhanced the employability of students? If so, to what extent?
6. Are there common concerns held jointly by students, school personnel and businessmen? If so, what are they? *omit*

7. Are there common concerns held jointly by students and school personnel that are not held by businessmen? If so, what are they? *see*
8. Are there common concerns held jointly by school personnel and businessmen that are not held by students? If so, what are they?
9. Are there specific concerns not held in common by students, school personnel and businessmen? If so, what are they?
10. Are there common expectations that are held jointly by students, school personnel and businessmen? If so, what are they?
11. Are there common expectations held jointly by students and school personnel that are not common to businessmen? If so, what are they?
12. Are there common expectations held jointly by school personnel and businessmen that are not common to students? If so, what are they?
13. Are there specific expectations that are not held in common by students, school personnel and businessmen? If so, what are they?

Need for the Study

Many groups can profit from a study of partnerships. This study will have practical implications for public high school students, their teachers, textbook writers and elected representatives involved in public education.

A student's success in obtaining and remaining in a job is often influenced by his ability to understand and carry out instructions, to be dependable, and to maintain a productivity that will justify his employment. Present partnerships offer preschool and summer programs, vocational shared-time programs, Saturday training classes and on-the-job training. If these activities enhance the student's employability, they could provide the basis for a modification of existing school programs.

Teachers often feel they are limited in their effectiveness due to unnecessary paper work and extra school activities. Many have found it difficult to remain abreast of current developments in their respective fields, and have been unable to modify existing curricula materials to more fully meet the needs of all students. Present partnerships offer teacher aides, mobile teaching forces and technical assistance, as well as seminars that enable the teacher to more fully comprehend the needs and aspirations of disadvantaged students.

Governmental educational agencies at the Federal and State level are also interested in the utilization of business in the training of high school students. These agencies have been allocating funds for this purpose but have had little data upon which to justify this expenditure. For example, in 1968, the amendments to the 1963 Vocational

Education Act¹ were passed with a significant amount of funds devoted to the reimbursement of business for extra costs involved in on-the-job training for vocational students enrolled in high school. Several states have also realized the important part industry can play in training high school students. For example, in the Michigan House of Representatives, there is currently (1970) a bill (House Bill No. 2722) to provide funds for business to train eleventh and twelfth grade students. If vested interests are to gain support in government for the provision of funds, information should be available to support the assumptions that business can make a significant contribution to stated educational goals.

Business is also interested in partnership activities. The Ford Motor Company, Kaiser Industries, Indiana Bell Telephone Company, and others have been making inquiries about the successes and the limitations of the partnerships to determine if it would be feasible for them to enter into a partnership.

Some educational authorities believe that our educational system has not adequately provided curriculum materials for career development programs. Part of the partnership concept is the development and application of materials especially designed to benefit the disadvantaged student.

¹U.S. Congress, Vocational Education Amendments of 1968, 90th Congress, H.R. 18366, Public Law 90-576, October 16, 1968, pp. 1-10.

If these materials prove effective, textbooks could be developed, thus enabling our educational system to better meet the needs of all students.

Assumptions

The following assumptions were established for the purpose of this study:

1. That the knowledge of partnership activities can lead to the development of more efficient, effective and relevant programs at the public high school level.
2. That the career development activities that were implemented by the partnership are important to successful job performance.
3. That the participants of partnership activities answer the questionnaires and interviews accurately, but with bias toward their image.
4. That the knowledge of partnership activities can be the basis for deriving instructional objectives for career development activities.
5. That the activities concerned with building basic skills in arithmetic, reading and writing are essential to increasing general employment knowledge.

Limitations of the Study

The study was limited as follows:

1. Limitations as to Firms: This study investigated only those firms who elected to participate in the study. Several firms did not participate because: (1) they had

agreements with local boards of education prohibiting publicity of their programs, (2) the firms felt they could not participate meaningfully, and (3) other firms were not interested or did not want to expose their partnership activities.

2. Limitations as to Personnel: This study was limited solely to those students, school personnel, and businessmen active in partnership activities who volunteered to complete the survey questionnaires.

3. Limitations of the Findings of the Study: Several of the partnerships which did not participate in the study implied, through telephone interviews and written communications, that their firm had not made a total commitment to their partnership activities, or that they had encountered problems that had negated their participation. It is therefore appropriate to state that, were it possible to gather detailed information concerning these firms' partnership activities, their findings could have differed from those expressed in this study.

START Definition of Terms *Topic*

Business Partnership Coordinator

The business representative charged with coordinating partnership activities with the businessmen within the firm who are involved in partnership activities. His chief function is acting as the business liaison officer.

Business Personnel

Those individuals in the business who have direct

and indirect contact with partnership activities.

Concerns

Concerns are any anxiety, worry or apprehension the participant might have experienced at the time he became involved in partnership activities.

Expectation

Expectation is any anticipation the participant might have experienced at the time he became involved in partnership activities.

Mid-Management

A management group responsible for the execution and interpretation of policies throughout the organization and for the successful operation of assigned units, divisions or departments.²

Participant(s)

Any student, school personnel or businessmen active in partnership activities.

Partnership Concept

A co-operative effort between the school and business to enrich the education provided by the school. The companies offer as resources their personnel and physical facilities in working with the school toward the goal of increasing the general educational level of the students and their occupational competency.

²Carl Heyel, ed., The Encyclopedia of Management (New York: Reinhold Publishing Corporation, 1963), p. 476.

Rank and File Employee

A nonsupervisory employee performing routine and basic job activities such as selling, stockkeeping, delivery, etc.

School Partnership Coordinator

The school representative charged with coordinating partnership activities with those students, faculty and administration within the school who are directly involved in partnership activities.

School Personnel

Those school administrators and faculty who are directly involved in partnership activities.

Supervisory Management

A person at the first level of supervision who is in charge of, and has as his primary duty, the management of a recognized unit within a firm.

Students

Those enrolled in a public high school in the 9th, 10th, 11th or 12th grades who are participating actively in the partnership activities.

Top Management

A management group which consists of the executive officers of the firm who are responsible for the establishment of the major policies of the firm. *STOP.*

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this review is to synthesize the available literature, both published and unpublished, to provide an historical overview of the partnership concept, and to expose the existing literature available concerning current partnership activities. Later sections of the study will present detailed information concerning trends of thought and individual activities among the partnerships, as well as survey the concerns and expectations of students, school personnel and businessmen who are currently involved in partnership activities.

Origin of the Partnership Concept *Tapi*

The "partnership concept" is attributed to Edward N. Hodges, III, general employment supervisor for the Michigan Bell Telephone Company, who conceived and articulated the program as a direct result of the 1967 Detroit riots.³

The first partnership was implemented when Michigan Bell Telephone Company announced its agreement to assist

³"An Innovative Approach to Inner City Schools," Bell Telephone Magazine, January/February, 1968.

Northern High (Detroit), a ghetto high school, in October of 1967. The school was a known source of difficulty; a year before, the students had rebelled against the administration; and, as a result of the student walk-out, the white principal resigned, and a Negro, Dr. Leonard Sain, replaced him.⁴ Shortly thereafter, in January, 1968, the Chrysler Corporation also initiated a partnership with Northwestern High School in Detroit.

The purpose of both these partnerships was to combine the resources of business and education to provide more meaningful educational experiences for the students. The sponsoring industry was to be the educational resource providing such assistance as staff, teaching aides, counseling, facilities, equipment and services to the school.⁵

The Detroit partnerships acted as the catalyst and provided workable models for the subsequent initiation of approximately 25 partnerships throughout the United States.^{6,7} These partnerships vary in scope and length of commitment

⁴Dric Ludbigson, "Detroit Firms Hailed for School Job Push," Detroit News, November 26, 1968, Sec. A, p. 11.

⁵Urban Action Clearinghouse--Case Study Number 9, Detroit Industries Become Partners of Core-City High School, Chamber of Commerce of the United States, 1615 H. Street, N.W., Washington, D.C.

⁶Memo to Information Directors--Urban Affairs, Educational Relations summarizing partnership activities throughout the Bell system, American Telephone and Telegraph Company, 195 Broadway, New York, New York, June 3, 1969.

⁷"Action Roundup," The Bell System and the City, American Telephone and Telegraph Company, Volume 2, Number 1, January, 1969.

as they are designed to utilize the particular resources of each business to meet the specific needs of their partnership school. Some of the companies currently involved in partnership activities include: Quaker Oats Company, Procter and Gamble Company, Continental Motor Corporation, Chrysler Corporation, Parke Davis Company and approximately fifteen Bell Telephone Companies. *STOP*

START Goals and Objectives of Partnerships *topic*

The goals and objectives of the various partnerships are quite diverse with each partnership having certain specific characteristics related to the types and quality of activities undertaken. Some of the more common, general goals that can be identified are:^{8,9,10}

1. Help upgrade the effectiveness of instruction and enrich the education available to the students.
2. Motivate and prepare students for business and industrial opportunities.
3. Improve the relationships between the community and company.

4, 8, 9, 10 ✓

⁸ "Action Roundup," The Bell System and the City, American Telephone and Telegraph Company, Volume 1, Number 3, April, 1968.

⁹ From Poverty to Productivity, A Report on Chrysler Corporation's Minority Employment Practices, Chrysler Institute, Detroit, Michigan, March, 1969, p. 6.

¹⁰ "The School That Was Adopted," The Bell System and the City, American Telephone and Telegraph Company, Volume 1, Number 1, February, 1968, No. 7.

4. Make a contribution toward improving urban education.
5. Assist the school faculty and administration in every possible way.

In order to obtain the basic goals of the partnerships, several objectives have been stated. Some of the most common are:

1. Offer students the opportunity for part-time work during his school experience.
2. Assist in the production of the school activities.
3. Provide activities that will enable the students to gain new hope and renewed confidence.
4. Provide equipment, company personnel and financial aid to the school or student.
5. Offer each student who needs special help the services of tutor(s). *STOP.*

START Partnership Activities *To J.E.C.*

The types of activities initiated by each partnership are determined by several factors: the size of the company, the nature of the company's business, and most importantly, the needs of the partnership school. Although it would be difficult to summarize all the activities of the partnerships, a representative sample of those activities would include:^{11,12,13,14,15,16,17,18}

¹¹Institute for Educational Development, Industry and Education--Study No. 2/Partnerships, Report on "Partnership" High School: The Search for New Ways to Cooperate,

Job Placement and Career Guidance

Basic Skills Training and Remedial Education

Curriculum Development and Expansion

Administrative and Supportive Services

Community Relations

Donation of Facilities and Materials

Interaction between Business and School Personnel *for*

Costs of the Partnership

The costs incurred by the businesses vary in relation to the nature and objectives of each partnership, as well as the financial commitment of the business to their

Institute for Educational Development, 52 Vanderbilt Avenue, New York, New York, October, 1969, pp. 32-38.

¹²Southwestern Bell Telephone Company, A Partnership Story, Southwestern Bell Telephone Company, 100 North Twelfth Boulevard, St. Louis, Missouri, 1969, p. 7.

¹³School Publication, The Northern Light, Special Community Edition of the School Newspaper, describing the partnership activities by the students, Northern High School, Detroit, Michigan, Spring, 1968.

¹⁴Michigan Bell Telephone, Northern High/Michigan Bell--An Educational Partnership, prepared by the Employee Information Section, W. T. Rice, 13th Floor, 1365 Cass Avenue, Detroit, Michigan, Michigan Bell Telephone, 1968, p. 3.

¹⁵"Southwestern Bell and McKinley High School--A Partnership," Proud, Volume 1, Number 2, February, 1970, p. 11.

¹⁶The School That Was Adopted, op. cit., p. 3.

¹⁷Report on Chrysler Corporation's Minority Employment Practices, op. cit., p. 7.

¹⁸Ibid., pp. 9-10.

partner school. For the most part, these data are known only to the school and the business. However, some idea of the costs has been made available which might serve as an indication of the business's financial commitment to their partner school.

In a study prepared by the Institute for Educational Development concerning a proposed partnership between the Economic Development Council of New York City and one or more public high schools, it was estimated that the cash outlay per year per school would be between \$31,000 and \$96,000. Furthermore, the Council felt the impact of the project was likely to be slow in evolving if the annual cash outlay per school were less than \$75,000, and if the project personnel were fewer than eight per school.¹⁹

Two of the largest costs to the company are the wages of company personnel involved in the partnership and the expense of providing physical facilities and equipment. For example, one company has fifty employees who have volunteered to tutor students on a released-time basis. The tutors spend two hours at the school and are given two hours of travel time per week. Assuming the average school year to be 34 weeks, this accumulated time amounts to 6,800 man-hours. At an average cost of \$7.50 per man-hour, the cost

¹⁹Institute for Educational Development, A Feasibility Report on a Program of Cooperation Described as a "Partnership" and Proposed Between the Economic Development Council of New York City and One or More Public High Schools, Institute for Educational Development, 52 Vanderbilt Avenue, New York, New York, 10017, April 25, 1969, pp. 42-43.

amounts to more than \$50,000 per year.²⁰ Another company installed a modern \$150,000 garage in their partner school for the purpose of training auto repairmen.²¹

Recently, in a study concerning twenty partnerships, total costs in the first year were \$75,000 or less for ten of the programs. In five or six years total costs will probably exceed \$150,000 each, and the rest will fall within the middle range. In the twenty partnerships reporting, eighteen expected that their costs will increase in the future due to expanding programs.²²

Criticism of the Partnership

One of the prime risks in starting a partnership appears to lie in premature or excessive publicity.^{23,24,25} This is evident in various publications criticizing partnership activities. For example, one company developed a partnership program for a local high school which the community

²⁰Institute for Educational Development, Industry and Education--Study No. 2/Partnerships, op. cit., pp. 20-21.

²¹Kenneth C. Field, "Michigan Bell Finds Headaches, Rewards in 'Adopting' School," Wall Street Journal, January 15, 1960, Front Page.

²²Institute for Educational Development, Industry and Education--Study No. 2/Partnerships, op. cit., p. 20.

²³Institute for Educational Development, Industry and Education--Study No. 2/Partnerships, op. cit., p. 25.

²⁴The School That Was Adopted, op. cit., p. 7.

²⁵Ludvigsen, op. cit., A-11.

rejected. The community felt the company was doing it for publicity. The vice-president of the company was called upon to convince the school his company was serious.²⁶

Other comments have been that: "Big Business is fashioning the school's curriculum after its own employment needs";²⁷ "Black militants have regarded the program as a public relations gimmick"; and "Faculty have grumbled that a private corporation has no business 'meddling' in a public school." Still other comments have accused companies of "using" the school to keep itself stocked with low-level workers even though there is evidence that of over 100 partnership graduates in one partnership, two out of three were placed within other area firms.^{28,29}

That there have been some mistakes made in the partnerships is understandable; in any innovative program, adjustments are made as the participants learn to cooperate and work together. In one project a keypunch training program was developed for fourteen senior girls. It was designed to give the girls 100 hours of instruction during the summer and to pay them for their time. The entire project, however, was neither organized properly nor properly explained to the

²⁶Leonard Levitt, "Students Graduate into Jobs," The Detroit News, January 22, 1969, Sec. F, p. 2.

²⁷Field, op. cit.

²⁸Ibid.

²⁹Ludvigsen, op. cit., A-11.

girls with the result that the project was unsuccessful.³⁰

Another partnership that was severely criticized by newspapers was visited one year after its initiation, and three main problems were identified: (1) Many tenth graders were low achievers who could read only at the third grade level; (2) A large number of teachers despaired having to work with classes in which a large percentage of the enrollment was unable to meet academic standards; and (3) The physical conditions of the school were most inadequate. The same school had both a new principal and assistant principal the second year of the program and a change of emphasis in the partnership activities was apparent, as the partnership was modified to comply with their philosophy. This administrative change resulted in considerable criticism by some of the local newspapers.^{32,33}

SP Rewards of the Partnership *Topic*

✓ One of the basic goals of the partnership is to increase the student's employability. ✓ At the end of the first

³⁰U.S. Department of Labor, "New Wrinkle in Old School Ties," Manpower, Manpower Administration, U.S. Department of Labor, Volume 1, Number 3, April, 1969.

³¹"Northern High School Revisited," The Bell System and the City, American Telephone and Telegraph Company, Volume 1, Number 7, November, 1968.

³²Leonard Levitt, "Bell's Northern High Plan Called a Failure," The Detroit News, January 19, 1969, Sec. A, p. 7.

³³"Michigan Bell Still Helping, Northern Principal Says," The Detroit Free Press, January 25, 1969, Sec. A, p. 4.

year of one partnership, 125 graduates who had participated in partnership activities obtained employment as a direct result of the school partnership.³⁴ Students in another partnership have their choice of 22 job-oriented courses offered by the business partner. Although the company's primary interest is to provide help that will enable graduates to qualify for entry level positions throughout the general business and industrial market, 77 students requested and received employment by the school's business partner.^{35,36}

Other rewards have occurred to the partnership participants. One potential dropout who became involved in partnership activities stated: "I didn't like school much, but now I'm determined to get out and go to college."³⁷ One partnership initiated a program to improve the reading and English skills of 30 boys and 30 girls. With few exceptions, those boys and girls who initially tested below their

³⁴Levitt, "Students Graduate into Jobs," op. cit.

³⁵Northern High/Michigan Bell--An Educational Partnership, op. cit.

³⁶Northern High/Michigan Bell--An Educational Partnership, op. cit., p. 3.

³⁷Michigan Bell Telephone Company, Project 60, A Unique Summer Experience, sponsored by Michigan Bell for students of Northern High School, prepared by the Employee Information Section, Public Relations Department, Michigan Bell Telephone Company, p. 6.

grade level raised their scores considerably, some as much as two grades.³⁸ In another school it is believed that student and teacher morale has increased, and "absenteeism" has dropped as much as 30 per cent as a result of the partnership programs.³⁹ *510P*

Summary

In essence, this survey of the literature regarding partnership activities revealed mostly "opinion" literature--some from published sources and some from reports of individual partnerships. This finding reveals the need for a comprehensive synthesis and analysis of trends of thought and individual activities among all partnerships. It also reveals a need for a survey of the concerns and expectations of the businessmen, school personnel and students of the partnership programs.

³⁸Ibid.

³⁹Ludvigsen, "Detroit Firms Hailed for School Job Push," op. cit.

CHAPTER III

PROCEDURES FOR THE STUDY

A review of existing literature concerning partnership activities was made in conjunction with telephone and personal interviews with students, school personnel and businessmen currently involved in partnership programs. These led to the conclusion that a series of questionnaires would be needed to specify the problem, determine the population and sample, and obtain the data requisite to expectations. Therefore, four questionnaires [(1) Profile of School Partnership, (2) Partnership Survey - Students, (3) Partnership Survey - School Personnel and (4) Partnership Survey - Business Personnel] were designed to provide an overview of partnership activities and to explore the concerns and expectations of the participants of partnership programs.

Due to the problem of the study being one not previously researched, the procedures of the study involved pre-investigative inquiries and data gathering to specify the problem. All procedures, however, were in five major areas:

- Area I. Determination of population and sample
- Area II. Development of research instruments

Area III. Interviewing and data collection

Area IV. Analysis of data

Area V. Reporting the findings

Area I. Determination of Population and Sample

In January of 1970, there were throughout the United States 25 known partnerships varying in scope and intensity. Initial contact with these companies was made by letter and telephone interviews to broadly determine the nature of partnership activities.

Determination of Original Partnership Participation in the Study

The next contact with companies participating in partnership activities was in the form of a questionnaire (Profile of School Partnership). Its purpose was to determine the sample partnership population for Phase I of the study, which involved the gathering, analysis and synthesis of information concerning trends of thought and individual activities among active partnerships. Fifteen firms (Appendix B) representing the population of partnerships being investigated agreed to complete the questionnaire. The reasons for nonparticipation of the other partnerships are shown in Table 1.

Partnerships Participating in the Phase Concerned with Determining the Concerns and Expectations of Participants

The third contact was in the form of three questionnaires (Partnership Survey Questionnaire - Students, School Personnel, Business Personnel). The questionnaires were

TABLE 1. Number of Partnerships Participating in the Survey of the Overview of Partnership Activities and Reasons for Nonparticipation

Firms	Number	Percentage
1. Agreed to Participate	15	60
2. Decided not to Participate		
a. Partnership did not fit definition in cover letter	4	16
b. Did not have formal partnership	3	12
c. Fear of adverse publicity	1	4
d. Lack of interest	<u>2</u>	<u>8</u>
TOTAL	25	100

TABLE 2. Number of Partnerships Participating in the Study of the Concerns and Expectations and Reasons for Nonparticipation of Others

Firms	Number	Percentage
1. Agreed to Participate	7	46.6
2. Decided not to Participate		
a. Refused by school personnel	1	6.7
b. Refused by business	1	6.7
c. Instruction not followed in administering questionnaire	4	26.7
d. Insufficient response	<u>2</u>	<u>13.3</u>
TOTAL	15	100.0

designed to determine and explore the concerns and expectations of participants active in partnership activities. Seven of the 15 partnerships participating in Phase I of the study further agreed to participate in this part of the study; 53 per cent of the partnerships did not wish to continue their participation. The reasons for nonparticipation by the other partnerships are shown in Table 2.⁴⁰

Selection of Students

Students from the sample partnership population of the 7 participating partnerships were selected by the number of students involved. Two groups were chosen: (1) In those partnerships involving less than 100 students, the entire population was included; (2) In those partnerships involving more than 100 students, 50 students were selected randomly from the total amount of students involved in partnership activities.

Selection of Business Personnel and School Personnel

All of the school and business personnel involved in partnership activities in the 7 participating partnerships were given Partnership Survey Questionnaires to complete. A random sample of these populations was not necessary as

⁴⁰ This study consisted of two distinct surveys that were separated by a four month period. The first survey was designed to obtain information that would provide an overview of partnership activities. The second survey which utilized the information obtained in the first survey questionnaire (see Appendix C) determined the concerns and expectations of the participants.

most of the partnerships had less than 50 school and business personnel.

AREA II. Development of Research Instruments

Two research instruments were used in this study. One instrument, "Profile of School Partnership Questionnaire" (Appendix C), was a questionnaire completed by each firm's partnership coordinator; the second instrument, "Partnership Survey Questionnaire - Students, School Personnel, Business Personnel" (Appendix D), included three separate questionnaires constructed especially for each group of participants in the participating partnerships to determine their concerns and expectations.

Profile of School Partnership

The first research instrument was a questionnaire containing 32 statements requesting both specific and general information describing partnership activities (Appendix C). These statements, mostly in the form of questions, were selected from available literature or were derived from observation of partnership programs and interviews with students, school personnel and businessmen involved in partnership activities. The purpose of the Profile of School Partnership Questionnaire was to ascertain the present status of the partnership programs, and to provide data that could be used in the development of the second series of research instruments. The information requested included: extent of the present involvement of the business and school, types

of partnership activities, development of curriculum materials, problems and successes and an unsolicited list of the concerns and expectations that had been felt by the participants in the partnership programs.

The development of this instrument was accomplished in two stages:

1. The initial questionnaire was administered to a group of community college business students, who had no prior knowledge of partnership activities, in an attempt to rework, combine or delete, and refine the statements to insure that instructions could easily be followed. Revisions were made as necessary.
2. A jury of experts consisting of selected partnership participants and educators (Appendix E) reviewed the questionnaire after the initial test. Revisions were made as necessary.

Partnership Survey Questionnaire

The second research instrument was prepared in the form of three separate but similar questionnaires that were used to explore the concerns and expectations of students, school personnel and businessmen involved in partnership programs (Appendix D). The questionnaire for each group of participants contained 10 statements describing concerns and 10 statements describing expectations which had been expressed by the population being studied. Space was also

provided to enable the respondent to list any additional concerns and expectations he may have had.

The purpose of the Partnership Survey Questionnaire was to determine: (1) the concerns and expectations initially felt by each group of participants; (2) the degree to which the initial concerns and expectations changed as the participant became familiar with the partnership activities; and (3) the direction of change and reasons for the change.

The development of this instrument was accomplished in four stages:

1. A list of concerns and expectations was obtained from literature, personal and telephone interviews, and from the questionnaire--Profile of School Partnership. The concerns and expectations were compiled for each group of participants and inspected to determine those that were common for each group. Based on inspection, common and specific statements were identified and used in the development of the questionnaire.
2. The initial questionnaires were reviewed by a jury of experts consisting of a selected partnership, a high school principal, and three educators in an attempt to further rework, combine or delete, and refine the statements. Revisions were made as necessary.
3. A pilot test of the Partnership Survey was conducted

with students, school personnel and businessmen of a representative partnership in Michigan.⁴¹ Revisions were made as necessary.

4. The final instrument was pretested by a small sample of 10 community college students who were enrolled in an Introduction to Business course at Lansing Community College in Lansing, Michigan. The primary purpose of the pretest was to ensure that the instructions could easily be followed.

