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A STUDY OF THE
FAIRFAX COUNTY PUBLIC SCHOOLS
SCHOOL/BUSINESS PARTNERSHIP


by

Judith D. Kalish

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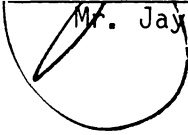
 _____
Dr. Kenneth E. Underwood
(Chairman)

 _____
Dr. Jim C. Fortune

Dr. Ronald McKeen

Dr. Wayne M. Worner

Dr. Richard Miller

 _____
Mr. Jay D. Jacobs

May, 1987

Blacksburg, Virginia

A STUDY OF THE
FAIRFAX COUNTY PUBLIC SCHOOLS
SCHOOL/BUSINESS PARTNERSHIP PROJECT

by

Judith D. Kalish

Committee Chairman: Kenneth E. Underwood
Educational Administration

(ABSTRACT)

The Fairfax County Public Schools and neighboring business/industry have perhaps one of the oldest and most satisfactory school/business partnerships in Virginia. A case study was made of the Fairfax County Public Schools School/Business Partnership to identify factors that make a partnership work and to provide information to assist a school system or business/industry interested in the establishment of a partnership.

The population for this case study research was made up of school system and business/industry persons who had first-hand knowledge of the partnership.

To begin the study a document search of the files and program was made. This document search resulted in a set of interview schedules which were then administered to the stakeholders. Data resulting from these schedules were coded and reported in narrative form.

Results indicated that commitment from top level management from both the school system and business/industry to the partnership, a project of major proportion, and a program designed in a way to permit mutual pursuit of the goals of the partners are important if the partnership is to work.

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CHAPTER 1

Introduction to the Study

Most of the area of a chain link is individual and separate from the other links. It is only a small segment which intersects and is dependent upon another link, and yet, there is the strength which holds it all together. Linkage -- the right mix of independence and interdependence . . .

(Ekizian, 1984, p. 2).

Today the economy of our country is in transition. Industrial jobs are being phased out and newer service industries are increasing. This transition will require new skills. The public schools to a large extent will be responsible for providing the skilled workers needed to fill the new jobs. If the public schools are to meet this challenge, they will need to know the future requirements of business and industry -- the way to gain this information is through linkage. Linkage between the public schools and private industry, the conditions that really are necessary, are there -- that is, two entities desiring to get together (Galinsky and Campanella, 1984, p. 6).

This transition in the economy of our country has created a growing public interest in school/business partnerships in the past few years. Part of this interest can be traced to President Ronald Reagan, by comments such as: "Let us resolve that every one of our country's public, private, and parochial schools, and community colleges, all 110,000 will form a partnership in education" (Lynch, 1984, p. 18).

The transition to newer service industries has also created an urgent challenge for America, a challenge to speed up and increase support for its education systems as they adjust to the problems of the 1980's. If these systems are to produce students with skills and knowledge necessary to succeed in the 1990's, they will need more resources than ever before. Linking business to education can be a source of many of these resources (McNett, 1982, p.31).

Lynch (1984) has written "The 'world of work' and the 'world of schooling' have been two different worlds. By linking the 'business world and the 'academic world' we can work together to create a third world" (p. 18). McNett (1982) goes on to say that education and business/industry leaders must work together to meet the challenge of educating informed consumers, production workers and responsive citizens. These partnerships are designed to meet the challenges of a changing society efficiently and economically with respect to investment of time, energy and resources (p. 33).

Most business/industry in a community depend on their schools to prepare students to live and prosper in a fast changing world and look to their schools as a source of pride. In turn, the schools look to business/industry for intellectual, emotional, physical, and financial support (Barton, 1983, p. 1).

The collective reading of these writers points out that interest exists on the part of the schools and business/industry to link together to build a partnership that is beneficial to both entities. Therefore, it appears that there is sufficient interest to justify a case study

of the Fairfax County Public Schools (FCPS) School/Business Partnership and what it takes to make a partnership work.

Statement of the Problem

This study was concerned with the FCPS School/Business Partnership and what it takes to make a school/business partnership work. The study was intended to describe the way the FCPS School/Business Partnership developed and what it takes to keep it working. There is a present need to know how to start a school/business partnership and how to keep it working once it has been started. For this study the notion that the partnership is working is defined to the degree the parties involved were enthusiastic about it.

William J. Burkholder, former superintendent of FCPS, stated in an article in Public Education in Virginia:

Without the extraordinary talent and financial support of the business community the development of the state-of-the-art laboratories for the Thomas Jefferson High School for Science and Technology would not have been possible, this is a fine example of partnership between business/industry and education (Burkholder/Jacobs/Cameron, 1985, p. 12). Other staff from FCPS concur with Mr. Burkholder.

Members of the business community have expressed similar feelings about how the partnership is working. Mel Perkins, former General Manager of AT&T Long Lines and chairman of the Superintendent's Business/Industry Advisory Council stated, "I am well pleased with the progress made by the Council in the brief period since its formation

and am confident that the business/industry community of Fairfax County will support and participate enthusiastically in partnership activities" (FCPS, 1983, January 25, Management Committee Report). Other members of the business/industry community concur with Mr. Perkins.

Purpose of the Study

The primary purpose of this study was to conduct an in-depth case study of the FCPS School/Business Partnership and to identify major factors that make a school/business partnership work. A second purpose was to provide useful information to assist school systems or businesses interested in the establishment of a school/business partnership effort.

Description of Fairfax County Public Schools

The FCPS are coterminous with the county of Fairfax, Virginia. Fairfax County is a county lying just outside and contiguous to the Washington, D.C. metropolitan area; it encompasses 399 square miles within the northern section of the state of Virginia. The population of the county is estimated at 670,200. The nation's tenth largest school system, the FCPS enrollment for 1985-86 was 126,206 students enrolled in preschool through grade 12, in 157 schools -- 116 elementary, K - 6; 19 intermediate, 7 - 8; 19 high, 9 - 12 (including the newly opened Thomas Jefferson High School for Science and Technology); 3 secondary, 7 - 12; and 19 special services centers. Employees numbered 13,373 with 7,796 of them certified employees. More than 80% of the high school graduates each year go on to some form of post-secondary education, about 60% of them to four-year

colleges and universities. Eighty-five percent of the residents have a high school diploma. Fifty percent of those over 25 years of age are college graduates (FCPS, 1985-86, "Information for Parents", pamphlet).

Increasingly, the County is becoming less dependent upon the federal government as the major direct employer, although much of its business, particularly in high technology fields, is directly or indirectly government-related (FCPS, 1983, July 18, letter to David Bergholz, Public Education Fund, from Jay D. Jacobs, FCPS).

Research Questions

This study addressed one broad research question: What does it take to make a school/business partnership work? In addition, the following secondary research questions were identified as pertinent to this study:

1. How was the decision to begin a school/business partnership made?
 - . Who was involved in the decision to begin a school/business partnership?
2. How important to FCPS was the school/business partnership at the outset?
 - . Who supported the partnership?
 - . What explains those individuals interest in the partnership?
 - . Who did not support the partnership?
 - . What explains those individuals lack of interest in the partnership?

- . How involved were the teachers at the beginning of the partnership?
 - . What has been the involvement of the teachers over the course of the partnership?
 