AREA III. Interviewing and Data Collection

The gathering of information was conducted in three separate states: Prior to the initiation of the study, a letter requesting information (Appendix A) was sent to the partnership coordinator of all known partnerships. The purpose of the letter and/or telephone call was to: (1) establish contact with firms involved in partnership activities, (2) obtain written material concerning the partnerships and (3) locate additional partnerships.

Approximately 7 months later, the first questionnaire, "Profile of School Partnership" was mailed. A letter (Appendix F) delineating the study was included with the questionnaire to the partnership coordinator of the 25 companies participating in partnership activities.

⁴¹Michigan Bell Telephone and Northern High School Partnership.

Four months after the return of the first set of questionnaires, three sets of questionnaires titled "Partnership Survey - Students, School Personnel, Business Personnel" were developed and mailed to the 15 partnership coordinators who had completed the questionnaire "Profile of School Partnership." A Data Sheet was also mailed to each of the partnership coordinators (Appendix G). It consisted of three separate sections labeled: Students, School Personnel and Business Personnel. Within each section there was a definition of the participant.

Following the definitions, a section labeled "Procedures" explained in detail how the questionnaires were to be administered, distributed and returned to the researcher.

TABLE 3. Number of Participants Who Responded to the Questionnaire Partnership Survey

Groups	Student Sample		School Personnel Sample		Business Personnel Sample		Total Sample	
	#	%	#	%	#	%	#	%
Number responding	292	83	87	84	122	78	487	82
Nonreturns	<u>58</u>	<u>17</u>	<u>11</u>	<u>16</u>	<u>23</u>	<u>22</u>	<u>106</u>	<u>18</u>
Total sample	350	100	98	100	145	100	593	100

Table 3 illustrates the distribution of partnership survey questionnaires to the students, school personnel and business personnel, and the number of respondents for each group.

As the questionnaires were received, they were checked for completeness by the researcher. Only those questionnaires with all the pertinent information were used in the study. Questionnaires which were returned either blank or partially completed were discarded. Since the respondents had been guaranteed true anonymity, there was no means of returning incomplete questionnaires for further information.

TABLE 4. Number of Participants Who Returned Usable Questionnaire - Partnership Survey

Groups	Student Sample		School Personnel Sample		Business Personnel Sample		Total Sample	
	#	%	#	%	#	%	#	%
Usable questionnaires	192	66	69	78	116	95	363	75
Uncompleted questionnaires	<u>100</u>	<u>34</u>	<u>19</u>	<u>22</u>	<u>6</u>	<u>5</u>	<u>124</u>	<u>25</u>
Total Response	292	100	82	100	122	100	487	100

Table 4 illustrates the distribution of questionnaires used in the study. Altogether there were 120 questionnaires (100 students, 18 school personnel, 6 business personnel) in which respondents either misread the directions or only partially completed the questionnaire.

AREA IV. Analysis of Data

Data on the first questionnaire used in the study (Profile of School Partnership) were hand-tabulated and are

presented in narrative form in Chapter IV. These data provide the reader with information concerning the present status of participating partnerships as well as provide a foundation that would enable the data on the Partnership Survey Questionnaire to be more meaningful.

The data of the second group of questionnaires (Partnership Survey Questionnaires) used in this study were coded and transferred to punch cards, which were initially coded for each group of participants, and subcoded by classification including: age, sex, educational level, grade level and length of involvement in partnership activities. Tabulations were performed by the Control Data "3600" Computer of the Computer Institute for Social Science Research at Michigan State University.

Each group was further inspected to ascertain whether there were similar responses to common concerns and expectations. If there were differences, they were identified and described in Chapter V.

AREA V. Reporting the Findings

The findings were divided into two major sections:

Part I: Overview of Partnership Programs was a factual presentation of data obtained through a review of literature, personal and telephone interviews, and from the questionnaire, Profile of School Partnership.

Part II: An Analysis of the Concerns and Expectations of Participants in Partnership Programs is a summary of the

initial concerns and expectations students, school personnel and businessmen had when they became involved in partnership activities. Part II also provided an insight into how the initial concerns and expectations had changed.

CHAPTER IV

THE FINDINGS, PART I: DESCRIPTION OF PARTNERSHIP ACTIVITIES

The findings, Part I, provides insight into the following partnership activities: General Partnership Information, Organization of Partnerships, Partnership Programs, Curriculum Development, Successful Partnership Projects, Employment of Partnership Graduates and Attitudes of the Participants.

Information About Partnerships

Sixty per cent, or 15 of the 25 partnerships contacted, participated in this phase of the study. The respondents were all business personnel who were charged with the coordination or administration of partnership activities within their firm. Sixty per cent of the respondents had been associated with their partnerships since their inception. The average length of involvement of all respondents was approximately 19 months.

Length of Partnerships

Twenty-seven per cent of the partnerships investigated had been established between 12 and 14 months; 27 per cent, 1 year 6 months; and 46 per cent for 2 years.

Objectives of the Partnerships

The major goal as stated by the greatest number of partnerships was to utilize the combined resources of education, business and industry to help students enhance their educational development.

Common general objectives stated were to: (a) encourage a greater number of students to remain in school, (b) help the student experience success within the classroom, (c) enhance the educational level of the school, (d) share corporate, office, human and physical resources, and (e) enrich the curriculum in those areas which the company had expertise.

Some of the specific objectives expressed by several partnerships were to: (a) make accessible to the faculty and students technical equipment for improving the basic education program, (b) help the staff initiate pilot programs, (c) acquaint students with job-seeking skills and techniques, (d) improve the reading abilities of students, (e) provide assistance for students in obtaining job related experience, and (f) provide school faculty with the assistance of company personnel in classroom duties.

Participants of the Partnerships

The participants were comprised of 3 separate groups which were directly involved in partnership activities.

Student Participants: The largest percentage of the students who were involved in partnership activities (38 per

cent) were in the 12th grade, 26 per cent were in the 11th grade, 24 per cent in the 10th grade, and 10 per cent were classified as others. All of the businesses stated that the students were predominantly from minority groups. The ethnic mix included representative groups of Negroes, Puerto Ricans and Caucasians.

School Participants: Seventy-three per cent of the school personnel who were active in partnership activities were teaching faculty, 11 per cent were counselors, 11 per cent were administrators, and 5 per cent were classified as others. The "others" included department chairmen, office assistants and school coordinators.

Generally, the administrators involved in partnership activities were the principals and their assistants. These administrators were not directly involved with the students or business personnel in specific partnership activities but served as liaison between the school and school board or superintendent of schools. Their functions included: approval of partnership, programs, courses, projects, request for materials, etc.

Business Participants: forty-point nine per cent of the business personnel active in partnership activities represented mid-management. Of these, 21 per cent were supervisory, 28 per cent rank and file, 10 per cent management, and .1 per cent were classified as others. The "others" included secretarial assistance provided by the business partners and tutorial help provided by employees' wives.

The 10 per cent of business personnel classified as management assumed somewhat the same functions as the school administrators: The major difference is that they determine the business budget for the program, as well as suggest partnership activities in which the company is to be involved. They also are not usually directly involved in partnership activities within the school but serve primarily as the liaison officer for the firm.

Summary: The school faculty and the midmanagement and supervisory personnel are the backbone of partnership activities and work directly with the students and with each other to create effective activities. The majority of business personnel become involved in partnership activities through voluntary commitment. They receive no compensation for their efforts and, in many cases, incur direct out-of-pocket expenses.

How Partnerships Are Organized

The following question was asked in accomplishing the objectives of this study: Are there common, identifiable, organizational criteria that will lead to the effective establishment of a partnership? If so, what are they?

The respondents were asked to provide information concerning: initiation of the partnership, criteria for the selection of the partnership schools, criteria for the selection of students, administration of partnership activities, and the organizational chart of the partnerships.

Initiation of Partnerships

By and large, the partnerships were initiated by the business. Sixty-six per cent of the partnerships were initiated by business, 27 per cent by interest groups and 7 per cent by the school. Usually, at least 3 or 4 meetings were held between the business and representatives of the school system before a formal partnership agreement was reached. In one partnership, an in-depth feasibility study was conducted for three months prior to initiation of the partnership. The areas given consideration included: needs of students, resources of business and school, selection of school and proposed costs.

Interest Group Participation in the Formation of Partnerships

Sixty per cent of the partnerships investigated indicated that interest groups had participated in the formation of their partnerships. The majority of interest groups involved included the Parent Teacher Association, Chamber of Commerce, and a few local associations such as civil rights groups and religious organizations. Surprisingly, only one Partnership obtained the support of various groups concerned specifically with minority group programs. Leadership representatives of the following groups supported this partnership: NAACP, Urban League, CAAP, Neighborhood Improvement Association, Tenant Rights Organization, a local church and a political action group. One other partnership stated they included school teachers and school administrators, community

group representatives and students.

Of the forty per cent of the partnerships stating they did not involve interest groups, two have had serious organization problems that have limited the effectiveness of their partnerships. Both these partnerships felt that a greater involvement of interest groups might have alleviated some of the problems they encountered. Another of the partnerships stated that, based on their experience, they felt other interest groups should have been involved.

Selection of Partnership Schools

Three-fourths of the partnerships investigated stated their partnership schools were selected by the superintendent of schools with the concurrence of the business and high school principal. All of the businesses wanted to work with an inner city school with a high proportion of minority group students. One-third of the businesses requested the school be readily accessible to its employees, who were providing tutorial help and other services. Other school selection criteria given by the businesses included: receptivity of school administrators, racially-mixed secondary school and active business department.

Criteria for Selection of Students

The majority, or 75 per cent, of the partnerships investigated stated that the students were selected to participate in partnership activities by the school personnel. Generally, the faculty referred students having academic

problems to the counselor who then explained various alternatives to the student--one of which was participation in partnership activities. Student selection criteria common to one-third of the partnerships were: student interest, individual need, counseling, testing and identification as a potential dropout. Student interest was given as the most important criteria since student participation in a number of partnership activities was on a voluntary basis.

The other 25 per cent of the partnerships used somewhat different criteria for the selection of students. One partnership provided remedial reading assistance to all students (9th through 12th grade) in the school. In two other partnerships, the principal limited participation to students in their senior year. Students in another partnership were selected by a Faculty-Student committee.

Administration of Partnership Activities

As stated earlier,⁴² top management and the superintendent were responsible for the broad administration of the partnership programs and activities. However, the majority of the day-to-day activities was supervised and coordinated by a business partnership coordinator and his school counterpart, the school partnership coordinator. These individuals act as liaison between the top management and the school administration respectively. In many instances, they set

⁴²Cf., pp. 36-37.

the tone of the partnership.

In all partnerships, the average amount of time the business coordinator devoted to partnership activities amounted to 60 per cent of his work week. The time ranged from 5 per cent in one partnership to another which had two coordinators--one of which devoted full time and the other who spent one-half the time on partnership activities. This included not only time spent at the school working with school personnel and students, but also preparing partnership reports for the company and working with business personnel engaged in partnership activities.

All but one of the partnership schools had assigned a member of their staff to help coordinate partnership activities. Seventy-three per cent of the partnerships investigated stated that the average amount of time allocated to partnership activities was 42 per cent of the work week. The responses ranged from 2 to 40 hours a week spent in partnership activities. Two of the remaining four partnerships stated that they had a designated individual to help coordinate, but did not know the percentage of involvement. Another stated that the time was spent as needed, and the fourth did not have a designated individual. The majority of school coordinators had other classroom and/or school commitments, and only two school partners had full-time individuals charged with the coordination responsibility.

Generally, the school coordinators were responsible

for coordination of partnership activities within the school and preparation of partnership reports for the school.

Organizational Chart of Partnerships

The respondents were asked to sketch briefly an organizational chart of their partnership and generally describe the duties at each organizational level. This was asked in order to determine the flow of authority and responsibility within the partnership.

Forty per cent of the partnerships investigated provided an organizational chart of their partnership. The other firms supplied written definitions that were incomplete, or stated that the organization was very informal and flexible. The firms which did not supply charts were contacted by the researcher in order to clarify their organizational structure. The majority stated that a formal organizational structure had not yet been developed; however, they did have, understandingly, adequate knowledge of the organizational structure of the partnership as it related to their firm.

The purpose of obtaining the organizational charts of the partnerships was to determine if a common pattern would emerge that could be refined and used as a guideline for companies contemplating the initiation of a partnership. This was not the case, however, as virtually all partnerships are organized for maximum utilization of their resources and the resources vary greatly among the firms. Figures 1, 2 and 3 illustrate three distinct types of organization

charts. The three types shown can be classified as: (a) a partnership with one company acting as the educational resource, (b) a partnership with several companies acting as educational resources and (c) a partnership with one company and a state college acting as the educational resource.

Figure 1 illustrates a typical organization chart of the majority of partnerships.

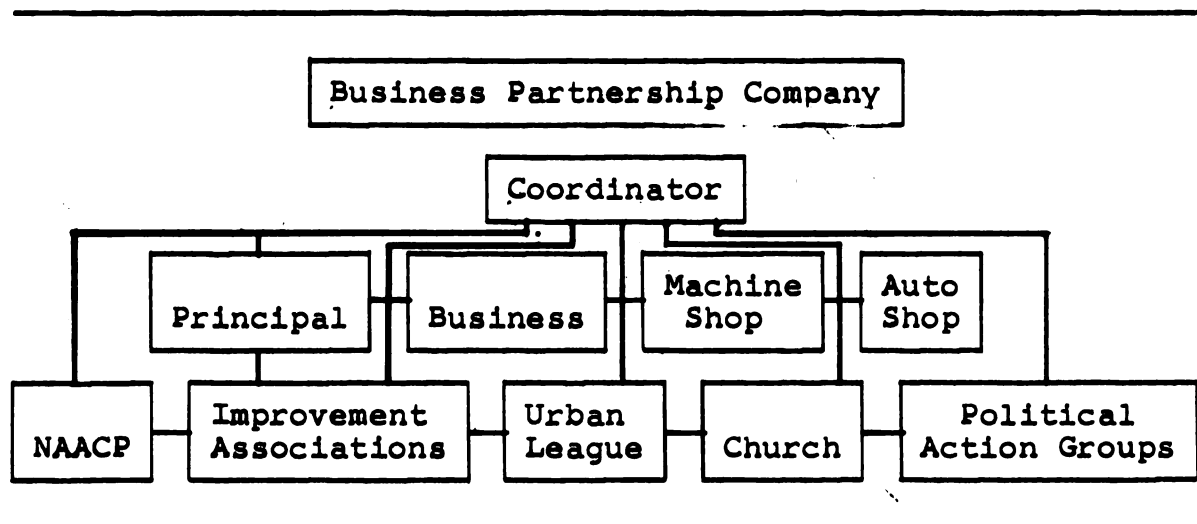


Figure 1. Organization chart of a partnership with one company acting as the educational resource

Two of the partnerships participating in this phase of the study differed somewhat from other partnerships. In these partnerships several businesses acted as the educational resource and the individual company input is channeled through a joint education-industrial committee. Figure 2 illustrates their organization.

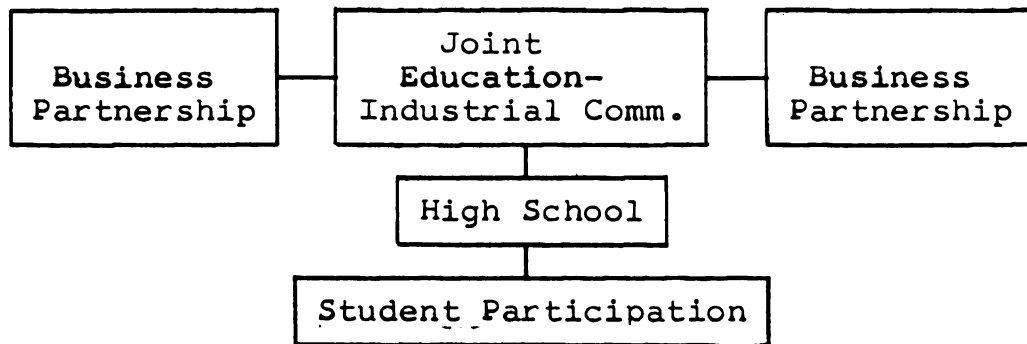


Figure 2. Organizational chart of a partnership with several companies acting as educational resources

Another variation in the organizational structure of a partnership is one firm which contracts with a third party to provide the educational resources. The company contracts with the state college to develop, administer and train teachers with the school to implement the program. The primary function of the business is to hire consultants from the college and supervise the partnership activities which consists of providing remedial reading courses to all students in the partnership school. Figure 3 denotes this organizational structure.

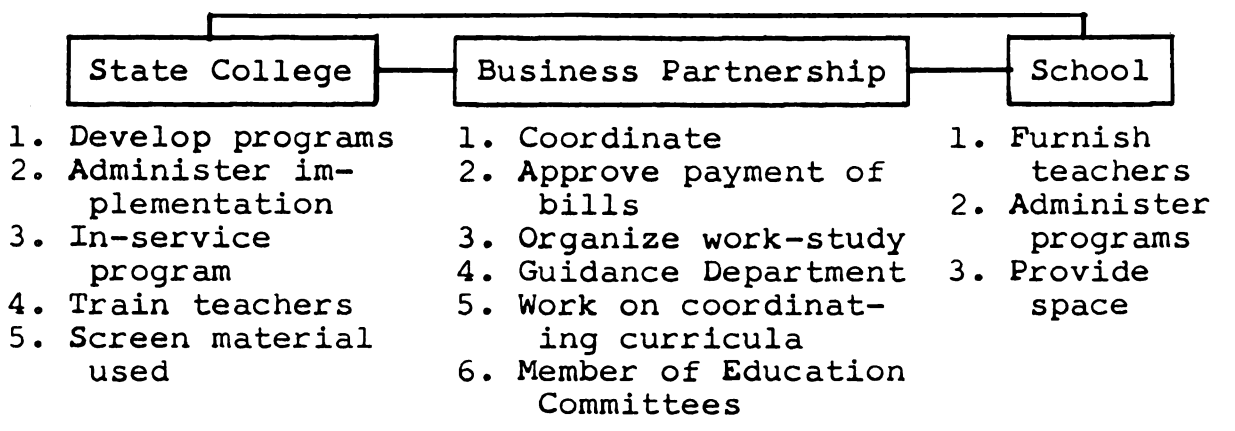


Figure 3. Organizational chart of a partnership with one company and a state college as the educational resource

The Goals of Partnership Programs

The following question was asked in accomplishing the objectives of this study: Have partnership activities largely provided basic skills training or have they been more effective in providing career development activities?

The respondents were asked the types of partnership programs and activities in which they were involved as they relate to: specific occupational programs, non-occupational programs, tutorial programs and experimental programs. This information was requested in order to determine if there was a common core of programs and activities that were operative throughout the partnerships. The data indicate that the partnerships offer a variety of programs and activities as they attempt to utilize their resources to enrich the educational experiences of the students.

Specific Occupational Programs

This group of programs was specifically designed to provide occupational training to students with specific career goals. Their purpose was to provide basic employment skills that would facilitate the student's transition from high school to employment. Representatives of the specific occupational programs offered were:

Cooperative work study

Data Processing

Automotive parts and body programs

Internship Programs

Business Education

Industrial arts

Machine shop

Electronics

The majority of students enrolled in these programs received training at the school and also had the opportunity to visit the businesses to observe the application of the skills they were learning. Visiting the businesses had a profound effect on many of the students as several asked for the opportunity to gain practical experience. For example, in one partnership an arrangement was made with 12 interested students to come to the business offices on four consecutive Saturday mornings to gain practical experience. Saturdays were chosen for this project as there would be no interference with the students' normal school activities.

Nonoccupational Programs

These programs, which added new dimensions to many of the existing school curriculums, were designed especially for students who had not made an occupational career commitment. The purpose of these programs was to acquaint the students with the broad field of business and to reduce their anxieties concerning application for employment. Representatives of the nonoccupational programs were:

Employment Readiness Programs	Charm Courses
Dropout Programs	Career Day Programs
Business Seminars	Tours and Demonstrations

Of these programs, one of the most successful has been the Employment Readiness Program which covered the broad areas of employment practices. In that program, students were given tests, interviewed by business personnel, and

evaluated on existing skills. If the student lacked skills in reading, mathematics or English, the information was given to the student's counselor who then advised the student of his strengths and weaknesses and suggested remedial work when necessary.

In one partnership, a simulated employment office was constructed in one of the school gymnasiums that paralleled the one used by the firm. In this manner, the student vicariously identified employment procedures with the physical facilities.

Another dimension of the Employment Readiness Program was arranging for a series of seminars--sometimes called business seminars. These were generally designed to acquaint the student with the necessary knowledge to enable him to "sell himself" to a prospective employer. The following sequence is an example of these seminars, all of which provided for group participation.

- Oct. 8--Get acquainted session with questions from students
- Oct. 15--Movie "The Job Interview for Girls"
- Oct. 22--"How to Sell Yourself to the Employer" positive and negative approach
- Nov. 5--Application session--The How and Whys
- Nov. 12--Movie "The Job Interview for Boys"
- Nov. 19--Annual Career Day Program
- Nov. 26--"How to Keep Your Job"
- Dec. 3--"How to Hustle a Job" Group--Role Playing
- Dec. 10--Tax Deductions--Slide Presentation
- Dec. 17--Employment Testing and Industry Testing
- Jan. 15--Mock Interviews with Class CCTV equipment and "Where to Now Session"

Tutorial Programs

Tutorial programs are those designed to provide

individual assistance, usually on a volunteer basis, to students requesting help individually, or on a group basis in the subject areas of mathematics, English, reading and languages.

Virtually all of the partnerships have provided some degree of tutorial assistance to students. The number of businessmen involved in these activities varied from 6 in one partnership to more than 50 in another. The business tutors usually met with the students twice a week at the school during school hours.

Evidence seems to indicate that it is important for the students to volunteer for tutorial assistance. In two partnerships in which students were arbitrarily assigned to business personnel by the counselors or faculty, the programs were discontinued because of lack of student participation. Either the students did not keep their appointments or were not deemed to have made a sincere effort to participate.

Generally, the results of the tutorial programs have been most favorable. Several partnerships have reported that students have increased their skills by three or four grade levels in the areas of reading, mathematics and English.

Experimental Programs

The experimental programs were those designed to introduce new curricular offerings into the school system. The purpose of these programs was to create a more meaningful school environment for the students through the utilization

Of the resources of both the business and the school. Representatives of the experimental programs were:

Teacher Training Exchange Programs	Repair-A-Block
Programmed Instruction	School Newspaper
Special Assembly Programs	Sports Recognition Program
High School Arts Festival	Debate Programs
Student Participation	Classroom Teacher Assistance
Summer Programs	Development of Curriculum

The majority of these programs are not part of the student's regular curriculum but are offered to supplement the educational offering of the school. For example, special assembly programs were offered during the year to supplement existing curriculums. A special assembly may feature a group of businessmen speaking on a specialized topic (Aero Space) or possibly feature a film (Cultural Heritage of the Black Man) obtained by the business partner to enrich a course of sociology.

Other Programs and Activities

Many times various activities were undertaken by the business to develop a harmonious relationship among the students, school personnel and business community. The purpose of these activities, except in a few instances, was to provide the opportunity for the participants to meet and interact outside the normal school environment. Representatives of these activities were:

Provisions of trophies for sports	Provision for space in business office windows for students to display art work, etc.
Assistance in the printing of the school newspaper	Breakfast meetings for students with business speakers
Business visitation for interested students not involved in career development programs	Provision for recreational equipment when needed
Big Brother Programs	Student attendance at ball-games and other sporting events accompanied by business
Provision of social and cultural activities for students	
Special education programs	

Those activities in which the business partner either donated items such as recreational equipment, trophies, etc., or donated his time such as taking students to ballgames, etc., enjoyed greater student participation than other activities such as the breakfast and club meetings.

Curriculum Development Activities of Partnerships

The following question was asked in accomplishing the objectives of this study: Have partnerships been engaged in curriculum development activities? If so, in what curriculum activities have they been involved?

Development of Courses for Specific Publics

The respondents were asked if specific programs were being developed for: collegebound students, career-oriented students, potential dropouts and others. This information was requested in order to determine the extent to which partnerships were engaged in the development of curriculum courses.

Collegebound students: All of the partnerships stated they had not developed courses specifically for collegebound students. This was not surprising as the main objective of the majority of the partnerships was to increase the skills of low achievers so they could more readily achieve employment. Two partnerships did, however, offer some financial assistance and scholarships to collegebound students, but stated it was not part of their normal partnership activities.

Career-oriented students: Thirty-three per cent of the partnerships had developed courses to assist career development students. These programs listed earlier (page 45, Specific Occupational Programs) were designed to primarily utilize the partner's unique resources to supplement the present school's curriculum.

Potential Dropouts: Two-thirds of the partnerships have been active in developing courses designed to encourage the students to remain in school until graduation. These courses were frequently incorporated into other programs of the school, such as work experience, remedial courses and tutorial assistance. In a few cases, the students were subsidized either directly or were provided with a part-time job to assure high school graduation.

Other Curriculum Activities: Twenty per cent of the partnerships were engaged in curriculum development not directly related to students' needs. Several projects, one of which was called the Teacher-Company Exchange Program,

was designed to provide summer employment for teachers. The purpose of this project was to upgrade the teacher's skills and knowledge of subject matter.

Extent of Curriculum Development Activities

The respondents were asked if the partnerships were developing materials for existing courses, developing units of instruction, writing and establishing a specific course, or developing a curriculum consisting of several courses. This information was requested to determine the extent of curriculum development activities in which the business partners were engaged.

Development of materials for existing courses: Sixty-six per cent of the partnerships indicated they were developing instructional materials to supplement existing courses. In many of the partnerships, visual and instructional aids were prepared for the teachers by the business partners in those areas in which existing materials were inadequate. The field of data processing was one of the most common areas of instructional material development.

Development of instructional units: Thirty-three per cent of the partnerships were involved in the development of units of instruction for classroom use. Self-study programs, for example, which the business had developed for its own internal use, have been revised and incorporated into the school curriculum as instructional units. The most common areas of instructional unit development have been in the

areas of data processing, reading development, electronics and the broad area of business.

Writing and establishing a specific course: Thirty-three per cent of the partnerships were engaged in writing and establishing a specific course. The courses developed by the business partner included automotive mechanics, automotive body shop, data processing and other courses that primarily reflected the resources of the business partner rather than those of the school.

Development of a curriculum consisting of several courses: Only one of the partnerships stated they were engaged in developing a curriculum consisting of several courses. However, when an attempt was made to learn more about the curriculum, it was discovered that the partnership coordinator who had completed the Profile of School Partnership Questionnaire had resigned his position with the company. The new partnership coordinator did not know or have any details of a total curriculum being developed for the partnership program.

The Successes of Partnership Projects

The following question was asked in accomplishing the objectives of this study: Is there a common core of partnership projects that exist among the partnerships? If so, which have been the most successful and which have been the least successful?

The respondents were asked which three projects they

felt had been most and least successful in their partnership. This information was requested to determine if there was a common cluster of projects that enjoyed greater success within the partnerships. All but one of the partnerships responded; the nonrespondents felt it was too early to attempt such an evaluation.

Most Successful Partnership Projects

Many of the partnerships were geographically separated from one another and were not aware of the specific activities of other partnerships; however, of the partnerships who participated in this phase of the study, 33 per cent felt their employment readiness and work-study programs were successful. Twenty per cent of the partnerships felt they had achieved success with their tutorial, business education and summer programs; and 13 per cent of the partnerships felt their automotive programs were successful.

Sixty per cent of the partnerships responded with special projects that appeared to be a combination of their unique resources. Projects that these individual partnerships believed successful were: lighting of an athletic field, closed circuit television, data processing, public relations internship, and lectures and demonstrations.

Least Successful Partnership Projects

Very few responses were obtained when the respondents were asked what three projects were least successful. In follow-up telephone interviews, the majority of the firms

felt that few of their programs fell into this category.

Surprisingly, the projects that were labeled as least successful were all programs that were not a part of the regular school curriculum. The projects the respondents classified as least successful included breakfast programs, student-teacher creative fund, film library utilization, adopt a block--for home repair, big brother program, curriculum enrichment program and commercial art exposure. Twenty per cent of the partnerships felt their attempts to act as advisors to clubs could have been more successful.

Employment of Graduates of Partnerships

The following question was asked in accomplishing the objectives of this study: Has involvement in partnership activities enhanced the employability of the students? If so, to what extent?

By the Firm

One of the most severe criticisms of the partnerships⁴³ has been that business had initiated the partnership for the purpose of obtaining future employees for their company. Ninety-three per cent of the partnerships, however, stated that students were not specifically trained for employment with their firm. The remaining respondent stated it was not a specific objective of the program but more of

⁴³Cf., p. 19.

a by-product of the partnership. This individual's firm employed 15-30 coop students, most of whom stayed with the company after graduation. Another partnership had a project called TEAM which is a Saturday training program for 12 students desiring employment with the business partner. The job training is not conducted at the school but at the business. This project, however, is a very small part of the total partnership activities as the same company supplies more than 50 businessmen who provide tutorial assistance to needy students.

Thirty-three per cent of the partnerships were engaged in work study and experience programs. The respondents, when asked if the students were trained for work by their firm, stated the students were trained for employment in general and that some of the training could be used in their company and some could not. The majority of the partnerships stated they were primarily interested in enriching the students' educational experiences rather than obtaining employees for their companies.

By Other Firms

The respondents had very little knowledge concerning employment of those students who had been enrolled in partnership activities. A few of the partnerships stated they knew that a few of the students had obtained employment but their follow-up of graduates was limited. The respondents who did have such knowledge stated their follow-up was

primarily concerning those students who had obtained employment with their company.

CHAPTER V

THE FINDINGS, PART II: EXPRESSED CONCERNS AND EXPECTATIONS OF PARTICIPANTS IN PARTNERSHIP ACTIVITIES

The findings in this section were taken from statements posed in the Partnership Survey Questionnaire - Students, School Personnel, Business Personnel (Appendix C). The findings provide insight into those concerns and expectations that were: (1) common among all participant groups, (2) jointly held between two participant groups--students and school personnel, or between school personnel and businessmen, (3) unique to each participant group, and (4) individual unsolicited responses not included in the Partnership Survey Questionnaire.

This chapter is divided into two separate sections: The first section describes those concerns that were held in common by all the participant groups and those that were held singularly; the second describes those expectations that were held in common by all the participant groups and those held singularly. A summary of the responses given by the participants to statements in the Partnership Survey Questionnaire is given in Table 5 on the following pages (59-72).

TABLE 50

**Summary of the Responses to the Partnership Survey Questionnaires by Students,
School Personnel and Businessmen**

PARTNERSHIP SURVEY - STUDENTS

1. Indicate in column one your initial concern or expectation.
2. Indicate in column two if your concerns or expectations have changed.
3. Indicate in column three if your concerns or expectations have increased or decreased.
4. Indicate in column four how your concerns or expectations have increased or decreased.

Concerns, Anxieties, Worries or Apprehensions	Yes	No	Has this concern, anxiety, worry changed?		If this concern has changed, has it		Please explain how it increased or decreased
			Yes	No	Increased	Decreased	
1. My parents might not approve of the program	26%	74%	14%	86%	+4%	-5%	
2. My teachers might not approve of the program	27	73	14	86	5	3	
3. The business could not teach us anything	28	70	16	81	6	3	
4. The business was doing it . just to get workers	20	78	15	84	3	5	
5. The programs might be too hard	16	83	16	83	3	6	
6. The business people would not like me	30	69	23	76	3	10	

TABLE 5 (continued)

Concerns, Anxieties, Worries or Apprehensions	Yes	No	Has this concern, anxiety, worry changed?		If this concern has changed, has it		Please explain how it increased or decreased
			Yes	No	Increased	Decreased	
7. The business people would not like my school	19%	81%	13%	87%	+3%	-4%	
8. The business really did not care about me	24	76	10	90	3	3	
9. The people in my community might not approve	16	84	12	88	5	2	
10. My friends might not approve of the program	23	75	16	82	7	3	

TABLE 5 (continued)

Expectations--something you would like to achieve or receive in the future	Yes	No	Has this expectation changed?		If this expectation has changed, has it		Please explain how it increased or decreased
			Yes	No	Increased	Decreased	
1. Get a better job because of this education	88%	12%	19%	81%	+10%	-1%	
2. Teach me a job	73	25	11	87	6	0	
3. Part-time work or money	74	25	18	81	9	3	
4. Learn more about different jobs	81	19	22	78	11	1	
5. Better way to learn	81	17	19	78	10	0	
6. Increase my reading skills	57	42	16	83	7	2	
7. Increase my writing skills	53	46	15	84	6	1	
8. Increase my math skills	66	33	19	77	9	1	
9. Business would find a job for me when I graduate	72	27	22	75	10	1	
10. Another way to get out of school work	16	67	7	76	2	2	

TABLE 5 (continued)

ADDITIONAL INFORMATION

Name of High School _____ Sex: Male 55% Female 45% Grade: 9th 2%
 10th 19% 11th 30% 12th 49% Other --

Have you been involved in any programs or classes that have been brought about by the business as a result of the partnership? Yes 100% No

If you answered "yes" to the above question, which of the following programs or courses have you been participating in?

Work study 32% Reading classes 10% Tutorial help 18% Math classes 7%
 Charm classes 5% Job training 26% Employment readiness 15% Other 15%

If you answered "others" in the above question, please list the types of activities you have been involved in that have been provided by the school and business:

1. _____ 3. _____
2. _____ 4. _____

Length of involvement in partnership activities: Less than 6 months 26%

6 months to 1 year 49% 1 year to 2 years 21% More than 2 years 4%

TABLE 5 (continued)

PARTNERSHIP SURVEY - SCHOOL PERSONNEL

1. Indicate in column one your initial concern or expectation.
 2. Indicate in column two if your concerns or expectations have changed.
 3. Indicate in column three if your concerns or expectations have increased or decreased.
 4. Indicate in column four how your concerns or expectations have increased or decreased.

Concerns, Anxieties, Worries or Apprehensions	Yes No		Has this concern, anxiety, worry changed?		If this concern has changed, has it		Please explain how it increased or decreased
	Yes	No	Yes	No	Increased	Decreased	
1. Business was primarily inter- ested in obtaining workers	21	79	16	84	+1%	-14%	
2. Businessmen would be unable to cope with the school environment	36	63	24	73	3	21	
3. Communication between edu- cators and business would be difficult	24	76	19	80	0	19	
4. Involvement of industry in the organization and admin- istration of the school	16	80	11	84	4	7	
5. That business could meaning- fully participate in the educational process	49	49	17	79	9	6	

TABLE 5 (continued)

Concerns, Anxieties, Worries or Apprehensions	Yes	No	Has this concern, anxiety, worry changed?		If this concern has changed, has it		Please explain how it increased or decreased
			Yes	No	Increased	Decreased	
6. Business was doing it just for publicity	26%	73%	24%	73%	+4%	-20%	
7. Adverse reaction of other teachers would make faculty cooperation in other matters difficult	29	69	10	84	0	9	
8. Business would start a lot of programs and then pull out	31	66	27	69	4	23	
9. The reactions of others in the community to this type of program	19	73	14	76	7	7	
10. The businessmen's lack of educational theory would impair rather than facili- tate the learning process	17	80	10	86	0	9	

TABLE 5 (continued)

Expectations--something you would like to achieve or receive in the future	Yes	No	Has this expectation changed?		If this expectation has changed, has it increased or decreased		Please explain how it increased or decreased
			Yes	No	Increased	Decreased	
1. Provide direct practical experience related to classroom theory	93%	4%	13%	81%	+6%	-7%	
2. Provide meaningful summer experiences for teachers	75	17	16	74	7	9	
3. Provide employment and/or financial assistance for in-school youth	83	13	22	75	16	6	
4. Relate education to the world of work	93	4	12	84	7	4	
5. Provide financial support for school programs	81	14	14	83	10	4	
6. Provide information concerning job opportunities	86	12	20	77	13	7	
7. Help solve school problems	57	39	9	84	4	4	
8. Provide the necessary manpower to supplement the teacher's role	55	42	7	87	4	3	
9. Provide specialized programs which are not available to the school at the present time	86	10	22	72	10	9	

TABLE 5 (continued)

Expectations--something you would like to achieve or receive in the future	Yes	No	Has this expectation changed?		If this expectation has changed, has it increased or decreased	Please explain how it increased or decreased
			Yes	No		
10. Reduce teacher's work load	23%	68%	4%	84%	+4%	-0%

ADDITIONAL INFORMATION

Name of High School _____ Sex: Male 50% Female 50% Age: 20-25 13%
 26-35 39% 36-45 17% 46-55 19% Above 56 13%

Teaching Experience: Less than 1 year 3% 1-5 years 36% 6-10 years 21% Above 10 years 40%

What was the highest educational level you have completed?

-- Less than high school graduate 1% Graduate of a 2-year post-high institution
 -- High school graduate 11% Bachelor's degree
 3% Less than 2 years of college 33% Some graduate study
 1% At least 2 years of a 4-year college 50% Graduate degree

TABLE 5 (continued)

Please indicate

Other 3% Explain: _____

Faculty 76% Staff 13% Administrative 9%

Please briefly describe your duties in the above position: _____

Have you been involved in any programs or classes that have been brought about by the school as a result of the school partnership? Yes 100% No _____

If you answered "yes" to the above question, which of the following programs or courses have you been participating in?

Work study 11% Reading classes 26% Tutorial help 14% Math classes 11%

Charm classes 1% Job training 16% Employment readiness 26% Other 34%

If you answered "other" to the above question, please list the types of activities you have been involved in that have been provided by the school and business:

1. _____ 3. _____

2. _____ 4. _____

Because of the limited nation-wide sample, a 100% response is needed. To follow up and assure this response, please detach the form at the bottom of the page and return it to the designated individual below. Thank you for your cooperation.

I completed the partnership survey and returned it to: _____

(date)

(signed)

TABLE 5 (continued)

PARTNERSHIP SURVEY - BUSINESS PERSONNEL

1. Indicate in column one your initial concern or expectation.
2. Indicate in column two if your concerns or expectations have changed.
3. Indicate in column three if your concerns or expectations have increased or decreased.
4. Indicate in column four how your concerns or expectations have increased or decreased.

Concerns, Anxieties, Worries or Apprehensions	Yes	No	Has this concern, anxiety, worry changed?		If this concern has changed, has it		Please explain how it increased or decreased
			Yes	No	Increased	Decreased	
1. That we could meaningfully participate in the educa- tional process	54%	46%	26%	74%	+6%	-10%	
2. Communication between educators and business would be difficult	36	64	27	73	3	12	
3. The school personnel would think we were trying to run the school	23	77	22	76	1	12	
4. Involvement of industry in the organization and admin- istration of the school	29	71	15	85	1	8	
5. The school personnel would think we were developing a potential labor force	43	57	19	80	2	9	

TABLE 5 (continued)

Concerns, Anxieties, Worries or Apprehensions	Yes	No	Has this concern, anxiety, worry changed?		If this concern has changed, has it	Please explain how it increased or decreased
			Yes	No	Increased/Decreased	
6. The school personnel and students would think we were doing it for publicity	47%	53%	34%	65%	+2%	-17%
7. The ability to communicate on the student's level	37	63	25	72	2	12
8. The students might resent the business representatives	25	74	26	73	3	12
9. Personal safety and well-being	24	76	17	82	3	7

69

Expectations--something you would like to achieve or receive in the future	Yes	No	Has this expectation changed?		If this expectation has changed, has it	Please explain how it increased or decreased
			Yes	No	Increased/Decreased	
1. Provide motivation to the student and show him that school experience and learning do relate to on-the-job experience	95%	5%	18%	80%	+8%	-3%
2. Relieve industry of remedial training after hiring	55	44	13	84	3	4

TABLE 5 (continued)

Expectations--something you would like to achieve or receive in the future	Yes		No		Has this expectation changed?		If this expectation has changed, has it increased or decreased		Please explain how it increased or decreased
	Yes	No	Yes	No	Yes	No	Increased	Decreased	
3. Enable students to gain salable skills	87%	13%	9%	88%			+4%	-2%	
4. Relate education to the world of work	93	6	12	87			4	2	
5. Improve the educational level of the school	82	18	19	79			7	3	
6. To attempt to learn more about some of the urban problems by working with disadvantaged students	74	23	12	87			4	3	
7. Set an example for students	77	20	12	87			3	4	
8. That school administration and faculty would eagerly accept our offer of assistance and work toward a meaningful partnership	85	11	31	67			9	8	
9. Develop employees for the company	31	36	2	64			1	1	
10. Alleviate civil rights tension	69	28	8	88			3	2	

TABLE 5 (continued)

ADDITIONAL INFORMATION

Name of business _____ Sex: Male 72% Female 28% Age: 20-25 16%
 26-35 31% 36-45 38% 46-55 13% Above 56 3%

What was the highest educational level you completed?

1% Less than high school graduate 7% Graduate of a 2-year post-high institution
15% High school graduate 25% Bachelor's degree
13% Less than 2 years of college 16% Some graduate study
15% At least 2 years of a 4-year college 8% Graduate degree

What is the position you occupy with your company? Top Management 4%
 Middle Management 85% Rank and File 10% Other 1%

Briefly describe your duties with your company: _____

Have you been involved in any programs or classes that have been brought about by the business as a result of the school partnership? Yes 100% No _____

If you answered "yes" to the above question, which of the following programs or courses have you been participating in?

Work study 19% Reading classes 8% Tutorial help 52% Math classes 11%
 Charm classes 5% Job training 9% Employment readiness 22% Others 24%

If you answered "others" in the last question, please list the types of activities you have been involved in that have been provided by the school and business:

1. _____ 3. _____
2. _____ 4. _____

TABLE 5 (continued)

Length of involvement in partnership activities:

<u>18%</u> Less than 6 months	<u>32%</u> 1 year to 2 years
<u>33%</u> 6 months to 1 year	<u>17%</u> more than 2 years

Because of the limited nation-wide sample, a 100% response is needed. To follow up and assure this response, please detach the form at the bottom of the page and return it to the designated individual below. Thank you for your cooperation.

I completed the partnership survey and returned it to: _____

(date)

(signed)

Profile of Respondents

The profile of respondents, taken from answers to questions posed on the last page of the Partnership Survey Questionnaires (Appendix C), provides insight into the composition of the 192 students, 69 school personnel and the 116 business personnel who participated in this phase of the study.

Students

The data indicate that about an equal number of male and female respondents were engaged in partnership activities. The majority (79%) of the respondents were in the 11th and 12th grades and their partnership participation was largely in activities related to career occupational development. Forty-five per cent of the participation was in job training activities, 32 per cent in work study, and 26 per cent in employment readiness classes or programs. Table 6 presents additional information about the student respondents.

School Personnel

The majority of the school personnel involved in partnership activities were not recent college graduates but had extensive teaching experience and professional preparation. The respondents were primarily teaching faculty (76%) and had been teaching for more than six years; eighty-three per cent were engaged in graduate study or had obtained a graduate degree.

TABLE 6. Composite Profile of Student Respondents

Question	N	Per Cent ¹
Sex		
Male	106	55
Female	<u>86</u>	<u>45</u>
TOTAL	192	100
Grade		
9th	4	2
10th	36	19
11th	58	30
12th	94	49
Other	<u>--</u>	<u>--</u>
TOTAL	192	100
Partnership activities in which students have been involved ²		
Work study	16	32
Reading Classes	19	10
Tutorial Assistance	33	18
Math Classes	13	7
Charm Classes	10	5
Job Training	50	26
Employment Readiness	29	15
Other	<u>29</u>	<u>15</u>
TOTAL	301	158
Length of involvement in partnership activities		
Less than 6 months	50	26
6 months to 1 year	94	49
1 year to 2 years	40	21
More than 2 years	<u>8</u>	<u>4</u>
TOTAL	192	100

¹Per cent figures rounded to nearest .5.

²Many respondents were engaged in more than one partnership activity; therefore, percentage of participation exceeds 100 per cent.

The largest single group of partnership participation (34%) by the respondents was in various career development activities that were not a part of the normal school curriculum. This is surprising as apparently many of the school personnel saw the partnership as a vehicle through which their present school curriculum could be enriched. In fact, the majority of respondents were engaged in partnership activities that would enhance the employability of the students. Twenty-six per cent of the participation was in employment readiness activities, 16 per cent in job training and 11 per cent in work study programs. The other major area of partnership participation was in remedial programs; twenty-six per cent were engaged in reading classes, 14 per cent in tutorial assistance and 11 per cent in mathematics programs. Table 7 presents additional information about the school respondents.

Business Personnel

The business personnel are usually male (72%) and they have continued their education beyond the high school level. More often than not, the business participant occupies a mid-management position with his company. Apparently the only criterion for participation in partnership activities is the desire to help in an area in which an individual has some expertise. Other factors such as age, occupational classification and educational attainment do not appear to be relevant factors.

TABLE 7. Composite Profile of School Personnel Respondents

Question	N	Per Cent ¹
Sex		
Male	34	50
Female	34	50
TOTAL	68	100
Age		
20-25	9	13
26-35	27	39
36-45	12	17
46-55	12	19
Above 55	9	13
TOTAL	69	100
Teaching Experience		
Less than 1 year	2	3
1 to 5 years	25	36
6 to 10 years	15	21
Above 10 years	27	40
TOTAL	69	100
Highest Educational Level Completed		
Less than high school graduate	--	0
High school graduate	--	0
Less than 2 years of college	2	3
At least 2 years of a 4-year college	1	1
Graduate of a 2-year post high institution	1	1
Bachelor's degree	8	11
Some graduate study	23	33
Graduate degree	34	50
TOTAL	69	100
Occupational Classification		
Faculty	52	76
Staff	9	13
Administrative	6	9
Other	2	3
TOTAL	69	100
Partnership Activities in which school personnel have been involved		
Work Study	8	11
Reading Classes	18	26
Tutorial Assistance	10	14
Math Classes	8	11
Charm Classes	1	1
Job Training	11	16
Employment Readiness	18	26
Other	23	34
TOTAL	97	100

¹Per cent figures rounded to nearest .5.

The data revealed that many of the respondents extended their participation to more than one partnership activity. Some, for example, provided initial assistance in their areas of specialization. However, as they became more familiar with the program, they extended their involvement to tutorial and remedial assistance. Fifty-two per cent of the respondents provided tutorial assistance to students, twenty-two per cent, job training, and nineteen per cent, work study programs. Other activities in which the respondents were engaged were reading classes--ten per cent, math classes--eleven per cent and charm classes--five per cent. Table 8 presents additional information about the business respondents.

Concerns Common to All Groups--
Students, School Personnel, Business Personnel

The following question was asked in accomplishing the objectives of this study: Are there common concerns that are held jointly by students, school personnel and businessmen? If so, what are they? Table 10 presents in summary form the composite response of those concerns held in common by the three groups of participants.⁴⁴ These respondents represent the seven partnerships which participated in

⁴⁴The statement of common concerns and expectations expressed in Table 10 and subsequent tables used in this chapter represent in summary form the specific statements of concerns and expectations used in the Partnership Survey Questionnaire that were classified for analysis and interpretation in Table 9.

TABLE 8. Composite Profile of Business Respondents

Question	N	Per Cent ¹
Sex		
Male	84	72
Female	32	28
TOTAL	116	100
Age		
20-25	19	16
26-35	36	31
36-45	45	38
46-55	15	13
Above 55	3	3
TOTAL	116	100
Highest Educational Level Completed		
Less than high school graduate	1	1
High School graduate	17	15
Less than 2 years of college	16	13
At least 2 years of a 4-year college	17	15
Graduate of a 2-year post-high institution	8	7
Bachelor's degree	29	25
Some graduate study	19	16
Graduate Degree	9	8
TOTAL	116	100
Occupational Classification		
Top Management	5	4
Middle Management	98	85
Rank and File	12	10
Other	1	1
TOTAL	116	100
Partnership Activities in which Business Personnel Have Been Involved		
Work Study	22	19
Reading Classes	9	8
Tutorial Assistance	60	52
Math Classes	13	11
Charm Classes	9	5
Job Training	10	9
Employment Readiness	26	22
Other	28	24
TOTAL	150	182
Length of Involvement in Partnership Activities		
Less than 6 months	21	18
6 months to a year	38	33
1 year to 2 years	37	32
More than 2 years	20	17
TOTAL	116	100

¹Per cent figures rounded to nearest .5.

the second phase of the study dealing with the determination of the concerns and expectations of the participants of the partnership activities. The 50 per cent level was used as a criterion level, meaning that 50 per cent or more of one or more of the groups of respondents found the concern or expectations to inhibit or enhance their partnership activities.

The Purpose of the Partnership Was to
Obtain Workers for Business

A survey of the literature during the early stages of this study revealed a criticism that companies involved in partnership activities were "using" the school to keep themselves stocked with low level workers.⁴⁵ The findings indicate that 20 per cent of the students and 21 per cent of the school personnel initially expressed this anxiety; however, 43 per cent of the businessmen were apprehensive that others would interpret their activities as recruiting a potential labor force. All three groups of respondents stated this anxiety declined as they increased their involvement in partnership activities.

Student Response: Twenty per cent of the students initially expressed anxiety that the business partner was participating in the partnership in order to obtain workers. This anxiety, however, declined for 5 per cent of these respondents as they became more familiar with the program;

⁴⁵Cf., p. 19.

TABLE 9. Statements Taken from the Partnership Survey Questionnaires and Grouped by Individual and Common Concerns

Common Concerns of All Participants		
<u>Student Concerns</u>	<u>School Personnel Concerns</u>	<u>Business Personnel Concerns</u>
The business was doing it just to get workers.	Business was primarily interested in obtaining workers.	The school personnel would think we were developing a potential labor force.
The business really did not care about me.	Business was doing it just for publicity.	The school personnel and students would think we were doing it for publicity.
The business people would not like my school.	Businessmen would be unable to cope with the school environment.	The ability to communicate on the student's level.
		The students might resent the business representatives.
Common Concerns of Students and School Personnel		
My teachers might not approve of the program.	Adverse reaction of other teachers would make faculty cooperation in other matters difficult.	
My parents might not approve of the program.	The reaction of others in the community to this type of program.	
My friends might not approve of the program.	The businessmen's lack of educational theory would impair rather than facilitate the learning process.	
The programs might be too hard.		

TABLE 9. (continued)

<u>Student Concerns</u>	<u>School Personnel Concerns</u>	<u>Business Personnel Concerns</u>
Common Concerns of School Personnel and Businessmen		
	Communication between educators and business would be difficult.	Communication between educators and business would be difficult.
	That business could meaningfully participate in the educational process.	That we could meaningfully participate in the educational process.
	Involvement of industry in the organization and administration of the school.	Involvement of industry in the organization and administration of the school.
Specific Concerns of Participants		
The business could not teach us anything.	Business would start a lot of programs and pull out.	The school personnel would think we were trying to run the school.
The business people would not like us.		Personnel safety and well-being.

TABLE 10. Composite Response of Common Concerns Held by Students, School Personnel and Businessmen by Percentage

Concerns, Anxieties, Worries or Apprehensions	yes	no	Has this concern changed?		If this concern has changed, has it	
			yes	no	increased	decreased
Partnership was im- plemented to obtain workers for business Response:						
<u>Students</u>	20%	78%	15%	84%	+3%	-5%
<u>School Personnel</u>	21	79	16	84	1	14
<u>Business Personnel</u>	43	57	19	80	2	9
Partnership was organ- ized by the business for publicity Response:						
<u>Students</u>	24	76	10	90	3	3
<u>School Personnel</u>	26	73	24	73	4	20
<u>Business Personnel</u>	47	53	34	65	2	17
Businessmen would be unable to adjust to the school environ- ment Response:						
<u>Students</u>	19	81	13	87	3	4
<u>School Personnel</u>	36	63	24	73	3	21
<u>Business Personnel*</u>	31	68	25	73	2	12

*Two statements of concerns were used to determine if the businessmen were apprehensive about being able to adjust to the school environment. The figure given is the average of those two concerns.

three per cent stated an increase in concern. The findings indicate that the longer the student is involved in the partnership activities, the less likely this anxiety would exist. For example, those students who had been involved in partnership activities more than two years expressed no anxiety that business was interested in recruiting workers.

Comments made by the students in response to the question concerning the increase or decrease of their anxieties indicate a dichotomy in their feelings about business being primarily interested in obtaining workers.⁴⁶ The following statements are representative of those students who stated their anxieties had increased (3%).

"They need cheap labor and people to do the scrub work."

"They've gotten a lot of workers since they've been here."

Several students, however, felt their business partners were attempting to help them and they apparently did not detect any recruiting attempts by the firm. Students who stated their initial anxieties decreased (5%) provided the following statements:

"This concern decreased because I found out they [business] really wanted to help me."

⁴⁶The interpretation of why the respondents' concerns and expectations increased or decreased was based on statements provided by the participants in the survey questionnaire. All participants did not provide written responses; therefore, it is appropriate to state that the analysis is based solely on the comments provided which may or may not reflect the sentiments of all participants.

"I do not think the company was trying to just get workers, they just tried to help someone."

Other views expressed by the students were: business was helping them out by training them for employment; business would help them to obtain a good education; and, the program would help students.

School Personnel: Twenty per cent of the respondents initially expressed the concern that one of the objectives of the partnerships was to recruit a potential labor force. This concern, however, declined for 14 per cent of the respondents as they became familiar with the program; one per cent stated an increase in concern.

One reason for the decrease was that the work-study and cooperative programs appeared to an integral part of most of the partnerships' high school curriculum. Apparently, many school personnel saw potential employment for the students as a valid educational objective.

"I feel even though the business may be interested in workers, the children still benefit."

"Business has employed some of our students and I think this is good."

Other comments expressed by the school personnel stated (1) the business partner seemed interested in the whole school environment rather than obtaining individual employees, (2) the partnership prepared students for other employers, (3) the involvement of the businessmen in the school population had alleviated their anxiety, and (4) obtaining workers did not seem to be the primary motive of the business partner.

Business Personnel: Of the three groups of participants, the business respondents expressed the greatest initial anxiety (43%) that others would think they were attempting to recruit employees. This anxiety, however, declined for 9 per cent of the respondents as they became familiar with the program, students and school personnel; 2 per cent stated an increase in concern.

The comments provided by the respondents indicate they have somewhat conflicting feelings concerning their alleged role as recruiters: On the one hand, they were apprehensive that others would think they were, in actuality, recruiting, and, on the other hand, they believed recruitment was a valid objective. This is illustrated by the following statements:

"Some teachers seemed to think we should provide many entry level jobs, but what's wrong with that if it enhances the student's educational development."

"The school looks to us to provide jobs, primarily for in-school students."

Another group of the respondents' comments suggest that the business partner actively attempted to alleviate the impression that they were attempting to develop a potential reservoir of employees.

"Direct recruiting was suspended to avoid leaving the wrong impression."

"Many of the projects were unrelated to employment to help dispel impression."

Other comments given by a few of the respondents were that they felt that (1) some of the students and faculty felt

partnerships were formed to gain new employees, (2) some of school personnel felt the business was attempting to maintain its reputation as an equal opportunity employer, and (3) recruiting employees was expressed more by community representation than the students and school personnel.

The Purpose of the Partnership Was to
Obtain Publicity for the Business

Several media releases questioned the sincerity of the businesses involved in partnership activities. The statement, "One of the prime risks in starting a partnership appears to lie in premature or excessive publicity,"⁴⁷ reflects a general concern that existed for many people. The findings of the study reveal that, initially, the business personnel were considerably more sensitive to the concern (47%) than the students (24%) and the school personnel (26%). This anxiety did not decrease for the students as a group, but did decline for the school personnel and businessmen.

Student Response: Twenty-four per cent of the students initially expressed the concern that business did not really care about them. There was no net change in this anxiety at the time of the survey because while it declined for three per cent of the students as they increased their involvement, it, also, increased for three per cent of the students. It was readily apparent from the comments made by students who stated their anxieties decreased that many

⁴⁷Cf., p. 18.

were concerned with what the businessmen thought of them rather than the business per se.

"He [businessman] seemed to show he cared by asking me to go places with him and helping me at any time."

"If he didn't care about me, he wouldn't have offered me help."

Students who stated their anxieties had increased generally expressed concern that business didn't "care about them" or "were not sure."

School Personnel: Twenty-six per cent of the school personnel initially expressed a concern that the partnership had been organized by the business for reasons of publicity. This concern, however, declined for 20 per cent of the respondents; four per cent stated an increase in concern. Apparently, one of the factors that led to the decrease was the individual commitments made to the partnership activities by many of the businessmen.

"They [businessmen] proved truly interested in the school and the students."

"They expressed a willingness to cooperate even when the conditions were unfavorable."

The degree of involvement in partnership activities by school personnel also appeared to have a notable effect upon their anxieties.

"By becoming more involved in the programs, I find that [firm] seems to be really interested in the children and not just after publicity."

"My involvement with the programs has shown me the sincerity of business."

Not all of the respondents, however, expressed the

same views as the above, as many were either neutral or were negative.

"Business has its future to be assured; to perpetuate."

"Regardless of the business motives, the students still benefit."

Surprisingly, the respondents who were classified as staff--those individuals who listed their responsibilities as counseling, department chairmen and other nonteaching faculty--expressed the greatest initial anxiety (44%). The school administration did not express any concern and only a small percentage (15%) of the faculty were apprehensive about this concern. Anxieties of both the staff and faculty decreased as they increased their involvement.

Business Respondents: Forty-seven per cent of the business respondents initially expressed concern that their partnership efforts would be considered as part of a public relations program. This anxiety was expressed as crucial by 54 per cent of the male respondents, while only 30 per cent of the female respondents expressed it as such. This anxiety, however, declined for 17 per cent of the business respondents as a whole, while 2 per cent stated an increase in concern.

One factor that contributed to the decrease was the actual involvement of the businessmen in the partnership activities.

"As my involvement became more meaningful, I feel this concern decreased. When the partnership was announced, that was a major concern."

Many of the business partners found that anxieties were greatly decreased by allowing the school to originate all media releases.

"We have not sought publicity. What publicity has existed has been originated by the school."

"We have an agreement--no publicity except through the school."

Not all of the partnerships originated publicity through the school, as several businesses agreed either to provide a minimum of publicity or to hold all information for a stated period of time.

"Minimum publicity eliminates suspicion and the avoidance of publicity has cultivated their [partnership school] good will."

"We withheld all information pertaining to the program until it was in existence for one year."

The longer the involvement of the business respondent, the less anxiety he expressed about this concern. Those respondents who had been involved in the partnership less than 6 months listed their initial concern as crucial (53%) but after involvement their concern, as a group, decreased to 35 per cent. Those respondents who had been involved in partnership activities more than 2 years expressed little concern (13%) that publicity would have an adverse effect upon the partnership.

Businessmen Would Be Unable to Adjust to the School Environment

During personal interviews in the earlier stages of this study, a general concern expressed by all groups of

respondents was that businessmen would be unable to adjust to the school environment due to their middle class values and their lack of educational theory. It was also a concern that the actual school environment would inhibit the effectiveness of the businessmen. The findings indicate that, initially, this anxiety existed to a moderate degree for the students (19%) and the business personnel (31%), but existed for 36 per cent of the school personnel.

Student Response: One out of five students initially stated they felt concerned that the businessmen would not like their school environment. However, after they had met the businessmen, 4 per cent of the students felt their anxiety had declined, while 3 per cent stated their anxiety had increased.

Several comments made by students expressed the realization that their school had a very poor name and reputation. They further commented they would not have been disappointed if the businessmen had not liked their school. More importantly, though, were those comments made by students who realized their own personal success was most important, not the school or the school's reputation.

"My school has nothing to do with my work as it's not my school that counts, it's my future."

"It's me that counts, not the school."

The sincere involvement of the business personnel appeared to transcend specific anxieties that might have otherwise existed for the students. For example:

"If the businessman didn't like me, he wouldn't have offered his help."

"I think business people are not concerned with the school you attend but with the people in the school."

Other comments given by the students were that they liked their school and didn't care if the businessmen liked it or not.

School Personnel: Approximately one-third of the school personnel initially expressed anxiety that the businessmen would not be able to cope with the school environment. This anxiety declined, however, to 21 per cent of the respondents after they had observed the interaction between the businessmen and the students. It is apparent from the following comments provided by the school personnel that many of the business personnel have made a sincere effort to adjust to the school environment.

"The businessmen seem to have unusual coping powers according to my students."

"The company personnel made the adjustment in spite of difficulties and seemed to work very well with students on a one to one basis and in small groups."

Other school respondents stated their anxieties decreased as they (1) became familiar with business personnel, (2) observed the business cooperating with the school, and (3) could see evidence that the businessman had made a sincere effort to prepare himself for his partnership activities.

Business Personnel: Two statements were presented to determine concerns the businessmen might have in their coping with the school environment. The first concern to

which the respondents reacted was if they experienced anxiety that the student might resent the business personnel becoming involved in school activities. Twenty-five per cent of the business respondents initially stated that they had experienced such anxiety. This anxiety declined for 12 per cent as their involvement increased, whereas 3 per cent stated it had increased.

The majority of the respondents stated they had been well received and had experienced a minimum of student resentment.

Partial anxiety was experienced by several respondents who questioned their own abilities in a teaching situation.

"I was unsure of my own ability to teach the students. I found I had to study hard and plan accordingly. After a couple sessions, I was more relaxed and was accepted by the students as shown by their willingness to converse with me. But study and planning on my part had to be continued."

"The actual face-to-face meeting with the students proved my original anxieties unfounded."

Several business respondents, however, found it difficult to relate to students in areas not related to subject matter.

"I had an actual experience with a student whose problem was so basic, I was unprepared to handle it tactfully."

"I have not been able to help students with personal as well as school problems."

Other comments given by a few of the business respondents implied that the students preferred to be looked upon as young adults, not students.

The second concern the respondents reacted to was the belief that it might be difficult for them and the students to converse in a meaningful manner. Thirty-seven per cent of the business personnel initially stated that they had experienced such anxiety. This anxiety decreased for 12 per cent of the respondents, whereas it increased for 2 per cent.

In many cases, the communication gap was bridged with students by talking with them about such familiar topics as the students' families, sports and friends. Communication problems did, however, exist for some of the respondents.

"Students are reluctant to ask questions. The problem was on their part. I was willing, but they seemed shy."

"I feel that many students felt shy or reluctant to ask questions if they don't understand something."

The only common anxiety expressed by a few of the respondents (and only a few) was that often the student looked at the business representative as a teacher. This situation caused the representative difficulty, in some cases, in establishing a workable relationship.

Some of the other specific comments were that (1) students appeared to accept adult leadership, (2) communication is built on mutual trust, and (3) the respondent had developed a better understanding of the student body.

Relationship of Concerns Between Students and School Personnel

The following question was asked in accomplishing the objectives of this study: Are there common concerns that

are held jointly by students and school personnel that are not shared by businessmen? If so, what are they? Table 11 presents in summary form the composite response of those concerns common to students and school personnel.

The School Faculty Might Not Approve of the Partnership Activities

Several faculty members in partnership schools expressed to this researcher that during the organization of the partnership they were concerned that faculty members not involved in the partnership would possibly express disapproval of the program. The findings indicate that approximately an equal number of students (27%) and school personnel (29%) initially felt this concern. This anxiety increased for the students and decreased for the school personnel.

Student Response: Initially, 27 per cent of the students expressed this concern; however, it increased as a group to 29 per cent at the time of this survey. All females and those students who had been involved in partnership activities from one to more than two years stated their anxieties had increased.

Many of the students who stated their anxieties had increased did not provide written responses; however, a few specific responses given by students indicated that some teachers seemingly exerted negative influence concerning the partnership activities.

"I took a class from a businessman and he gave me a B but my teacher lowered it to a C."

TABLE 11. Composite Response of Common Concerns Held by Students and School Personnel by Percentage

Concerns, Anxieties, Worries or Apprehensions			Has this concern changed?		If this concern has changed, has it	
	yes	no	yes	no	increased	decreased
The school faculty might not approve of the partnership. Response:						
<u>Students</u>	27%	73%	14%	86%	+5%	-3%
<u>School Personnel</u>	29	69	10	84	0	9
The other publics might not like the partnership type of program. Response:						
<u>Students*</u>	22	77	19	85	5	3
<u>School Personnel</u>	19	73	14	76	7	7
The partnership pro- grams might be too hard for the students because of the bus- inessmen's lack of educational theory. Response:						
<u>Students</u>	16	83	16	83	3	6
<u>School Personnel</u>	17	80	10	86	0	9

*Three statements of concerns were used to determine if friends, neighbors, and parents expressed anxiety about the partnership programs. The figure given is the average of those statements.

"My teacher said it might deprive you of college courses you need."

Teacher approval of the program helped in many cases the student, in turn, to form positive attitudes about the program.

"My teachers think the course I am taking will help me later in life."

"My teacher seems to approve as she asks me how I am doing and offers her help."

Other comments supplied by the students stated that their teachers generally liked the program because it was "not what they thought it was going to be." Unfortunately, the students' comments did not provide any insight about how the teachers initially perceived the partnership programs.

School Personnel: Twenty-nine per cent of the school personnel initially expressed anxiety that other school faculty might not approve of the partnership and would make faculty cooperation difficult in other matters. All of the respondents stated their anxiety decreased as they continued their participation.

The majority of the respondents who provided written comments stated they had not experienced adverse reactions from any of the other faculty members. Those who did voice a disapproval of the program were those faculty members oriented in the academics and appeared, generally, to lack understanding of industry and the importance of vocational training. Some of the respondents suggested that, possibly, during faculty week the industry should sponsor a one day seminar for all teachers not only to explain the importance of the program but also to explain how all teachers could participate meaningfully.

Other Publics Might Not Like the Partnership Type of Program

The respondents were asked to respond to various

statements concerning the extent of influence others (parents, friends, etc.) had upon their own involvement in the partnership program. The findings indicate that 22 per cent of the students and 19 per cent of the school personnel initially felt anxiety concerning the opinions of others. This concern increased for the students and did not change for the school personnel.

Student Response: Students were presented three statements to determine if parents, friends and neighbors had expressed concern about the partnership programs.

The first statement asked the students if their parents approved or disapproved of the program. Twenty-six per cent of the students indicated that they had anticipated parental disapproval. Of these respondents, 5 per cent said their anxiety had decreased as their parents became familiar with the program, while 4 per cent stated it had increased.

The majority of the parents appeared to approve of the program. Apparently, they felt the program to be an opportunity for the student to better himself by improving his skills so that he could obtain productive employment upon graduation.

"My parents said that black people can't hardly get a job, but the white people can. The white people who don't need the jobs, get them, but the black people who need the job doesn't get them. Maybe I can get a job by being in this program."

"As I explain the program to my parents, they seemed to think that if I participated in it, I could get a job."

Other comments provided by the students indicated that, although their parents had expressed original concern, their continued involvement in the program had helped to alleviate their anxiety.

"My parents and I thought my grades would be lower by participating in the program but they weren't."

"At first my parents were concerned but, after finding out the company is backing me up my parents approve of the program."

Many of the parents felt the students themselves were best qualified to decide if the program would benefit them or not.

"My parents feel I can take care of myself."

"My parents would not hold me back because they know I can take care of myself."

The parents who did express anxiety felt that either the program itself was not that important or that students would eventually be dropped from the program. Still others wanted to know how much money the students would make by becoming involved in the program.

The second statement presented the students was if they thought their friends would approve of the program. One-third of the students expressed initial anxiety that their friends might not approve of their participation; however, 7 per cent stated their anxiety had decreased while 3 per cent stated it had increased.

Many of the students whose anxieties had decreased stated that, after they became involved in the program and told their friends about it, their friends also wanted to

become involved.

"My best friend also wanted a tutor after she saw how well I was coming along."

"Some of my friends didn't approve of it but after I told them about it they changed their feelings and wanted to join."

Surprisingly, some of the students did not seem concerned about the attitudes their friends might have had toward the partnership programs.

"My friends don't have anything to do with what I do."

"I don't care what my friends might say and they know what's right for them and I know what's right for me."

Several students stated they did feel some concern about their friends' attitudes. These students felt their friends did not want them to succeed in the program, or to get ahead.

The third statement presented the students was if they thought the people in their community would approve of the program. Sixteen per cent of the students initially felt anxiety; however, it increased as a group by 3 per cent as they continued their participation in the program.

Although not many of the students responded to this question, a few students did comment that, since they had begun working with businessmen, the people in their neighborhood generally did not express any interest in their partnership activities.

"I think that people in my community are not interested in either me or the school."

"Most people in the community are not concerned."

School Personnel: One out of 5 respondents stated that, initially, they had experienced anxiety that the community might not approve of the partnership program. As a group, their anxieties did not change as they increased their involvement. However, 7 per cent stated their anxieties increased and 7 per cent stated theirs had decreased.

Initially, several of the respondents felt the community would react negatively to the partnership programs.

"As the community is black, I feared the cry of 'paternalism.'"

"I was afraid the community would respond negatively toward the program."

The above-stated anxieties were usually unfounded as the respondents stated the community did not interfere with the program as they originally had thought. They found, instead, that the community was pleased to know that something was being done about job placement and proper guidance for students. Virtually all of the people in the community who had been informed of the program reacted favorably. This favorable attitude was due primarily to the fact that the community's advice had been solicited in the beginning, and had developed, as a result, a positive feeling of involvement with the partnership.

The Partnership Programs Might Be too Hard to
the Students Because of the Businessmen's
Lack of Educational Theory

Several faculty members interviewed during the development of the Partnership Survey Questionnaire felt that

the businessmen's lack of educational theory would impair rather than facilitate the learning process. The findings indicate this has not been the case as only 16 per cent of the students and 17 per cent of the school personnel initially expressed this anxiety. Both groups of participants stated their anxieties had decreased at the time of the survey.

Student Response: Sixteen per cent of the respondents initially felt anxiety that the programs might be too hard. As a group, this anxiety decreased by 3 per cent at the time of the survey.

The overwhelming student response was that the programs were not as difficult as they had originally thought they would be.

"It is easier than I thought it would be."

"I thought it would be hard, but the more I became involved the easier it seemed."

Several comments indicated that the businessmen are keeping the programs within the academic range of the students and have not presented unnecessary obstacles in the form of homework or difficult tests that would discourage the student.

"The amount of school work wasn't as plentiful as I anticipated."

"They're not doing anything to be hard, but they have made it very interesting--my favorite class."

The comments provided by a very few students whose anxiety had increased stated that they did not like the

programs as well as they thought they would, and that several of them indicated they were failing the exams in some of the programs.

School Personnel: Seventeen per cent of the respondents initially expressed the anxiety that the programs might be too hard. However, it decreased as a group to 8 per cent; not one respondent stated this anxiety had increased. A survey of the comments suggests the major reason for this decline was that the business made an active attempt to allow only those businessmen to participate in partnership activities who had expressed a sincere effort to help the students.

"Honest dialogue showed the deep concern of business people for our problems and those of the students."

"Business quickly made themselves familiar with terminology, goals and special needs."

Other respondents stated their anxiety had decreased due to the coordinated efforts of the school and business to bring in experts from the educational field who observed and made suggestions for improvement of the partnership programs.

Relationship of Concerns Between School Personnel and Businessmen

The following statement was asked in accomplishing the objectives of this study: Are there common concerns held jointly by school personnel and businessmen that were not held by students? If so, what are they? Table 12 presents in summary form the composite responses of these

concerns held in common by the school personnel and businessmen.

TABLE 12. Composite Response of Common Concerns Held by School Personnel and Businessmen by Percentage

Concerns, Anxieties, Worries or Apprehensions	yes	no	Has this concern changed?		If this concern has changed, has it	
			yes	no	increased	decreased
Communication between educators and businessmen would be difficult.						
Response:						
<u>School Personnel</u>	24%	76%	19%	80%	+0%	-19%
<u>Business Personnel</u>	36	64	27	73	3	12
Business could meaningfully participate in the educational process.						
Response:						
<u>School Personnel</u>	49	49	17	79	9	6
<u>Business Personnel</u>	54	46	26	74	6	10
Involvement of industry in the organization and administration of the school.						
Response:						
<u>School Personnel</u>	16	80	11	84	4	7
<u>Business Personnel</u>	29	71	15	85	1	8

Communication Between Educators and Businessmen Would Be Difficult

One of the concerns expressed early in the study by both school personnel and businessmen was that communication with one another might be difficult as they worked together in partnership activities. The findings indicate that, initially, 24 per cent of the school respondents and 36 per

cent of the business respondents felt this concern. This anxiety, however, decreased for each group as they increased their involvement in the partnership programs.

School Personnel: Although 24 per cent of the respondents initially stated they had felt this anxiety, it had decreased to 5 per cent at the time of this survey. Several respondents stated they had expected some difficulty in communications in the beginning stages of the project; however, they found their anxieties were unfounded.

Communications seemed to become less of an obstacle as the school personnel became more aware of the qualifications of the businessmen.

"This concern has decreased because of the qualifications of those business people actually involved in the project."

"Some businessmen involved were able to relate well with students, often better than some teachers."

Other comments supplied by the respondents who stated their anxieties had decreased indicated a realization that both parties were sharing common goals in education: Businessmen, the replies stated, could communicate well with students, and they were well aware of the problems of the classroom.

Business Response: Initially, 36 per cent of the respondents stated they had experienced anxiety that communication between the educators and themselves might be difficult. Twelve per cent of the respondents stated their anxieties decreased while 3 per cent stated they had increased.

One apparent reason why communication had improved was that, as involvement in the partnership program progressed, businessmen were better able to understand their role in the partnership as well as that of the school personnel.

"We have common goals but different modes of expression."

"I thought there might be a conflict; however, this has changed as I learned more about the teachers' role and the problems they face."

Another reason why anxiety concerning communication declined was that many business respondents simply did not experience this concern from the beginning of the program.

"Communications seemed quite easy."

"I haven't had a problem communicating with these educators."

Other respondents, however, stated their anxiety had increased considerably. They stated that the school environment was not what they had expected, and indicated that the teachers' attitudes were stumbling blocks in the way of communication.

"I found out the hard way that we don't think on the same wave length."

"Teachers seemed uncooperative and unwilling to try our suggestions."

Several of these same respondents stated that continued personal contact with the school personnel was helping to alleviate problems in communication.

Business Could Participate Meaningfully in the Educational Process

The inclusion of this concern in the Partnership

Survey Questionnaire was to obtain from the respondents their candid remarks concerning the following statement: To what extent did they feel business could participate meaningfully in the educational process. The findings indicate that, initially, 49 per cent of the school personnel and 54 per cent of the business personnel felt this anxiety. At the time of this survey the school personnel stated their anxiety had increased to 53 per cent while the businessmen stated it had declined from 54 per cent to 50 per cent of the respondents.

School Personnel: Forty-nine per cent of the respondents felt initial anxiety concerning business participating meaningfully in education. There was a slight increase (3%) in anxiety.

The majority of the comments provided by the respondents indicated that business could participate meaningfully in the educational process if they were oriented properly. Generally, the respondents felt that the business partner added a practical dimension to the school programs and provided the extra "something" that is needed in modern education.

Some of the respondents who stated their anxieties had increased provided the following comments.

"The business does not see the real problem."

"Business is expected to participate in helping us."

One other comment provided generally by several respondents was that business expertise was put to good use.

The respondents desired, in fact, more participation by their business partner and desired, if possible, participation by other businesses as well.

Business Personnel: Fifty-four per cent of the respondents initially expressed anxiety concerning their own meaningful participation in the educational process. This anxiety, however, declined by 4 per cent to 50 per cent of the respondents as they continued their involvement.

The anxieties appeared to decrease for many of the respondents due to the positive reinforcement they were obtaining from their own involvement with the students and faculty.

"My student enjoys a subject she has always hated. She is getting a better grade also."

"My concern decreased because of the favorable response from the students and faculty."

Several of the respondents stated they did not expect the school, in turn, to cooperate in a meaningful way, but were surprised and pleased at the cooperation they did experience. Other respondents, however, did not share this view.

"There are many built-in failures in the program and the lack of cooperation from the school administration was readily apparent."

"It is difficult to make a contribution with the political setup in the school system."

Other respondents stated they found their participation was less meaningful and less effective than they had originally anticipated.

"It appears more difficult than I had anticipated."

"Our impact was not what we thought it would be."

Other comments expressed by individual respondents provide some insight into some of the experiences they encountered.

"Several students who have been assigned to me for tutorial assistance have dropped from the program. At this date, my question becomes 'Why?'"

"The problems facing this school were so complex that the educational process was not the concern."

"One disruptive student can spoil the class for all. And when a class is disrupted--then education is not meaningful."

The general tone of the other comments expressed by the respondents was that business participation was meaningful, but that there were several areas which could be strengthened. Some respondents stated the partnership was worthwhile but was not broad enough to be truly meaningful. Other business respondents felt that, although they had not participated in the educational process to a great extent, they now could see ways in which the company could increase their involvement.

Involvement of Industry in the Organization and Administration of the School

One of the concerns expressed principally by the school personnel during the early stages of this study was that the business people would want to become involved in the administration and organization of the school. The findings indicate that, in reality, this anxiety existed to a

greater degree for the business personnel (29%) than for the school personnel (16%). Both groups stated this anxiety decreased as the partnership developed throughout the school year.

School Personnel: Initially, 16 per cent of the school respondents stated they experienced the anxiety that business might become involved in the administration of the school. However, this anxiety decreased as a group to 13 per cent of the respondents as their experience in partnership activities continued.

The majority of respondents showed little anxiety that business would become involved in the school's administration. If anything, several expressed a desire for more involvement by their business partner.

"I felt that business involvement should and would be welcomed and it has been."

"I feel it is a good type of involvement for they are the experts in vocational education."

Other respondents could foresee the extension of the business partner's activities into several areas. Helping to build more meaningful curriculums was one such area in which the respondents expressed a desire for business participation.

Business Personnel: Surprisingly, the business respondents expressed twice the anxiety (29%) than did the school personnel (16%). As a group, their anxieties decreased to 22 per cent of the respondents at the time of the survey.

Many of the respondents stated they were not aware of any attempt on the part of their company to become involved in the administration of the school. Their impression was that the company wanted only to enhance the educational experiences of the students.

"To my knowledge we're still not involved in the administrative end (determining curriculum improving administration, etc.)."

"We have kept solely to activities in which we have expertise and kept out of the school administration."

In fact, several respondents stated instances in which the school asked for more participation.

"The school now seeks advice in some matters concerning administrative affairs."

"The principal welcomed involvement of this type."

Not all respondents, however, expressed the above views. A few respondents were critical of the school and, in some cases, the school system as well.

"Our involvement has showed me that school systems have more problems because their courses did not fit the needs of the people [students]. It shows we need more stress on vocational training than what we have today."

"My concern increased because of the school's lackadaisical attitude toward solving problems using our suggestions."

Generally, the other respondents felt that industry was deeply concerned about the quality of today's graduating senior and that industry's primary concern was to help them to achieve a productive role in our society. Whether they participated in the administration was of minor importance

and, apparently, most partnerships did not want this type of involvement.

Concerns Not Held in Common by Students,
School Personnel and Businessmen

The following statement asked in accomplishing the objectives of this study was: Are there specific concerns not held in common by students, school personnel and businessmen? If so, what are they?

Specific Concerns Expressed by Students

Two concerns expressed only by students are presented in Table 13.

TABLE 13. Composite Response of Concerns Expressed Solely by Students Involved in Partnership Activities

Concerns, Anxieties, Worries or Apprehensions	yes	no	Has this concern changed?		If this concern has changed, has it	
			yes	no	increased	decreased
Business could not teach us anything. Response: <u>Students</u>	28%	70%	16%	81%	+6%	-3%
The business people would not like me. Response: <u>Students</u>	30	69	23	76	3	10

Business could not teach us anything: Twenty-eight per cent of the student respondents stated they initially felt this concern. A few of the respondents (6%) stated this anxiety had increased at the time of this survey, but

3 per cent stated it had decreased.

Many of the respondents stated they generally were interested in the programs and were learning from the business representatives.

"The business has taught me a lot that I never would have known if I wasn't in it."

"They teach us everything there is to know."

Other students gave specific examples of how business was actually helping them to learn.

"My tutor taught me that I could learn to do math."

"For the first time in my life, I am beginning to enjoy reading."

One student, on the other hand, stated that he had not learned much in a work training program in which he was enrolled. He stated he was doing work which was repetitious and that he was in the background getting other people's unwanted work.

The business people would not like me: Thirty per cent of the respondents initially felt this concern. This anxiety decreased by 7 per cent as a group to 23 per cent after the students had met and worked with the businessmen.

Generally, the students who provided responses to this concern stated they had discovered the businessmen to be no different than other people.

"If you have a nice attitude, they will not have a reason not to like me."

"It all depends on how you treat them, and they will treat you the same way."

Several students stated they did not care if the

business people liked them or not; a few students responded that they felt unwanted.

Specific Concerns Expressed by School Personnel

One concern expressed solely by school personnel appeared to evolve from the outcome of other experimental programs attempted previously within their school by various business organizations.

Business would start a lot of programs and then pull out: Initially, in the formative stages of the partnerships, 25 per cent of the respondents stated they had experienced anxiety that business would begin programs in their school and then depart, leaving the school to untangle the program. At the time of this survey, 12 per cent of the respondents stated this anxiety had decreased while 3 per cent felt it had increased.

The majority of the respondents stated that their program was beginning to achieve its goals, and they felt reasonably assured that the business would continue its support until the program could become self-sufficient.

One of the reasons why the respondents felt reassured that business was becoming more involved was its plans to continue improvement of the programs for the coming year.

"Obviously, they are here to stay and are planning for next year."

"The business representative just sent us a survey questionnaire asking us what programs we would like to start next year."

Not all respondents, however, felt confident that

business would remain as 4 per cent stated an increase in concern. The largest concern, it appeared, was that the program might become so successful that the programs would be eliminated, and the company would look elsewhere for projects in which to become involved.

"I worry that aspirations of students, faculty, and administration will rise and then [company] will find some other 'project to push.'"

"The program will probably spread to other schools--the unique position of our school may be lost."

Other respondents stated, generally, that business was continuing to be actively interested in the school. One business stated it would remain with the project for approximately 10 years, thereby alleviating the respondents' anxieties.

Specific Concerns Expressed by Business Personnel

Two concerns were expressed by business personnel that were not applicable to the other respondents. Table 14 presents a composite response of these concerns.

The school personnel would think we were trying to run the school: Twenty-four per cent of the respondents stated they had felt this anxiety when they became involved in partnership programs. At the time of this survey, however, only 5 per cent of the businessmen stated that this anxiety still existed. The majority of the respondents stated that their company had attempted to avoid any misconceptions the school might have concerning their presence.

TABLE 14. Composite Response of Concerns Expressed Solely by Businessmen Involved in Partnership Activities

Concerns, Anxieties, Worries or Apprehensions	yes	no	Has this concern changed?		If this concern has changed, has it	
			yes	no	increased	decreased
The school personnel would think we were trying to run the school. Response: <u>Business Personnel</u>	24%	78%	19%	80%	+0%	-19%
Personal safety and well being Response: <u>Business Personnel</u>	19	73	14	76	7	7

Several respondents were surprised to find the school personnel to be extremely friendly and appreciative of the help they were receiving. The comments provided by the respondents suggested this was a reciprocal relationship: The more friendly and appreciative the school personnel were, the harder the businessmen worked to maintain this impression.

"School personnel were always helpful and this encouraged me."

"I learned that school personnel were glad to help and this motivated me."

Other informative comments stated that only those programs which obtained the school's sanction were implemented and, that, for the most part, the school personnel viewed the partnership as a joint venture.

Businessmen were concerned about their personal safety and well-being: The rationale for the inclusion of this

concern in the Survey Questionnaire was based primarily upon the failure of one of the oldest partnerships. The businessmen involved in this particular partnership (Chicago) were concerned about their personal safety and well-being to the extent that they withdrew their participation in the program.⁴⁸ Although this concern was not expressed specifically by any of the other partnerships involved in this study, it was included to determine if this anxiety had ever existed.

Nineteen per cent of the respondents initially stated they had felt this concern. At the time of the survey this anxiety did not change; however, 7 per cent stated an increase and 7 per cent stated a decrease in anxiety.

Many of the respondents stated they expressed initial concern but, after meeting the students and faculty, their anxieties decreased. This apprehension felt by these respondents is perhaps best summed up by one of the statements provided in the survey.

"It was a strange place with a lot of foreboding myths told of it, but after experiencing the people there I had no fears."

Other respondents stated that they had experienced uneasiness at times, especially after attacks of vandalism or the occurrence of violent crimes in the area. Most of the respondents indicated, however, that they had established

⁴⁸Elliot Carlson, Education and Industry: Troubled Partnership, Saturday Review (August 15, 1970), 58.

a workable relationship with the students, thereby decreasing their anxieties.

"At no time did any student show any feeling of racism, give any threats of violence, or use any vile language."

"I get along well with the students and I do not feel they are interested in bringing harm to me."

Other respondents stated that personal visits with the students at the business and at the school helped decrease their anxiety. Two respondents suggested that an orientation in the form of a seminar be presented to prospective businessmen to acquaint them with the academic and emotional situation at the partner school.

Unsolicited Concerns Expressed by Students, School Personnel and Businessmen

Space was provided in the partnership questionnaires for all respondents to list any additional concerns they might have had that were not presented in the questionnaire.

Unsolicited Concerns Expressed by Students

1. Several students stated that contests had been conducted in the school, but that they had not been informed as to who had won the contest. This concern increased.
2. A few students were concerned about the decreasing enrollment in certain classes the business had initiated. In at least one instance, the class size decreased to one student. This concern increased.
3. A few students who were enrolled in work study programs were apprehensive of the training they were receiving as it would be reflected in their first job. This concern decreased.
4. Two students stated they did not have any concerns because they were not interested in the company anymore. This concern decreased.

5. A few of the students felt their grades might drop, work would be hard to find, and transportation would not be handy. These concerns decreased.

Unsolicited Concerns Expressed by School Personnel

1. Several school personnel felt that businessmen would have problems working with black students. This concern decreased.
2. Several respondents stated the partnership programs cut into the learning time of students. This concern increased.
3. A few respondents felt that some departments and certain teachers would get special attention. This concern decreased.
4. Some respondents questioned the relevancy of the programs. This concern decreased.
5. A few respondents wondered whether bureaucratic interference would render the programs meaningless. This concern increased.
6. Several expressed concern that other students would be jealous of their participation in the programs. This concern decreased.

Unsolicited Concerns Expressed by Business Personnel

1. Several respondents were concerned whether the company's commitment was sufficient to provide real help. This concern decreased.
2. Respondents were concerned about the possibility of the rejection of white tutors by black students. This concern decreased.
3. Respondents were concerned about the personal hygiene of students. This concern decreased.
4. Respondents were concerned that resentment would be evident of those students not participating in the programs. This concern decreased.
5. Students would feel that businessmen were patronizing them. This concern decreased.

Expectations Common to All Groups--Students,
School Personnel and Business Personnel

The following question was asked in accomplishing the objectives of this study: Are there common expectations that are held jointly by students, school personnel and businessmen? If so, what are they? For the purposes of this study, an expectation was defined as any anticipation the participant might have experienced at the time he became involved in partnership activities. Table 15 (pages 120 and 121) illustrates how the specific expectations for each group of participants were combined and classified for interpretation. Table 16 presents in summary form the composite response of those expectations held in common by the three groups of participants.

Purpose of the Partnership Was to Increase
the Educational Level of the School

One of the basic goals of the partnerships was to increase the educational level of the students to better prepare them for employment upon graduation. The findings revealed that, initially, the businessmen expressed the greatest expectation (82%), the students (59%) and the school personnel (55%). All three groups of participants stated that this expectation increased as their involvement continued in partnership activities.

Student Response: Three statements were asked the students to determine if they felt that one of the objectives of the partnership was to increase their educational level.

TABLE 15. Statements Taken from the Partnership Survey Questionnaires and Grouped According to Individual and Common Expectations

<u>Common Expectations of All Participants</u>		
<u>Student Expectations</u>	<u>School Personnel Expectations</u>	<u>Business Personnel Expectations</u>
Increase my reading skills	Provide the necessary manpower to supplement the teacher's role	Improve the educational level of the school
Increase my writing skills		
Increase my math skills		
Get a better job because of this education	Relate education to the world of work	Relate education to the world of work
Teach me a job	Provide specialized programs which are not available to the school at the present time	Enable students to gain salable skills
Better way to learn	Provide direct practical experience related to classroom theory	Provide motivation to the student and show him that school experience and learning do relate to on-the-job experience
<u>Common Expectations of Students and School Personnel</u>		
Part-time work or money	Provide employment and/or financial assistance for in-school youth	
To learn more about different jobs	Provide information concerning job opportunities	

TABLE 15. (continued)

<u>Specific Expectations of Participants</u>		
<u>Student Expectations</u>	<u>School Personnel Expectations</u>	<u>Business Personnel Expectations</u>
Another way to get out of school work	Reduce teacher's work load	Set an example for students
Business would find a job for me when I graduate	Provide meaningful summer experiences for teachers	Alleviate civil rights tension
	Provide financial support for school programs	Relieve industry of remedial training after hiring
	Help solve school problems	Develop employees for the company
		Attempt to learn more about some of the urban problems by working with disadvantaged students
		School administration and faculty would eagerly accept our offer of assistance and work toward a meaningful partnership

TABLE 16. Composite Response of Common Expectations Held by Students, School Personnel and Businessmen by Percentage

Expectations	yes	no	Has this expectation changed?		If this expectation has changed, has it	
			yes	no	increased	decreased
Increase the educational level of the students						
Response:						
<u>Students*</u>	59%	40%	17%	82%	+7%	-3%
<u>School Personnel</u>	55	42	7	87	4	3
<u>Business Personnel</u>	82	18	19	79	7	3
Relate education to the world of work						
Response:						
<u>Students</u>	88	12	19	81	10	1
<u>School Personnel</u>	81	19	22	78	11	1
<u>Business Personnel</u>	93	6	12	87	4	2
Provide specialized programs that would enable students to obtain saleable skills						
Response:						
<u>Students</u>	73	25	11	87	6	--
<u>School Personnel</u>	86	10	22	72	10	9
<u>Business Personnel</u>	87	13	9	88	4	2
Provide direct practical experience related to classroom theory						
Response:						
<u>Students</u>	81	17	19	78	10	--
<u>School Personnel</u>	93	4	13	81	6	7
<u>Business Personnel</u>	95	5	18	80	5	3

*Three statements of expectation were used to determine if the students thought one of the purposes of the partnership was to improve their reading, writing and mathematics skills.

The first statement the respondents reacted to asked if they felt the partnership would improve their reading skills. Fifty-seven per cent of the student respondents initially stated that they had such an expectation. This expectation increased for 7 per cent of the respondents as they continued their involvement; however, 2 per cent stated a decline.

Apparently, many students felt improvement in their reading skills would enable them to learn more about different jobs and to enable them to think more along business lines.

"It's helped me understand and learn more about job appreciation and different types of jobs."

"It is a better way to learn because you will be thinking like a business person."

Other respondents stated that reading was essential to the educational process and they had felt they had increased their reading ability. A few stated the desire to pursue post high school programs due to their present schooling and their increased reading ability.

The second statement the students reacted to asked if they felt their involvement in the partnership would increase their writing skills. Fifty-three per cent of the respondents initially stated they experienced such an expectation. This expectation increased for 6 per cent of the respondents; it decreased for only 1 per cent.

Very few written comments were provided by the respondents concerning their writing skills. Of the students who did respond, the majority stated that it was important to be able to write intelligently and they generally felt

their writing skills needed to be improved. There was no direct reference by the students to the partnership activities either increasing or decreasing their writing skills.

The third expectation the students reacted to asked if they felt partnership activities would increase their mathematics skills. Two-thirds of the respondents stated they initially experienced this expectation. Nine per cent stated this expectation increased at the time of this survey; whereas, only 1 per cent stated their expectations had decreased.

Many of the students realized they had a mathematics deficiency and that it was important for them to achieve more competence if they were to succeed in business.

"Most of the jobs in the world require some kind of math."

"I need to know mathematics if I am going to succeed in business."

Other students stated that mathematics had been very difficult for them in the past but that they had increased their skills by working with the business tutors.

"The businessmen has helped me to learn more math by tutoring me."

"Math is a very hard subject for me but the businessmen is helping me."

In other comments, a few respondents stated their need for more math courses in order to fulfill requirements for college entrance. Others felt they didn't know enough about mathematics and wanted to learn more.

School Personnel: The statement the school personnel were asked to react to asked if they expected the business partner to provide the necessary manpower to supplement the teacher's role. Initially, 55 per cent of the respondents expressed this expectation; however, it increased as a group only 1 per cent at the time of this survey. It was apparent that several of the respondents experienced anxiety by this statement.

"As long as they help and not try to take charge."

"As long as the assistance is 'educating.'"

Many of the respondents, however, felt it was an excellent idea to provide tutors and qualified businessmen to assist them in areas of their expertise.

"We do not have the manpower to do all that we should, I am glad businessmen want to help."

"I appreciate help the business is giving me as now, I have more time for students."

A few of the respondents were disappointed that only a few businessmen were involved in the school and that, to date, their participation had been limited.

Business Personnel: Eighty-two per cent of the respondents initially stated they wanted to improve the educational level of the school. This expectation increased for 7 per cent of respondents at the time of this survey whereas it decreased for 3 per cent. Although the majority of the respondents felt they could improve the educational level of the students, it was apparent from the comments

provided that the task was more difficult than they had imagined.

"A very difficult task, considering the general background of the students."

"The absenteeism, reading level, math usage, etc., were far below the norm. It is very difficult to increase the school's educational level when the students are far behind."

Several respondents indicated that initially they felt they could not affect the student's educational level but were pleased they had reached a few.

"I didn't think we could affect their level. But it has a multiplying effect on other students. We do affect slightly."

"We were successful in raising some students to higher levels but not as successful as we would liked to have been?"

Other comments provided by a few of the respondents indicated they were discouraged with their achievements in this area.

"Problems appear too massive. We worked with only a few students."

"This would be nice but for our partnership school, our effort was 'too little, too late.'"

Other respondents felt a communication gap existed between the student and teachers, and that the teachers should help poor students at each grade level and not wait to pass him on to another teacher in a higher grade. A few respondents felt the student had not received adequate preparation in the primary grades.

Relate Education to the
World of Work

One of the objectives of the partnerships was to attempt to relate education to the world of work to enable the student to see that high school learning was important to successful job experiences. The findings indicate that over 80 per cent of the students, school personnel and businessmen initially expressed this expectation. All three groups stated this expectation increased as they continued their involvement in partnership activities.

Student Response: Eighty-eight per cent of the students initially stated they experienced this expectation. At the time of this survey, this expectation existed for 97 per cent of the respondents; only 1 per cent of the respondents stated this expectation decreased.

The majority of the respondents felt that, by participating in partnership activities, their employment opportunities would increase.

"I think I can get a better job because this program will help you learn more about good jobs."

"I think I can get a better job because of the business helping us."

Other students who were engaged in partnership work-study activities or cooperative programs with the business partner stated their employment provided them with the needed funds to continue their education, fulfill responsibilities, etc.

"It gives me money to save for a continuation of education."

"I like our programs they give me money to help out at home."

A few of the respondents believed that their participation in partnership activities would enable them to receive employment by the business partner. This did not appear to be the case.

"I planned on going to school, but when they said they would hire me full time I forgot about school later to find that they weren't going to HIRE ME FULL TIME!!!!"

"The company did not hire me."

Comments provided by other respondents reflect various attitudes: (1) training has been helpful, (2) young black people can't get good jobs, and (3) you don't need a good education to be successful.

School Personnel: Eighty-one per cent of the respondents expressed initially that one of the purposes of the partnership was to relate education to the world of work. This expectation increased for 11 per cent of the respondents as they continued and observed partnership activities; it decreased for only 1 per cent of the respondents.

The majority of the respondents who provided written comments felt this was a good idea primarily because many students have little or no concept of what actually takes place in a business situation. A few stated they had not seen any evidence of the application to real life situations in their partnership, while others stated it remained the same, or that it definitely was needed.

Business Personnel: Ninety-three per cent of the respondents initially experienced this expectation. At the time of this survey it had increased for another 4 per cent of the respondents; however, it did decrease for 2 per cent.

Many of the respondents stated that mathematics, English, psychology and other subjects were being directly related to on-the-job situations. Others stated that they have seen changes in the attitudes, attendance, record, etc., of students in those classes in which subject material was projected into employment situations.

Other individual comments provided by only a few respondents provide insight into their personal philosophy of teaching.

"The disadvantaged must work, therefore the two [education and work] should be related. Education should motivate one to use knowledge he's attained."

"Students tend to believe that strict adherence to rules will not avail in the working world and are often harshly surprised. I believe they should understand that rules must be followed."

The remaining respondents stated the students have shown good progress and interest. The respondents generally believed they were providing more realistic experiences for the students by relating subject matter to the business environment.

Provide Specialized Programs that Would Enable Students to Obtain Salable Skills

A goal of the partnerships was to utilize the human resources of the business in order to provide the student

with needed skills to participate in today's labor market. The findings indicate that approximately an equal number of school personnel (86%) and business personnel (87%) initially felt this expectation, whereas 73 per cent of the students experienced the same expectation. All three groups of participants stated this expectation had increased at the time of this survey.

Student Response: Seventy-three per cent of the respondents initially stated they expected that their involvement in partnership activities would enable them to obtain suitable employment. As the respondents continued their participation, this expectation increased for the group by 6 per cent to 79 per cent of the respondents; not one student stated a decline in expectation.

Very few written comments were provided by the students. Those who did comment stated generally that the partnership provides the students with the hope and the belief that participation could improve their life style.

"It gives me hope I might find a job--I need money."

"I would enjoy someone teaching me something new and exciting."

A few students stated that they felt they had learned a great deal but that they had much more to learn, expressing a desire to continue their learning.

School Personnel: Eighty-six per cent of the respondents stated they expected the partnership to provide specialized programs which were not available to their school

at the time the partnership was implemented. Ten per cent of the respondents stated this expectation increased, while 9 per cent felt this expectation had not been fulfilled for them.

The majority of the respondents stated the partnership had implemented specialized programs for the students. However, many of these respondents felt that more effort is needed to expand specialized areas. Several comments were provided concerning reading programs that had been developed.

"Teachers are still uncertain about implementing reading skills in a particular discipline."

"Teachers are becoming more aware of the necessity to provide reading exercises in all their classes."

Some of the respondents submitted comments that provide "food-for-thought" in the implementation of specialized programs.

"Work experience for students in other areas besides clerical and operator."

"Provided students are not 'selected'--special programs should not be given as a secondary means to avoid another subject."

Other respondents stated that provision of specialized programs was a good idea, needed badly, or that the Programs had not been implemented in this school.

Business Personnel: Initially, eighty-seven per Cent of the respondents stated they expected the partnership would provide specialized programs that would provide the Student with salable skills. This expectation increased for 4 per cent of the respondents; it declined for 2 per cent.

The majority of respondents stated the students had shown interest and progress in the specialized programs. They further noted that the students' anxieties decreased considerably as their assimilation to business increased.

Other respondents stated generally that the need for specialized programs in their partnership school was essential and that they felt these partnership programs could meet this need.

Provide Direct Practical Experience Related to Classroom Theory

Several school and business personnel indicated to the researcher that they envisioned the partnership activities providing direct practical experience to the students as it was related to theories being applied in the classroom. The findings indicate that initially 81 per cent of the students, 93 per cent of the school personnel and 95 per cent of the business personnel expressed this expectation. With the exception of the school personnel, whose expectations decreased by 1 per cent, both the student and business participants stated this expectation had increased.

Student Response: Initially, 81 per cent of the students stated they expected the partnerships would provide a better way to learn subject material. This expectation increased by 10 per cent to 91 per cent of the respondents as they continued their involvement; not one student expressed a decrease in expectation.

Not many common expressions were given concerning

how the partnership helped the students to learn; however, many individual students remarked they had experienced success through the partnership and that it was a better way to learn subject material.

School Personnel: Ninety-three per cent of the respondents initially stated they felt one of the purposes of the partnership was to provide experiences related to classroom theory. This expectation increased for 6 per cent of the respondents; however, it decreased for 7 per cent. One of the reasons for the decrease was that several respondents did not see tangible evidence that the partnership was actually bridging the gap of relating practical experiences and classroom theory for the students.

"The companies' policies seemingly do not lend themselves to the realization of this desirable goal."

"This did not materialize to the extent needed--businessmen need some help in bridging the gap between theory and practicality....So do we."

Other respondents stated either this had not occurred or they would like to achieve this as soon as possible. A few respondents stated this was not necessarily the function of the business firm or company or that when practical experience was provided, the theory was not readily understood.

Business Personnel: Ninety-five per cent of the respondents stated that initially they believed they could provide practical experience as it related to classroom theory. This expectation increased for 5 per cent of the respondents; it decreased for 3 per cent.

Many of the respondents stated they had seen some definite, successful changes among the students by relating practical experiences to classroom theory; however, approximately an equal number stated that they believed the students were already "molded to the system" and were very difficult to motivate.

The most common criticism by businessmen appeared to be an apparent indictment of the present educational system, rather than against the school personnel.

"Once again, curriculum needs up-dating to enable students to realize the importance of school to prepare for entry into the industrial market."

"School experience doesn't relate to the real job-world."

Several respondents who stated their expectations decreased expressed problems that may have existed for other business participants.

"When I went into the program I thought we would relate on-the-job training to the educational level. However, we did individual tutoring to Mexican-American students who were learning English, therefore, my expectations fell short of what I expected to achieve."

"School experience and learning do relate to on-the-job experiences but not in the black community because the education is so poor that when most black students graduate from high school they have 8th and 9th grade skills."

Other respondents stated their expectations increased because of the interest of the students and teachers, and due to their own involvement in helping and understanding students. Even though several had negative results to date, they were anxious to continue to work toward positive experiences.

Relationship of Expectations Between
Students and School Personnel

The following question was asked in accomplishing the objectives of this study: Are there common expectations that are held jointly by students and school personnel that are not shared by businessmen? If so, what are they? Table 17 presents in summary form the composite response of those expectations common to students and school personnel.

TABLE 17. Composite Response of Common Expectations Expressed by Students and School Personnel by Percentage

Expectations	yes	no	Has this expectation changed?		If this expectation has changed, has it	
			yes	no	increased	decreased
Provide employment and/or financial assistance for in-school youth Response:						
<u>Students</u>	74%	25%	18%	81%	+1%	-9%
<u>School Personnel</u>	83	13	22	75	16	6
Provide information concerning employment opportunities Response:						
<u>Students</u>	81	19	22	78	11	1
<u>School Personnel</u>	86	12	20	77	13	7

Provide Employment and/or Financial Assistance for In-School Youth

One of the basic premises underlying the partnership concern is that the company will not provide direct financial assistance to the students, but rather will provide human resources to assist school personnel. The findings indicate

that initially 74 per cent of the students and 83 per cent of the school personnel expressed this expectation. This expectation, however, decreased for the students but it increased for the school personnel.

Student Response: Seventy-four per cent of the respondents stated they initially experienced this expectation. This expectation increased for only 1 per cent of the respondents, whereas it decreased for 9 per cent.

Apparently, students' expectations were higher in other areas than that of obtaining part-time work or money. Many stated the partnership programs had increased their basic skills and have given them hope they might be able to go to college or secure employment after graduation.

"It gave me hope that I might be able to get a good job when I graduate."

"The programs have improved my skills in math, English, etc."

A few of the students stated they were not aware they could obtain part-time jobs through the partnership; others stated part-time work would help to alleviate their financial responsibilities at home, in marriage or in purchasing a car.

School Personnel: Eighty-three per cent of the respondents initially expressed the expectation that the partnership would provide employment and/or financial assistance for in-school youth. This expectation increased for 16 per cent of the respondents; it decreased for 6 per cent.

Many of the respondents believed that offering

employment opportunities increased the percentage and participation of students. They further stated that, in some cases, providing the student with the opportunity to obtain employment increased his motivation to improve his grades in school.

"Students need work to increase buying power and thereby produce pride, and decrease frustration."

"Students of mine who were working for the company seemed to become more interested in their work and class participation."

A few of the respondents stated that providing employment opportunities was a good idea but they had not seen any evidence of it in their particular partnership. Another respondent provided a word of caution in providing employment opportunities: "We gave them too much \$\$ and not enough respect for the job or Supervisor!!"

Provide Information Concerning Employment Opportunities

One of the objectives of the majority of the partnerships was to make available to students information concerning different types of jobs and information concerning job opportunities. The findings indicate that 81 per cent of the students and 86 per cent of the school personnel initially felt this expectation. This expectation increased for both groups of participants.

Student Response: Eighty-one per cent of the respondents felt they would learn more about different jobs when they became involved in partnership activities. This

expectation increased for 11 per cent of the respondents and decreased for only 1 per cent.

All of the comments provided by the respondents were of a positive nature. The majority stated the partnership had increased their knowledge of different types of job opportunities, and also allowed them to learn more about job performance. Actually, many of the students had very positive responses in regard to their learning about different job opportunities.

"The only way people are going to learn which job they really like is by trying other different jobs out."

"I like learning about new and different jobs and trades, it's new and exciting."

Other reasons the students gave as to why they were interested in this part of the partnership activities were (1) it increased their ways of learning, (2) they did not like their present job, and (3) they saw it as a means to improve their life style.

School Personnel: Eighty-six per cent of the respondents initially stated they felt one of the objectives of the partnerships was to provide information concerning employment opportunities. This expectation increased for 13 per cent of the respondents whereas it decreased for 7 per cent.

Those respondents who stated their expectation increased referred to the successful accomplishments in this particular area.

"It's a tremendous idea and has worked well for when students apply for jobs and go in for personal interviews--many are not aware of the types of jobs available with a particular firm or company."

"I think that a more businesslike attitude needs to prevail in the schools and the executive exchange day or days is necessary."

Other respondents who stated their expectations decreased stated information was needed to be presented to students about employment opportunities, but that presently it was not part of the partnership activities.

Expectations Not Held in Common by Students, School Personnel and Businessmen

The following question was asked in accomplishing the objectives of this study: Are there specific expectations not held in common by students, school personnel and businessmen? If so, what are they?

Specific Expectations Expressed by Students

Two expectations expressed only by students are presented in Table 18 which illustrates a composite response of those expectations.

Business would find a job for me when I graduate:

Seventy-two per cent of the student respondents stated that they expected the business partner to provide employment opportunities for them upon their graduation. This expectation increased for 10 per cent of the respondents; it decreased for only 1 per cent.

Surprisingly, the students who provided written comments stated it was up to their own individual efforts to

TABLE 18. Composite Response of Expectations Expressed Solely by Students by Percentage

Expectations	yes	no	Has this expectation changed?		If this expectation has changed, has it	
			yes	no	increased	decreased
Business would find a job for me when I graduate. Response: <u>Students</u>	72%	27%	22%	75%	+10%	-1%
The partnership is another way to get out of school work. Response: <u>Students</u>	16	67	7	76	2	2

find a job rather than the business finding them employment.

The partnership is another way to get out of work:

Only 16 per cent of the student respondents stated they expected the partnership would be a means by which they could avoid school work. This expectation did not change at the time of this survey; two per cent of the students stated this expectation increased while an equal amount, 2 per cent, stated their expectation decreased.

The majority of the respondents stated school was important to them.

"Well, I found out that school means a great deal to us and with this program--work and school turn perfectly."

"Let me tell you something, I enjoy school very much and I don't try to get out of it."

The only other common comments supplied were of a racial tone in that the respondents felt their employment opportunities were limited because of their heritage.

"Most colored people can't get a job, but the other people are offered a job while we hunt down the world and look for a few days work."

"Some whites are prejudiced at me and my school."

Other comments provided were of a general nature, expressing general student interest in school with the implication that school could serve a beneficial purpose for the respondents.

Specific Expectations Expressed by School Personnel

Specific expectations expressed by the school personnel during the interviewing and data collecting stage of this study were that the partnership might (1) reduce their work load, (2) provide meaningful summer experiences for teachers, (3) provide financial support for school programs, and (4) help solve school problems. Table 19 presents a composite response of expectations expressed solely by school personnel involved in partnership activities.

The partnership would reduce the teacher's work load:

Twenty-three per cent of the respondents stated they initially expected the partnership activities to reduce their work load. This expectation increased for 4 per cent of the respondents at the time of this survey; not one respondent stated a decrease in this expectation.

The majority of the respondents, however, did not

TABLE 19. Composite Response of Expectations Expressed
Solely by School Personnel by Percentage

Expectations	yes	no	Has this expectation changed?		If this expectation has changed, has it	
			yes	no	increased	decreased
Reduce the teacher's work load Response: <u>School Personnel</u>	4%	68%	4%	84%	+4%	-0%
Provide meaningful summer experiences for teachers Response: <u>School Personnel</u>	75	17	16	74	7	9
Provide financial support for school programs Response: <u>School Personnel</u>	81	14	14	83	10	4
Help solve school problems Response: <u>School Personnel</u>	57	39	9	84	4	4

appear to be interested primarily in having their work load reduced. They did view the partnership as a means to reduce the teacher-pupil ratio, allowing for meaningful interaction with a fewer number of students. Certain comments stated that incipient trouble makers gained new perspective in classes in which business interns helped with regular class activity. The remaining comments stated that a reduction in work load was not expected and in some cases not needed, while a few stated it would be an excellent idea.

Provide meaningful summer experiences for teachers:

Seventy-five per cent of the respondents stated they initially experienced this expectation. This expectation increased for 7 per cent of the respondents; however, it decreased for 9 per cent.

The majority of the respondents stated that such programs had not been implemented within their partnerships. Several teachers expressed a desire to upgrade their knowledge and skills during the summer months so that they could provide current subject material that would be relevant to the needs of the students. Only a few stated that the implementation of summer programs was not one of the essential functions of the business firm or company.

Provide financial support for school programs:

Eighty-one per cent of the respondents stated they initially experienced this expectation. At the time of this survey, 10 per cent stated an increase in expectation whereas 4 per cent stated a decrease.

The majority of the respondents stated that the business partner had expressed a willingness to underwrite financial assistance. These same respondents, however, indicated that in many cases, direct financial assistance was not received, but that the business had assisted in other ways by supplying materials, helping to print the school paper and providing business personnel to assist the students. Generally the school personnel were pleased that the contributions of the business were not necessarily in terms of dollars but in services rendered.

Help solve school problems: Fifty-seven per cent of the respondents experienced this initial expectation. This expectation did not change as a group, as it increased for 4 per cent of the respondents and decreased for an equal amount (4%) of the respondents.

Only a few of the respondents stated that the partnership had helped to solve their internal problems. Several did state that more consideration and awareness to their problems was evident, although no recommendations or solutions to these problems had yet occurred. Others felt that many of their problems were with the present Board of Education and were insoluble.

Specific Expectations Expressed by Business Personnel

Specific expectations expressed by the business personnel during the interviewing and data collecting stage of this study were that they hoped to (1) set an example for students, (2) alleviate civil rights tension, (3) relieve industry of remedial training after hiring, (4) develop employees for the company, (5) learn more about urban problems, and (6) eagerly work together with the school administration and faculty to create a meaningful partnership. Table 20 presents a composite response of expectations expressed solely by business personnel involved in partnership activities.

Set an example for students: Seventy-seven per cent of the respondents stated that they initially intended to set examples for the students on how businessmen conduct

TABLE 20. Composite Response of Expectations Expressed
Solely by Business Personnel by Percentage

Expectations	yes	no	Has this expectation changed?		If this expectation has changed, has it	
			yes	no	increased	decreased
Set an example for students Response: <u>Business Personnel</u>	77%	20%	12%	87%	+3%	-4%
Alleviate civil rights tension Response: <u>Business Personnel</u>	69	28	8	88	3	2
Relieve industry of remedial training after hiring Response: <u>Business Personnel</u>	36	64	27	73	3	12
Develop employees for the company Response: <u>Business Personnel</u>	31	36	2	64	1	1
Learn more about urban problems Response: <u>Business Personnel</u>	74	23	12	87	4	3
School administration and faculty would eagerly accept our offer of assistance and work toward a meaningful partnership Response: <u>Business Personnel</u>	85	11	31	67	9	8

themselves. This expectation, however, declined as a group by 1 per cent; three per cent stated an increase whereas 4 per cent stated a decrease in expectation.

Many of the respondents who provided written comments stated that it was difficult to set a standard of conduct. Insight into these remarks implied that one reason for this difficulty was due to incongruities students associate with the adult world.

"The example that the adult generation is setting is not good. They say 'Do as I say, not do as I do.'"

"Because of the racial difference, students may not care to identify with me or follow my example."

Other respondents who also indicated this difficulty in setting an example in a school environment felt that students generally set their own standards of conduct. Still other respondents felt that students looked upon them as making a superficial attempt to represent success in the business world.

Alleviate civil rights tension: Sixty-nine per cent of the respondents stated they held expectations that the partnership might assist in the alleviation of civil rights tensions. This expectation increased for 3 per cent of the respondents; it decreased for 2 per cent.

The majority of the respondents felt that civil rights tensions could be reduced by the combined efforts of the students, faculty, parents and businessmen. Through these combined efforts the respondents felt they could build mutual trust and understanding.

"Just providing jobs does nothing to alleviate civil rights tension. It is the treatment of the people on the job and the acceptance of others in the group which should ease the tension."

"Only as we all learn to understand each other better and don't expect too much, we will not be disappointed."

Relieve industry of remedial training after hiring:

Thirty-six per cent of the respondents initially listed this expectation. Twelve per cent stated this expectation had declined at the time of survey; three per cent stated an increase.

The general consensus was that every individual needs some form of remedial or on-the-job training if he is not completely familiar with his particular task. The comments indicated that the respondents did not view remedial training as providing the students with reading, writing and language skills but rather providing needed employment skills.

"Everyone needs remedial or on-the-job training until he's familiar with the job."

"I continue to feel that on-the-job training is necessary and remedial training should be provided if the individual is not familiar with a particular task."

A few respondents stated they had not considered this aspect of the partnerships, while others stated remedial training would be helpful but that the efforts of their partnership school were "too little, too late."

Develop employees for the company: Thirty-one per cent of the business respondents initially expressed this expectation. It did not change as a group, as 1 per cent

stated an increase, while 1 per cent stated it had decreased.

The majority of the respondents stated they were interested primarily in being of assistance to the students but that the students must not feel obligated to seek employment with the company.

"I would like to feel that companies helping students would employ the student if they felt they were working out. However, the student should not be made to feel that this [industry] was the only employment available."

"I like very much working with these students but would not use this as propaganda. Each person must freely choose his employment."

It was stated previously that many of the partnerships actively attempted to alleviate the impression that they were developing a potential reservoir of employees or that they were actively recruiting employees.⁴⁹ The above comments reflect the attitude that neither the business nor their business participants wished to influence students to work for their particular company.

Learn more about urban problems: Seventy-four per cent of the respondents stated they were attempting to learn more about some of the urban problems through their work with disadvantaged students. This expectation increased for 4 per cent of the respondents; it decreased for 3 per cent.

The respondents generally stated they had achieved a greater understanding of urban problems through this

⁴⁹Cf., p. 84.

opportunity to work with the students and the school faculty. The most common expression, stated in different forms, was that, to offer constructive help to the disadvantaged, it is necessary to form a common bond with the recipient. The recipient, however, may not enter into this association until he feels that the businessman has made a sincere effort to familiarize himself with the recipient's environment.

School administration and faculty would eagerly accept our offer of assistance and work toward a meaningful partnership: Eighty-five per cent of the respondents felt they would have a harmonious relationship with the school personnel. This expectation increased for 9 per cent of the respondents as they continued their involvement; it decreased for 8 per cent.

Many of the respondents stated they had experienced a meaningful relationship with the school personnel and that, together, they were assisting the students. Several obstacles that many of the respondents faced were given, providing insight into the overall problems that may have existed throughout the partnerships.

One area of concern was the commitment of the school administration.

"We found this administration too provincial, too engrossed in short-lived problems to give us any meaningful assistance."

"The school administration seems too 'busy' to work with us. Credibility with them has not yet been established."

Another area of concern was that the faculty relations were disappointing.

"Faculty relations very disappointing. I wasn't even introduced to the class--merely referred to as 'the lady from the [blank] company.' I received no directions or help at all, and really don't even know why I was there, so I discontinued my help."

"I don't know how to answer this question but I want to say this about it. I'm sure the school faculty would eagerly accept an offer to make it easier for them. However, when we offered our assistance, they ignored our individual efforts. My opinion of these educators I've met is very little. We have few devoted teachers in my community."

Other respondents stated the school had been extremely receptive to their recommendations and that much of the success of the programs depends upon the foresight and enthusiasm of individual administrators.

Unsolicited Expectations Expressed by Students, School Personnel and Businessmen

Space was provided in the partnership questionnaires for all respondents to list any additional expectations they had that were not presented in the questionnaire.

Unsolicited Expectations Expressed by Students

1. To get out of special classes and be able to attend regular classes. This expectation increased.
2. To obtain a broader, open mind. This expectation increased.
3. To obtain a job they can enjoy. This expectation increased.
4. Not doing all menial tasks at work. This expectation increased.
5. Being able to get a raise at work by participation in this program. This expectation increased.

6. To go into data processing training. This expectation increased.
7. To start early into a good occupation. This expectation increased.
8. To earn money to go to college and to have a reputation as a responsible person. This expectation increased.
9. To better understand things about a job. This expectation increased.

Unsolicited Expectations Expressed by School Personnel

1. Establishing efficient management procedures [better utilization of staff and pupil time and effort] on the recommendations of the business. This expectation increased.
2. Establishing a workshop for teachers. This expectation decreased.
3. Receiving a direct grant from the business. This expectation decreased.
4. Solving a large percentage of reading difficulties of students. This expectation increased.
5. Expecting that all [students, staff, business] would react in a positive way. This expectation decreased.
6. Expectation that we have a concerned faculty at school. This was not the case as a few gave their all while the rest sit back and comment or just do nothing. I would like to see 100% participation of All--no matter what activity or subject area. This expectation decreased.

Unsolicited Expectations Expressed by Business Personnel

1. A change in the degree of cooperation that traditionally exists between teachers and other publics. This expectation decreased.
2. Other businesses or organizations would form partnerships with other similar schools in the city. This expectation decreased.
3. Wanting to interact with a person living in a

different environment as compared with my small town rural heritage. This expectation increased.

4. The school students and administration realizing that industry has an abundance of resources and a sincere interest in helping students. This expectation increased.
5. Gain more experience in motivating untrained people. This expectation increased.

CHAPTER VI

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR PARTNERSHIP DEVELOPMENT

The purpose of this chapter is to review briefly the nature and conduct of the study; present a recapitulation of the significant findings; and draw conclusions, recommendations, and implications on the basis of these findings.

Purpose of the Study

The purpose of this study was to gather and synthesize information concerning trends of thought and individual activities among selected business-school partnerships, and to identify and compare the concerns and expectations of the students, school personnel, and business personnel currently involved in partnership activities. The specific objectives of the study were the following:

1. Determine if there are common, identifiable, organizational criteria that will lead to the effective establishment of a partnership.
2. Determine if the partnerships largely provided basic skills training programs or career development activities, and determine which was the more effective.
3. Determine if partnerships have been engaged in

curriculum development activities and, if so, to identify those curriculum development activities.

4. Determine if there is a common core of partnership projects that have been most and least successful among partnerships.
5. Determine the extent partnership activities enhanced the employment opportunities of students involved in the partnership programs.
6. Determine if expressed concerns and expectations of the participants are held in common or differ among students, school personnel, and business personnel.

Need for the Study

The basic need for this study evolved from a consideration of the following educational and economic conditions in our society as they relate to public high school occupational development programs:

1. The lack of evidence concerning the effectiveness of the public high school partnerships.
2. The continued expansion of governmental agencies' utilization of the resources of business to assist in the training of high school students.
3. The increase in inner-city enrollments making teacher effectiveness difficult because of individual needs of the students, repetitious paper work and extra school activities.

4. The demands of business and industry requiring many employees to have specialized training before entry into the labor market.
5. The scarcity of qualified teachers in occupational development programs in many inner-city schools.
6. The inadequate achievement of many students in inner-city schools in the basic competencies of reading, writing and arithmetic skills.
7. The need for inner-city high school career development programs adapted to the present job market.
8. The need for adequate instructional materials for educational instructors and students adequately reflecting the demands of business and industry.

Assumptions of the Study

For the purpose of this study, it was assumed that the information gathered from the participants of partnership programs are accurate representations of all participants included in the study and that knowledge of this information will lead to the development of more efficient, effective and relevant programs at the high school level.

Additional assumptions established were that the career development activities implemented by the partnerships were important to successful job performance, that the partnership activities concerned with building basic skills in reading, writing and arithmetic are essential to increasing general employment knowledge, and that knowledge of

partnership activities can be the basis for deriving instructional objectives.

Limitations of the Study

The study was limited to an overview of partnership programs and an exploration of the concerns and expectations of the participants of partnership activities in public high schools. The study was further limited to partnerships who met the following criteria:

1. The partnerships expressed a willingness to supply the survey data.
2. The purpose of the partnership was to increase the general educational level or occupational competence of the students.
3. The partnership school was composed primarily of minority groups located in the inner city.
4. Students, school personnel and businessmen were all actively involved in the partnership activities.

Procedures for the Study

The study procedures involved five areas: (1) determination of population and sample, (2) development of research instruments, (3) interviewing and data collection, (4) analysis of data and (5) reporting the findings.

Area I. Determination of Population and Sample

There were at the time the study began approximately 25 active and known partnerships throughout the United States.

They are of recent origin, having been formed within the past three years, and are being conducted by individual businesses who have stated goals appropriate to their type of business and geographic location. Companies involved in partnership activities were all contacted by letter and telephone and asked to participate in the study.⁵⁰ Fifteen firms agreed to provide general information about their partnerships and seven of these fifteen partnerships further agreed to provide information about the concerns and expectations of their participants.

Area II. Development of Research Instruments

Two research instruments were used in this study. The first research instrument "Profile of School Partnerships" (Appendix C) was a questionnaire containing 32 statements intended to derive both general and specific information describing partnership activities. These statements were obtained from available literature, observation of partnership programs, and preliminary interviews with students, school personnel and businessmen involved in partnership activities. The questionnaire was developed to ascertain the present status of partnership programs and to provide data that could be used in the development of the second

⁵⁰Chrysler Corporation, Sun Oil Company, Quaker Oats Co., Teledyne Continental Motors, Procter & Gamble Co., approximately 15 Bell Affiliates of the American Telephone & Telegraph Company.

series of research instruments that would survey expressed concerns and expectations of partnership participants.

The second research instrument "Partnership Survey Questionnaire - Students, School Personnel, Business Personnel" (Appendix D) was three forms of one basic questionnaire. Each questionnaire contained 10 statements describing concerns and 10 statements describing expectations which had been expressed by the population being studied. The purpose of the questionnaires was to determine: (1) the concerns and expectations initially felt by each group of participants; (2) the degree to which the initial concerns and expectations changed as the participants became familiar with the partnership activities; and (3) the direction of change and reasons for the change.

Area III. Interviewing and Data Collection

Prior to the initiation of the study, a letter requesting information (Appendix A) was sent to the partnership coordinator of all known partnerships. The purpose of the letter was to establish contact with these firms, obtain written materials about the partnerships and locate additional partnerships.

From the information obtained in the letter, the Profile of School Partnership was constructed and mailed to the partnership coordinators of the 25 known partnerships. Fifteen firms representing 60 per cent of the population being studied returned usable questionnaires and agreed to

participate in the study. The reasons given by the firms that did not return completed questionnaires were: (1) fear of adverse publicity, (2) partnership did not fit definition in original cover letter (Appendix A), (3) the firm did not actually have a formal partnership or (4) lack of interest in the study.

The information provided in the initial questionnaire (Profile of School Partnership) led to the development of the second research instrument (Partnership Survey Questionnaire - Students, School Personnel, Business Personnel). These questionnaires were mailed to the 15 partnership firms who had completed the first questionnaire (Profile of School Partnership). Forty-six per cent or 7 of the 15 partnerships who participated in the first phase of the study returned usable questionnaires and agreed to participate. Altogether, 363 respondents which consisted of 192 students, 69 school personnel and 116 business personnel returned usable questionnaires. This represented a 61 per cent return of questionnaires distributed.

Area IV. Analysis of Data

Data on the first research instrument (Profile of School Partnership) were hand-tabulated. The data on the second research instrument (Partnership Survey Questionnaire - Students, School Personnel, Business Personnel) were coded and transferred to punch cards which were coded for each group of participants, and subcoded by classifications

including: age, sex, educational level, grade level and length of involvement in partnership activities. Tabulations were performed by the Control Data "3600" Computer of the Computer Institute for Social Science Research at Michigan State University. Each group was further inspected visually to ascertain if there were similar responses to common concerns and expectations. If there were differences, they were identified and described in the findings.

Area V. Reporting the Findings

The findings were divided into two major sections: Part I: Overview of Partnership Programs--A factual presentation of data obtained through a review of literature, personal interviews, telephone interviews and the survey questionnaire - Profile of School Partnership.

Part II: The Concerns and Expectations of Participants in Partnership Activities--A summary of the initial concerns and expectations that students, school personnel and businessmen had when they became involved in partnership activities. Part II also provides insight into the degree of change of the initial concerns and expectations, and also provides information concerning the reasons for any change.

Findings

The following findings are based on the 15 partnerships who provided general information about the current status of partnership programs in the initial survey questionnaire (Profile of School Partnership).

Common, Identifiable, Organizational
Criteria of Partnerships

1. Two-thirds of partnerships were initiated by the business enterprise. Usually three or four meetings were held between the business and the school system before a formal agreement was reached. The majority of partnerships solicited participation in the partnership formation among interest groups such as the Parent Teacher Association and the Chamber of Commerce. Local civil rights groups and religious organizations generally did not participate in the partnership formation.
2. Three-fourths of the partnership schools were selected by the local superintendent of schools with the concurrence of the business firm and the high school principal. The businesses wanted to work with minority students and preferred the school be within a reasonable commuting distance from the business to provide accessibility for its employees who would be providing tutorial help and other assistance.
3. Three-fourths of the students were selected to participate in partnership activities by the school personnel. Student interest and student need were given as the most important criteria.
4. The business partnership coordinator and his school counterpart, the school partnership coordinator,

are the individuals responsible for the day-to-day partnership activities.

5. The organization of the partnerships, as depicted in the organizational charts of the partnerships, differed considerably among the partnerships as the business and school attempted to fully utilize their unique resources. Three distinct types of organizational charts identified were: (1) one company acting as the educational resource, (2) a partnership with several companies acting as educational resources, and (3) a partnership with one company and a state college acting as the educational resource.

Types of Partnership Programs

1. Employment Preparation Programs: The majority of the partnership activities were in two broad areas of employment preparation: (1) Specific occupational programs, such as data processing and business education, were offered to provide students with occupational training to facilitate their transition from high school to employment; and (2) General employment preparation programs, such as employment readiness and charm courses, were designed to acquaint students with the broad field of business and with employment procedures.
2. Tutorial Programs: These programs, which were designed to provide assistance individually or on a

group basis in the subject areas of mathematics, English, reading and language skills, were an integral part of many of the partnership activities. These programs were usually not as successful as the employment preparation programs.

3. Other Programs: Special activities and programs in the form of projects were undertaken by many of the partnerships to provide assistance to the students. These programs usually reflected the business and school attempting to combine their unique physical and human resources to add new dimensions to the existing curriculum.

Curriculum Development Activities

1. All of the partnerships stated that developing college preparatory courses was not a goal of their partnership.
2. One-third of the partnerships had developed specific occupational courses designed to prepare students for entry into a specialized area of employment, such as data processing. Other partnerships providing occupational training were using the school's existing curriculum materials.
3. Two-thirds of the partnerships had participated in activities designed to encourage the students to remain in school until graduation. Generally, these activities were incorporated into other programs

of the school, such as work experience, remedial courses and tutorial assistance.

4. Less than one-third of the partnerships were engaged in curriculum development activities that were not directly related to students' instructional needs. One such activity of the partnerships was a teacher-company exchange program which gave the teachers an opportunity to upgrade their professional skills through summer employment with the business partner.
5. Two-thirds of the partnerships indicated they were developing instructional materials to supplement existing courses. In many of the partnerships, visual and instructional aids were prepared for teachers by the business partners merely upon the individual request of teachers to the business partnership coordinator.
6. One-third of the partnerships were involved in the development of units of instruction for classroom use. Self-study programs, for example, which the business had developed for its own internal use, have been revised and incorporated into the school curriculum as instructional units.
7. No partnership was engaged in developing an entire curriculum consisting of several courses. Several of the business partners stated one of the objectives of their partnership was to supplement the school's normal activities, not change them.

Success of Partnership Projects

1. The most successful projects listed by 33 per cent of the respondents were employment readiness and work study programs. Twenty per cent of the businesses felt they had achieved success with their tutorial, business education, and summer programs; and 13 per cent felt their automotive programs were successful.
2. Sixty per cent of the partnerships had been engaged in special projects, such as closed circuit television, public relations internship, and lighting an athletic field which were listed as successful.
3. Those projects labeled as least successful were not a part of the regular school curriculum. These special projects included breakfast programs, film library utilization and a student-teacher creative fund, and usually required students and teachers to participate outside their normal school day.

Employability of Partnership Graduates

1. Ninety-three per cent of the partnerships stated the students were not specifically trained for employment with the business partner. Students who did become employed by the firms usually did so because of their involvement in work study programs with the company.
2. Very little information was available concerning

the employment of partnership graduates. The only information available was the number of employees who had obtained employment with the business partner.

The following findings represent the data obtained from the seven firms who completed the questionnaire (Partnership Survey - Students, School Personnel, Business Personnel) which explored expressed concerns and expectations of the participants.

Concerns Common to All Participants--
Students, School Personnel, Businessmen

1. Businessmen expressed more than twice the anxiety than did the students or school personnel that the partnership was implemented to obtain workers for the business partner.
2. The students and school personnel experienced less than half the anxiety than did the businessmen that the partnership had been organized by the business for purposes of publicity. The school personnel's concern decreased slightly more than the businessmen's and 7 times more than the students' as their involvement in the partnership continued.
3. The school personnel expressed a greater anxiety than did the students and business personnel that the businessmen would be unable to cope with the school environment. However, the school personnel's anxiety decreased more than the other two groups as they observed the individual commitments made by the

businessmen to partnership activities.

Relationship of Concerns Between
Students and School Personnel

1. The students and school personnel involved in partnership activities expressed approximately an equal anxiety that other school faculty might resent them becoming involved in partnership activities. This anxiety decreased for the school personnel but increased for the students as, apparently, some teachers lowered students' grades or told the students they might not qualify for college entrance if they participated in partnership activities.
2. About 1 out of 5 students and school personnel expressed anxiety that other publics (friends, neighbors, parents, etc.) might not approve of the partnership type of program. This anxiety did not change for the school personnel but did increase slightly for the students. This slight increase appeared to be due to the apathy of people in the community toward partnership activities.
3. About 1 out of 6 students and school personnel alike expressed anxiety that the partnership programs might be too difficult for the students because of the businessmen's lack of educational theory. The anxiety decreased for the students as, apparently, the businessmen were making a sincere effort to make their studies interesting and appropriate for the

students. It likewise decreased for the school personnel because they believed the businesses had made an active attempt to allow only those businessmen to participate who expressed a sincere desire to help the students.

Relationship of Concerns Between
School Personnel and Businessmen

1. Less than one-third of the school personnel but two-thirds of the businessmen expressed the concern that communication between them might be difficult. This anxiety decreased twice as much for the school personnel than for the businessmen, as many of the school personnel acknowledged the qualifications and abilities of the businessmen to relate to the students. The school personnel's anxiety decreased more than the students', as many of the school respondents felt that potential employment for the student could be a valid objective of the partnerships.
2. Approximately one-half of the school and business personnel felt that it would be difficult for business to participate meaningfully in the educational process. This anxiety increased slightly for the school personnel, as several respondents stated business could meaningfully participate if they properly oriented themselves to the students, the school and its problems. The anxiety declined for the businessmen

due to the positive reinforcement they had received from most of the faculty and students.

3. About 30 per cent of the businessmen and 15 per cent of the school personnel expressed anxiety concerning the involvement of industry in the organization and administration of the school. This anxiety decreased for the school personnel, as many expressed a desire for more participation by business in the school's organization and administration. The businessmen's anxiety decreased because they were not aware of any attempt on the part of their company to become involved in the school's organization and administration.

Concerns Not Held in Common by Students,
School Personnel and Businessmen

1. Approximately 3 out of 10 students expressed anxiety that the business would not be able to teach them anything or would not enhance their learning experiences. This anxiety increased slightly because some students were enrolled in work study programs in which they believed they were not obtaining adequate training.
2. One-fourth of the school personnel stated they were concerned that business might initiate several programs and not follow through with their commitment. This concern decreased for about one-half of the respondents as they found the business was continuing

to be actively interested in the school and was making plans to improve their contribution the following year.

3. One out of 4 businessmen were concerned that the school personnel might think they were trying to operate, rather than assist, the school. This anxiety virtually disappeared as the businessmen found the majority of teachers to be extremely friendly and appreciative of their assistance.
4. One out of 5 businessmen expressed anxiety about their personal safety and well-being by being in contact with the students in an inner-city school environment. This anxiety did not change for the respondents as a group as they continued their involvement in partnership activities.

The following section of the findings differs from the preceding section in that the participants were asked to respond to expectations rather than concerns they initially and subsequently held as they continued their participation in partnership activities.

Expectations Common to All Participants

1. The businessmen expressed a greater expectation than did the students and school personnel that one of the purposes of the partnership was to increase the educational level of the students. This expectation increased for all groups of participants, as they

continued their participation and found that the basic skills of students could be effectively increased.

2. Virtually all of the businessmen and the majority of the students and school personnel expressed the expectation that partnership activities could assist in relating education to the world of work.
3. Eight out of 10 businessmen and school personnel expressed the expectation that the partnership would provide specialized programs that would enable students to obtain salable skills; seven out of ten students also expressed this expectation. This expectation increased for all participating groups; the increase, however, was greater for the students and businessmen than for the school personnel.
4. Nine out of 10 businessmen and school personnel and 8 out of 10 students felt that the partnership would provide direct practical experience related to classroom theory. This expectation increased as a group for both the students and business personnel but decreased slightly for school personnel. Several school personnel stated they had not seen evidence of this expectation being met in their particular partnerships.

Relationship of Expectations Between Students and School Personnel

1. More than 75 per cent of both the students and school

personnel expressed the expectation that the partnership would provide employment and/or financial assistance for in-school youth. This expectation decreased for the students, as many stated they were more interested in improving their basic skills so they would be able to secure better employment after graduation or attend college. Many of the school personnel believed that by offering part-time employment opportunities, the percentage of student participation in partnership activities increased.

2. The school personnel expressed a slightly higher expectation (86%) than did the students (81%) that the partnership would provide information concerning employment opportunities for students. This expectation increased for both respondents, as they stated the partnerships had indeed increased the students' knowledge of different types of job opportunities and also allowed the students to learn how to perform certain jobs.

Expectations Not Held in Common by Students,
School Personnel and Businessmen

1. About 3 out of 4 students initially felt the business would help them find a job upon their graduation. Surprisingly, students who provided written responses stated that it was their own responsibility to obtain employment even though the business was giving them basic employment information and, in some cases,

specific occupational training as well.

2. Very few students saw the partnership activities as a means to get out of school work. The majority of the students stated that school was essential to them if they were going to obtain the necessary skills for successful job performance.
3. About one-fourth of the school personnel viewed the partnership as a means to reduce their work load. This expectation increased slightly as many respondents saw a reduction in their work load as a means to give additional time interacting with needy students.
4. Three out of 4 teachers expected the partnership would provide meaningful summer experiences for them. This expectation decreased slightly because the majority of the business partners did not create summer opportunities for the faculty.
5. More than 80 per cent of the school personnel expected the business partner would provide financial support for school programs. The school personnel were pleased that the majority of assistance was not necessarily financial but in services rendered.
6. Slightly more than one-half of the school personnel expressed the expectation that the business and their participants would help them to solve school problems. This expectation did not change but the respondents felt that even though there was not any

change in their actual problems more awareness of these problems seemed to be evident.

7. Three out of 4 businessmen felt they could set a positive example for the students of how businessmen conduct themselves. This expectation declined slightly as many respondents stated that the norms of students differed from their own.
8. Over half the businessmen expressed the expectations that civil rights tensions could be alleviated as a result of the partnership. There was a slight increase in this expectation, as the businessmen found that mutual trust and understanding are necessary to reduce civil rights tensions.
9. Approximately one-third of the businessmen thought the partnership would help relieve industry of the remedial training of high school graduates upon hiring. This expectation declined, as the respondents generally felt some type of remedial or on-the-job training is necessary if the individual is not completely familiar with his task.
10. Less than one-third of the businessmen felt one of the purposes of the partnership was to develop prospective employees for the company. This expectation did not change because the majority of the respondents stated they were primarily interested in being of assistance to the students per se, and that students must not be made to feel obligated to the company.

11. Approximately 75 per cent of the businessmen participated in partnership activities because they wanted to learn more about urban problems. This expectation increased slightly, as the respondents stated they felt they had achieved a greater understanding of these problems by working with the students. The most difficult problem for the businessmen seemed to be the forming of a common bond of association with the students.
12. Eighty-five per cent of the business personnel felt the school administration and faculty would eagerly accept their offer of assistance and would work toward a meaningful partnership. This expectation increased slightly. However, several of the respondents stated the commitment of both the school administration and faculty could be improved.

Conclusions

The conclusions of this investigation are based on the review of partnership literature, personal and telephone interviews, and the survey data obtained from the questions used in the study.

- 511.1. There is not a set of common, identifiable, organizational criteria that leads to the effective establishment of a partnership. Each partnership is the result of the combination of unique resources of both the school and businesses, and these resources

vary greatly among the partnerships.

2. The majority of the partnerships were engaged in both basic skills training and career development activities. The effectiveness of both types of activities is difficult to assess; however, career development activities were far more prevalent in terms of the number of students involved and the number of activities implemented.
3. Curriculum development activities were an integral part of partnership activities in the majority of the partnerships. Most such activities were in the areas of employment preparation and remedial assistance; however, the employment preparation areas enjoyed greater curriculum development than did other activities.
4. Many of the partnerships have taken the "shot gun" approach in the development of partnership projects, which, in some cases, has led to frustration and resentment on the part of the participants. The most successful projects were those concentrated in the areas of employment readiness and employment training; the least successful were generally those in which the students and school personnel were required to participate outside their normal school activities.
5. Very little information is available concerning the employment of partnership graduates. The available

data do indicate that it is important for the students to be exposed to general concepts rather than to specific tasks, thereby giving the student more flexibility in his employment opportunities.

6. The participants were aware of certain media releases that criticized the business for implementing the partnership; however, the business participants were considerably more influenced by these media releases than students and school personnel.
7. Some anxiety was expressed by the school faculty involved in the partnerships that their colleagues might not approve of their participation, but it did not appear to be an inhibiting factor. Some students, however, were influenced adversely to some extent by teachers and people in the community.
8. Business involvement did not appear to be an inhibiting factor for the participating school personnel. Honest dialogue and a sincere commitment by the businessmen to partnership activities appeared to eliminate any apprehensions.
9. There were several specific concerns expressed by students, school personnel and businessmen involved in partnership activities, but the majority of these concerns decreased as the participants interacted to enhance the students' educational experiences.
10. All the participants in the partnership programs were optimistic about the utilization of business

expertise to increase the educational level of the students and about the business firm's ability to contribute to the students' education by providing specialized programs in relating education to the world of work.

11. The students were interested primarily in improving their basic skills and obtaining employment information per se, even though both the students and school personnel initially expected the business partner to provide employment and/or financial assistance for in-school youth.
12. Many individual expectations were expressed by the participants; however, it was evident that the businessmen contributed their services because they were sincerely interested in making a contribution to the solution of urban programs and civil rights tensions. The students and school personnel, on the other hand, did not view the partnerships as a mechanism to relieve their own obligations but viewed it as a vehicle through which all participants could more meaningfully interact.
13. Many more students can receive tutorial and individual assistance as the business partner offers their services to supplement those normally provided by the present school system.
- omit 14. Students can obtain a wealth of employment information through participation in partnership programs

that will better enable them to become productive members of society.

Recommendations and Implications

Topic

The following statements are offered as recommendations and implications that this study may have for present and future partnerships. All of the statements are not necessarily supported by the objective data of this research, but the study would be incomplete without their inclusion since they reflect the researcher's many personal conversations and visitations.

- SMART* 1. This investigation revealed that one of the essential components of a successful partnership is the business and school partnership coordinator roles. It is recommended that the company and school appoint individuals on a full-time basis to coordinate and expedite partnership activities.
2. There is a considerable diversity of activities performed in the partnerships surveyed. Therefore, it is recommended that each student's career objectives be determined and an instructional strategy be developed to prepare him for initial job entry into his chosen occupational area. The strategy should provide for basic skills training, individualized instruction or special projects related to the student's career choice.
3. If the partnerships are to make a maximum contribution to the students' educational experience, the

business should limit its participation to areas of curriculum development in which they can best utilize their unique resources. Partnerships should avoid the "shot gun" approach in the development of partnership projects.

4. This study indicated that the most successful partnership activities were those that were related to career development activities. It is recommended that further research be implemented to determine which of the career development activities have been of most value to the student participants.
5. There is a need for a study on the employment of partnership students. This study should determine to what extent students who participated in partnership activities are employed, if they are employed with the business partner, and if their partnership activities contributed to their employability.
6. The review of literature revealed a body of criticism concerning partnership activities that greatly increased the anxiety of businessmen as they became involved in partnership activities. It is recommended that seminars be conducted for the businessmen to familiarize them with the partnership programs, the needs of the school, the teaching faculty and typical student profiles.
7. Parents and teachers maintain a significant influence upon students involved in partnership activities;

therefore, it is important that they be included in orientation sessions and also be provided with progress reports of partnership activities.

8. The study revealed that a very small percentage of business and school personnel were engaged in partnership activities and that the concerns they experienced were generally alleviated by their participation. There is a need to include more school and more business personnel in partnership activities. Therefore, it is recommended that a concentrated effort be made to inform school personnel and businessmen about partnership activities and to solicit their participation.
9. Several students stated they were engaged in repetitious, menial tasks in work study and cooperative programs, whereas several school personnel stated they could not see how the partnership had provided direct practical experience related to classroom theory. It is recommended that students be placed in training stations that will contribute to the development of their career objectives and that the school personnel be given adequate coordination time to obtain evaluative data concerning the student's practical experiences.
10. The study revealed that students are interested in improving their basic skills and obtaining part-time employment through cooperative and work study programs

in their chosen career area. It is recommended that employment opportunities be limited to those students who are interested in enhancing their employability, and not to students who are interested in more immediate needs, such as purchasing a car.

11. The investigation revealed that many teachers expected that the business would provide them with summer employment opportunities to increase their skills in their area of expertise. It is recommended that in those firms in which it is economically feasible employment opportunities be implemented.
12. The development of a handbook that would provide guidelines for businesses and schools interested in establishing a partnership. *stop*

Concluding Remarks

It is *my* ~~the~~ opinion of ~~this researcher~~ that business-school partnerships are viable mechanisms for businesses to utilize their resources to enhance the educational experiences of students in disadvantaged areas. While participation to date has been limited in the number of firms involved in partnership activities, it is felt that studies such as this one and others illustrate the effectiveness of the partnership activities in providing remedial assistance and occupational preparation experiences for selected students. Understandingly, many shortcomings as well as successes have been experienced in present partnerships; there is now, however,

in the opinion of this researcher, sufficient information available from which the business and school partners can, in their endeavors to work together effectively, build on their successes to enrich the educational environment of the students. *St/Sp*

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APPENDICES

APPENDIX A

FORM LETTER SENT TO FIRMS ENGAGED IN
PARTNERSHIP ACTIVITIES REQUESTING
THEIR COOPERATION IN THE STUDY

Origin	Results	Staff Coordination
Objectives	Program Operation	Job Placement
Curriculum Revision	Company Role	Limitations
School Acceptance	Program Evaluation	Parent Acceptance
Student Acceptance	Specific Programs	

I am in hopes of receiving a grant to complete this project and that perhaps some arrangement may be made that would make it possible for me to visit each of the existing programs to obtain "first hand" knowledge that will enable me to complete a paper of substantial quality and realistic applicability.

Sincerely yours,

Francis T. Wallace
 2900 Northwind Drive #512
 East Lansing, Michigan 48823

APPENDIX B

LIST OF FIRMS PARTICIPATING IN THE SURVEY OF THE OVERVIEW OF PARTNERSHIP ACTIVITIES

APPENDIX B

List of Firms Participating in the Survey
of the Overview of Partnership Activities

Chrysler Corporation

Illinois Bell Telephone Company

Michigan Bell Telephone Company

New Jersey Bell Telephone Company

New York Telephone Company

Pacific Bell Telephone Company

Pennsylvania Bell Telephone Company

Procter & Gamble Company

Quaker Oats Company

South Central Bell Telephone Company

Southern Bell Telephone Company

Southwestern Bell Telephone Company

Sun Oil Company

Teledyne Continental Motors

Wisconsin Bell Telephone Company

APPENDIX C

SURVEY QUESTIONNAIRE USED TO OBTAIN
DATA CONCERNING THE PROFILE OF
BUSINESS - SCHOOL PARTNERSHIPS

APPENDIX C

PROFILE OF SCHOOL PARTNERSHIP

Please be as detailed as possible as the data you provide will be the basis for a study of the concerns and expectations of the business, school faculty, and students. There may be several questions in this questionnaire that you may feel you cannot answer correctly. Please answer all questions, however, as best you can. All questions pertain to activities that are a result of the joint effort of your firm and the partnership school.

GENERAL INFORMATION

1. Name of your firm _____
2. What is the name and address of your partnership school(s)?

3. What is the name and title of an individual I could contact in your partnership school to obtain needed information?

4. What is the total number of students involved in your partnership activities?
Total _____ Male _____ Female _____
5. Is your partnership predominantly concerned with students who would be classified as minority groups? ____yes ____no
6. What grade level of students are represented in your partnership activities? (Please list the specific number of students in each grade.)
12th grade _____ 11th _____ 10th _____ Others _____
7. How long has your partnership been in effect?
_____ years _____ months

Knowing how difficult and time consuming it is for people to write down information about a project in which they have been intimately involved, I would be very pleased if you would care to answer each of the following questions by using a tape recorder, or by using a piece of dictation equipment you have and sending me the slide, belt, spool or cassette. However, if you prefer, written answers will be more

than adequate. At the end of the questionnaire, which I will ask you to return, you will be asked to check one of the following statements: please return the recording to me; or please destroy the recording. Written responses of a confidential nature will be generalized and specific partnerships will not be identified unless the information is obtained from published reports or with permission.

Realizing that there are different types of partnerships, I have provided open end questions at the end of each section so that, if necessary, you may indicate how your activities differ from those suggested in the questionnaire.

Whenever possible, would you please include copies of any printed materials, speeches, or public statements that are a result of your partnership activities.

EXTENT OF THE BUSINESS AND SCHOOL INVOLVEMENT

8. Briefly describe how the partnership was formed? (who initiated it--business, education, others; meetings held, etc.)

9. What were the criteria used to select the participating schools? (please be specific)

10. How are students selected for your partnership activities? (please give criteria)

11. Were interest groups (P.T.A., civic, business) involved in the formation of the partnership? ☐yes ☐no
If yes, please list interest groups.

12. Does your firm have, or plan to have, a designated individual(s) to coordinate partnership activities?
☐yes ☐no If yes, what percentage of time does the coordinator devote to the program? _____

13. Has your partnership school assigned a member of its staff to help coordinate partnership activities?
 ___yes ___no If yes, what percentage of time is spent in partnership activities? _____
14. Briefly sketch an organization chart of the partnership program and describe generally the duties at each level.
15. Please list the number of individuals that are involved in partnership activities in your firm that are in the following categories and briefly state the responsibilities in each category.
- Management _____
- Mid-Management _____
- Supervisory _____
- Rank and File _____
- Other _____
16. Please list the number of school personnel that are involved in partnership activities in the following categories and briefly list the responsibilities for each category.
- Administrators _____
- Faculty _____
- Counselors _____
- Other _____
17. In the partnership in which your firm is involved, are the students specifically being trained for employment with your firm? ___yes ___no If yes, to what extent?
18. Do you have any information about students who have been involved in your partnership activities who have now graduated whether they have obtained employment or not? ___yes ___no If yes, please explain.

19. What three projects do you feel have been most successful and least successful in your partnership activities?

MOST

- 1.
- 2.
- 3.

LEAST

- 1.
- 2.
- 3.

20. Additional Comments:

PARTNERSHIP PROGRAMS

21. What types of partnership programs are offered jointly by your business and the school as they relate to:
(please give details and enclose any printed material you can share)

Specific occupational programs:

Non-occupational programs:

Tutorial programs:

Experimental programs:

Others:

CURRICULUM DEVELOPMENT

22. Have you developed courses that are specifically designed for:

College transfer students	___yes	___no
Career oriented students	___yes	___no
Motivating students to stay in school	___yes	___no
Others	___yes	___no

(If you answered yes to any of the above questions, please list the courses that have been developed and briefly describe them.)

23. In your curriculum development activities, has your firm been engaged in:

Writing and establishing a specific course	___yes	___no
Developing a curriculum consisting of several courses	___yes	___no
Developing units of instruction to be used in courses	___yes	___no
Developing instructional materials for existing courses	___yes	___no

(If you have answered any of the above yes, please briefly describe the activities.)

PROBLEMS AND SUCCESSES

24. What are the stated goals and objectives of your partnership? (please be specific)

25. Do you believe the students in your partnership activities have accepted the necessary responsibility to enable the program to be successful? (please explain)

Largely yes___ Largely no___ Unknown___

26. Do you believe your partnership school has accepted its responsibility to enable the partnership to be successful? (please explain)

Largely yes____ Largely no____ Unknown____

27. Do you believe your firm has accepted the necessary responsibility to enable the partnership to be successful? (please explain)

Largely yes____ Largely no____ Unknown____

The second part of this project, yet to be developed, is the study of the concerns and expectations of the partnership as they might possibly differ among the three (students, business, school personnel) groups of participants. In order to obtain information that could possibly be used in the development of a questionnaire to determine these concerns and expectations, would you please comment so far as you may know, the concerns and expectations when the partnership program was first proposed and when it first got under way.

28. How long had the partnership program been in effect before you became involved in the activities? ____years ____months

CONCERNS

29. What were the concerns of:

Students

School personnel

Your firm

EXPECTATIONS

30. What were the expectations of:

Students

School personnel

Your firm

31. Describe the degree to which these concerns and expectations have changed as the program developed.

32. Any additional comments

33. If you recorded the above information, would you like me to:

Return the recording_____ Destroy the recording_____

Thank you for your contribution. Would you please return the questionnaire to:

Francis T. Wallace
2900 Northwind Drive
Apt. 512
East Lansing, Michigan 48823

APPENDIX D

SURVEY QUESTIONNAIRES USED TO DETERMINE THE CONCERNS AND EXPECTATIONS OF PARTICIPANTS IN PARTNERSHIP ACTIVITIES

- D-1. Partnership Survey - Students
- D-2. Partnership Survey - School Personnel
- D-3. Partnership Survey - Business Personnel

APPENDIX D-1

Michigan State University
East Lansing, Michigan 48823
School of Labor and Industrial Relations
South Kedzie Hall

Dear Student:

For the past year you have been involved in a partnership with a business firm in your school. This partnership has been a joint effort between your school and the business firm to enrich the education provided by your school. Of approximately 25 such programs in the United States your school has been selected to participate in a study involving the concerns and expectations of the students in the partnership programs.

For the purposes of this questionnaire a "concern" is defined as any anxiety, worry, or apprehension you might have had when you became involved in partnership activities. For example, if you were worried that you might not be able to meaningfully participate in the partnership activities because you felt beforehand that it might be too difficult, or you would not be able to understand the material, this would be classified as a concern.

An "expectation" is defined as an anticipation or prospect of something in the future. For example, if you expected to be better able to obtain a job after participating in a partnership activity, this would be classified as an expectation.

The purpose of this questionnaire is to discover if there are any benefits for students in this kind of relationship, or if there is a need for some kind of change that would make the partnership more meaningful to you.

It will take only a few minutes to complete this questionnaire. Please follow the directions in describing your impressions of the statements made. If you have any questions, please feel free to ask your teacher.

Thank you

Concerns, Anxieties, Worries or Apprehensions	1		Has this concern, anxiety, worry changed? Yes No	3		Please explain how it increased or decreased 4
	Yes	No		Increased	Decreased	
Please list any other concerns you may have had:						
_____	☐	☐	☐	☐	☐	
_____	☐	☐	☐	☐	☐	
_____	☐	☐	☐	☐	☐	

Expectations--something you would like to achieve or receive in the future	1		Has this expec- tation changed? Yes No	3		Please explain how it increased or decreased 4
	Yes	No		Increased	Decreased	
1. Get a better job because of this education	☐	☐	☐	☐	☐	
2. Teach me a job	☐	☐	☐	☐	☐	
3. Part-time work or money	☐	☐	☐	☐	☐	
4. To learn more about different jobs	☐	☐	☐	☐	☐	
5. Better way to learn	☐	☐	☐	☐	☐	
6. Increase my reading skills	☐	☐	☐	☐	☐	
7. Increase my writing skills	☐	☐	☐	☐	☐	
8. Increase my math skills	☐	☐	☐	☐	☐	
9. Business would find a job for me when I graduate	☐	☐	☐	☐	☐	

Expectations--something you would like to achieve or receive in the future	1		Has this expectation changed?		If this expectation has changed, has it increased or decreased?	Please explain how it increased or decreased
	Yes	No	Yes	No		
10. Another way to get out of school work	☐	☐	☐	☐		
Please list any other expectations you may have had:	☐	☐	☐	☐		
	☐	☐	☐	☐		
	☐	☐	☐	☐		
	☐	☐	☐	☐		

ADDITIONAL INFORMATION

Name of High School _____ Sex: Male _____ Female _____ Grade: 9th _____
 10th _____ 11th _____ 12th _____ Other _____

Have you been involved in any programs or classes that have been brought about by the business as a result of the partnership? Yes _____ No _____

If you answered "yes" to the above question, which of the following programs or courses have you been participating in?

Work study _____ Reading classes _____ Tutorial help _____ Math classes _____
 Charm classes _____ Job training _____ Employment readiness _____ Other _____

If you answered "others" in the above question, please list the types of activities you have been involved in that have been provided by the school and business:

1. _____
 2. _____
 3. _____
 4. _____

Length of involvement in partnership activities: Less than 6 months _____
 6 months to 1 year _____ 1 year to 2 years _____ More than 2 years _____

APPENDIX D-2

Michigan State University
East Lansing, Michigan 48823
School of Labor and Industrial Relations
South Kedzie Hall

Dear School Personnel:

For the past year your school has been involved in a partnership with a business firm in your school. This partnership has been a joint effort between you and the business firm to enrich the education provided by your school. Of approximately 25 such programs in the United States your school has been selected to participate in a study involving the concerns and expectations of the school personnel that have been associated with partnership activities.

For the purposes of this questionnaire a "concern" is defined as any anxiety, worry, or apprehension you might have had when you became involved in partnership activities. For example, if you were apprehensive that the business firm might become involved in organization or administration of the school, this would be classified as a concern.

An "expectation" is defined as an anticipation or prospect of something in the future. If you expected your work load would be reduced as a result of the partnership, this would be classified as an expectation.

The purpose of this questionnaire is to discover if there are any benefits for teachers and students in this kind of relationship, and if there is a need for some kind of change in the existing partnership program.

It will take only a few minutes to complete this questionnaire. Please follow the directions in describing your impressions of the statements made.

Thank you

1. Indicate in column one your initial concern or expectation.
2. Indicate in column two if your concerns or expectations have changed.
3. Indicate in column three if your concerns or expectations have increased or decreased.
4. Indicate in column four how your concerns or expectations have increased or decreased.

Concerns, Anxieties, Worries or Apprehensions	1		2		Has this concern, anxiety, worry changed?	3		Please explain how it increased or decreased 4
	Yes	No	Yes	No		Increased	Decreased	
1. Business was primarily interested in obtaining workers	☐	☐	☐	☐		☐	☐	
2. Businessmen would be unable to cope with the school environment	☐	☐	☐	☐		☐	☐	
3. Communication between educators and business would be difficult	☐	☐	☐	☐		☐	☐	
4. Involvement of industry in the organization and administration of the school	☐	☐	☐	☐		☐	☐	
5. That business could meaningfully participate in the educational process	☐	☐	☐	☐		☐	☐	
6. Business was doing it just for publicity	☐	☐	☐	☐		☐	☐	
7. Adverse reaction of other teachers would make faculty cooperation in other matters difficult	☐	☐	☐	☐		☐	☐	

Concerns, Anxieties, Worries or Apprehensions	1		2		Has this concern, anxiety, worry changed?	3		Please explain how it increased or decreased
	Yes	No	Yes	No		Increased	Decreased	
8. Business would start a lot of programs and then pull out	☐	☐	☐	☐		☐	☐	
9. The reactions of others in the community to this type of program	☐	☐	☐	☐		☐	☐	
10. The businessmen's lack of educational theory would im- pair rather than facilitate the learning process	☐	☐	☐	☐		☐	☐	
Please list any other con- cerns you may have had:	☐	☐	☐	☐		☐	☐	
_____	☐	☐	☐	☐		☐	☐	
_____	☐	☐	☐	☐		☐	☐	
_____	☐	☐	☐	☐		☐	☐	

Expectations--something you would like to achieve or receive in the future	1		2		Has this expec- tation changed?	3		Please explain how it increased or decreased
	Yes	No	Yes	No		Increased	Decreased	
1. Provide direct practical experience related to class- room theory	☐	☐	☐	☐		☐	☐	
2. Provide meaningful summer experiences for teachers	☐	☐	☐	☐		☐	☐	

ADDITIONAL INFORMATION

Name of High School _____ Sex: Male _____ Female _____ Age: 20-25 _____
 26-35 _____ 36-45 _____ 46-55 _____ Above 56 _____

Teaching Experience: Less than 1 year _____ 1-5 years _____ 6-10 years _____ Above 10 years _____

What was the highest educational level you have completed?

____ Less than high school graduate _____ Graduate of a 2-year post-high institution
 ____ High school graduate _____ Bachelor's degree
 ____ Less than 2 years of college _____ Some graduate study
 ____ At least 2 years of a 4-year college _____ Graduate degree

Please indicate your position with the school? Faculty _____ Staff _____ Administrative _____

Other _____ Explain: _____

Please briefly describe your duties in the above position: _____

Have you been involved in any programs or classes that have been brought about by the school as a result of the school partnership? Yes _____ No _____

If you answered "yes" to the above question, which of the following programs or courses have you been participating in?

Work study _____ Reading classes _____ Tutorial help _____ Math classes _____
 Charm classes _____ Job training _____ Employment readiness _____ Other _____

If you answered "others" to the above question, please list the types of activities you have been involved in that have been provided by the school and business:

1. _____
2. _____
3. _____
4. _____

Because of the limited nation-wide sample, a 100% response is needed. To follow up and assure this response, please detach the form at the bottom of the page and return it to the designated individual below. Thank you for your cooperation.

- - - - -

I completed the partnership survey and returned it to:

(date)

(signed)

APPENDIX D-3

Michigan State University
East Lansing, Michigan 48823
School of Labor and Industrial Relations
South Kedzie Hall

Dear Businessman:

For the past year your firm has been involved in a partnership with a local high school. This partnership has been a joint effort between your firm and the school to enrich the educational experiences for the students. Of approximately 25 such programs in the United States, your firm has been selected to participate in a study involving the concerns and expectations of the businessmen that have been associated with partnership activities.

For the purposes of this questionnaire a "concern" is defined as any anxiety, worry, or apprehension you might have had when you became involved in partnership activities. For example, if you were apprehensive that the students would not accept your help, this would be classified as a concern.

An "expectation" is defined as an anticipation or prospect of something in the future. If you felt the students would achieve salable skills as a result of your firm's efforts, this would be classified as an expectation.

The purpose of this questionnaire is to discover if there are any benefits for the school in this kind of relationship, or if there is a need for some kind of change in the existing partnership programs.

It will take only a few minutes to complete this questionnaire. Please follow the directions in describing your impressions of the statements made.

Thank you

1. Indicate in column one your initial concern or expectation.
2. Indicate in column two if your concerns or expectations have changed.
3. Indicate in column three if your concerns or expectations have increased or decreased.
4. Indicate in column four how your concerns or expectations have increased or decreased.

Concerns, Anxieties, Worries or Apprehensions	<u>1</u>			<u>2</u>		<u>3</u>		<u>4</u> Please explain how it increased or decreased
	Yes	No		Has this concern, anxiety, worry changed?	If this concern has changed, has it			
					Increased	Decreased		
1. That we could meaningfully participate in the educational process	☐	☐		☐	☐	☐		
2. Communication between educators and business would be difficult	☐	☐		☐	☐	☐		
3. The school personnel would think we were trying to run the school	☐	☐		☐	☐	☐		
4. Involvement of industry in the organization and administration of the school	☐	☐		☐	☐	☐		
5. The school personnel would think we were developing a potential labor force	☐	☐		☐	☐	☐		
6. The school personnel and students would think we were doing it for publicity	☐	☐		☐	☐	☐		
7. The ability to communicate on the student's level	☐	☐		☐	☐	☐		

Concerns, Anxieties, Worries or Apprehensions	1		Has this concern, anxiety, worry changed? Yes No	3		Please explain how it increased or decreased
	Yes	No		Increased Decreased		
				2	4	
8. The students might resent the business representatives	☐	☐	☐	☐	☐	
9. Personal safety and well- being	☐	☐	☐	☐	☐	
Please list any other con- cerns you may have had:	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	

[illegible]

ADDITIONAL INFORMATION

Name of business _____ Sex: Male _____ Female _____ Age: 20-25 _____
 26-35 _____ 36-45 _____ 46-55 _____ Above 56 _____

What was the highest educational level you completed?

- _____ Less than high school graduate _____ Graduate of a 2-year post-high institution
- _____ High school graduate _____ Bachelor's degree
- _____ Less than 2 years of college _____ Some graduate study
- _____ At least 2 years of a 4-year college _____ Graduate degree

What is the position you occupy with your company? _____

Briefly describe your duties with your company: _____

Have you been involved in any programs or classes that have been brought about by the business as a result of the school partnership? Yes _____ No _____

If you answered "yes" to the above question, which of the following programs or courses have you been participating in?

Work study _____ Reading classes _____ Tutorial help _____ Math classes _____
 Charm classes _____ Job training _____ Employment readiness _____ Others _____

If you answered "others" in the last question, please list the types of activities you have been involved in that have been provided by the school and business:

1. _____ 3. _____
2. _____ 4. _____

Length of involvement in partnership activities:

_____ Less than 6 months _____ 6 months to 1 year _____ 1 year to 2 years _____ more than 2 years

Because of the limited nation-wide sample, a 100% response is needed. To follow up and assure this response, please detach the form at the bottom of the page and return it to the designated individual below. Thank you for your cooperation.

- - - - -

I completed the partnership survey and returned it to:

(date)

(signed)

APPENDIX E

JURY PANEL FOR REFINEMENT OF THE PROFILE OF
PARTNERSHIP SURVEY QUESTIONNAIRE

APPENDIX E

Jury Panel for Refinement of the Profile of
Partnership Survey Questionnaire

Miss Jean Alfsen, Partnership Coordinator
Michigan Bell Telephone Company, Detroit, Michigan

Mr. Emmitt Grier, Partnership Coordinator
Chrysler Corporation, Detroit, Michigan

Dr. Peter G. Haines, Chairman, Business Education
Michigan State University, East Lansing, Michigan

Dr. Daniel Kruger, Professor, Labor and Industrial
Relations
Michigan State University, East Lansing, Michigan

APPENDIX F

LETTER ACCOMPANYING PROFILE OF SCHOOL
PARTNERSHIP QUESTIONNAIRE

APPENDIX F

Date

Name of Firm
Address

Dear Sir:

For the past year I have been following with interest various partnerships such as yours with Second Ward High School. I have become so interested in the various partnership activities that I have chosen to conduct a dissertation study in this area.

The study is divided into two distinct phases: Phase One is the analysis and synthesis of individual activities and trends of thought as they pertain to the emerging partnership concept in all known partnerships; Phase Two is a comprehensive study of the concerns and expectations of the students, school personnel, and the business, in order to obtain data that can be classified and analyzed to provide information that will be valuable in the refinement of partnership activities.

I have developed and pilot tested a questionnaire that will provide the information for Phase One which is enclosed. I would appreciate your taking the time to supply the requested information. As this is the first time a survey has been undertaken that would involve all partnerships, I believe we can obtain information that will be of value to all of us in our partnership activities.

I would like to suggest a "partnership" between your firm and myself. By completing this questionnaire you will provide me with needed data that I can classify, analyze, and, if you desire, see that you obtain a copy of the findings. I am also in the process of obtaining funds (approximately \$5,000) for this project that will enable me to visit all partnerships and to have the opportunity to share my experiences with you. Together I feel we can make a significant contribution toward a better understanding of the partnership concept.

As the information in this questionnaire is needed to provide the basis for Phase Two of the study and, because time is of the essence, I am enclosing two telephone numbers where I can be reached should you have additional questions. From December 18th to January 1st, I can be reached at 813-345-5126. After that date I can be reached at 517-489-3751, ext. 261.

Thank you.

Sincerely,

Francis T. Wallace
2900 Northwind Drive, Apt. 512
East Lansing, Michigan 48823

APPENDIX G

PARTNERSHIP SURVEY QUESTIONNAIRE
DATA SHEET

APPENDIX G

DATA SHEET

(To be returned with Questionnaires)

For each group of participants (students, school personnel, businessmen) I have suggested a format to follow in order to increase responses and to provide uniformity to the study. If the findings of this study are to be of value, the suggested procedures should be followed.

Business Personnel

Definition: Business personnel refers to all people in your company who have participated or contributed to the partnership, i.e. teachers, teacher aides, tutorial help, administrators, etc.

Procedures: A blank space below indicates that the number was not provided in January or that all groups (top management, middle management, rank and file) were not included. Please fill in the appropriate number when you return the data sheet.

Number you supplied in January _____

Please fill in number who complete present questionnaire _____

Please give a questionnaire labeled "businessman" to all individuals in your company who have participated directly or indirectly in your company's partnership activities. So that you may keep a record of your people who respond, I have asked each of them to fill in and detach a short form to be sent to you either with the questionnaire or separately to indicate that they have completed the survey questionnaire. Please keep a master list of the business participants as it may be necessary to remind some that the survey questionnaire you sent them has not yet been completed. I have included a memo (Memo A) that you may wish to use in introducing this questionnaire to your personnel. Please feel free to duplicate it or adapt it to your needs. If you do not use Memo A, it will be necessary for you to indicate to whom the materials should be returned.

School Personnel

Definition: School personnel refers to all school administrators, faculty, counselors, or other school personnel who have participated either directly or indirectly in partnership activities.

Procedures: If the spaces below are blank, please fill in the appropriate numbers when you return this data sheet. (Blank spaces indicate the information was not supplied in January.)

Number of school personnel involved in partnership activities:

Administrators___ Faculty___ Counselors___ Others___

Please fill in number who complete present questionnaire:

Administrators___ Faculty___ Counselors___ Others___

Please give a questionnaire labeled "school personnel" to all individuals in your school who have contributed directly or indirectly to the partnership activities. It may be helpful to enlist the cooperation of the principal or other administrators who are responsible for the partnership activities within the school. Please keep a master list of the school personnel as it may be necessary to remind some that the survey questionnaire you sent them has not yet been completed. I have included a memo (Memo B) that you may wish to use in introducing this questionnaire to the school personnel. Please feel free to duplicate or adapt it to fit your needs. If you do not use Memo B, it will be necessary for you to indicate to whom the materials should be returned.

Students

Definition: Students refer to all boys and girls in the 9th, 10th, 11th, or 12th grade who are actively participating in partnership activities.

Procedures: If the spaces below are blank, the numbers were not supplied in January. Please fill in the appropriate numbers when you return this data sheet.

You stated in the January questionnaire that there were___ students involved in your partnership activities and of these, ___ were male and ___ were female. The specific number of students involved in partnership activities by grade were:

12th grade___ 11th___ 10th___ Other___

Please fill in number who complete present questionnaire:

12th grade___ 11th___ 10th___ Other___

The selection of students is perhaps the most difficult part of this study as it is necessary to obtain a representative sample of the students involved in partnership activities. It may be advisable to enlist the cooperation of the school

faculty in this portion of the study. Note: If the number of students involved in partnership activities is less than 100, please give a questionnaire to each of the students for completion. If the number of students involved in partnership activities is greater than 100, it will be necessary to compile a list of these students and to divide by 50, thus determining the interval at which these individuals are to be included in the study.

For example, if 1,000 students were involved in partnership activities in your school, you would divide by 50 to determine the interval: $20 = (1,000 \div 50)$. You would then select the name of the individual who was number 20 on the list, number 40, number 60, etc., until you have obtained the sample of 50 students. The questionnaires will then be given to those 50 selected individuals for completion. If a selected student is absent, include the next student on the list.

Should you have any questions about the distribution of these questionnaires or about the procedures, please call me at 517-489-3751, ext. 261, or 337-0887 in East Lansing, Michigan.

Thank you very much for your contribution in this study. Would you please return the completed questionnaires by May 30, 1970 to:

Francis T. Wallace
Management & Marketing Department
Lansing Community College
Lansing, Michigan 48914

MEMO A

To: (Name of Businessmen)

From: (Name of Company Executive)

Subject: Partnership Survey - Businessmen

This is to advise you that we are endorsing a study and evaluation of the partnership between business and education by Mr. Francis Wallace, a doctoral candidate in the School of Education at Michigan State University.

For the past year, Mr. Wallace has been gathering data through questionnaires, publications, and personal interviews that will examine the concerns and expectations of the participants (businessmen, school personnel, students) of partnership activities. He has developed and tested a set of questionnaires that, we hope, will provide valuable data in the area of concerns and expectations. The results of this study will be made available to you.

Because these questionnaires will be given to a limited nation-wide sample, a 100 percent response is needed from us so that the study will accurately reflect concerns and expectations we may have had when we entered into our partnership and if and how they may have changed. Please respond freely on the questionnaire as there will not be any attempt to identify the respondents or their responses.

To insure complete participation, detach and return to me the form at the bottom of the questionnaire. Please check to see that the questionnaire is completed before it is returned.

Mr. Wallace has indicated that he would like the information returned by May 30, 1970, so the results can be made available to us this summer. Your prompt response to his request will be greatly appreciated.

MEMO B

To: (Name of School Personnel)

From: (Name of School Administrator)

Subject: Partnership Survey - School Personnel

This is to advise you that we are endorsing a study and evaluation of the partnership between business and education by Mr. Francis Wallace, a doctoral candidate in the School of Education at Michigan State University.

For the past year, Mr. Wallace has been gathering data through questionnaires, publications, and personal interviews that will examine the concerns and expectations of the participants (businessmen, school personnel, students) of partnership activities. He has developed and tested a set of questionnaires that, we hope, will provide valuable data in the area of concerns and expectations. The results of this study will be made available to you.

Because these questionnaires will be given to a limited nation-wide sample, a 100 percent response is needed from us so that the study will accurately reflect concerns and expectations we may have had when we entered into our partnership and if and how they may have changed. Please respond freely on the questionnaires as there will not be any attempt to identify the respondents or their responses.

To insure complete participation, detach and return to me the form at the bottom of the questionnaire. Please check to see that the questionnaire is completed before it is returned.

Mr. Wallace has indicated that he would like the information returned by May 30, 1970, so the results can be made available to us prior to the fall term of next year. Your prompt response to his request will be greatly appreciated.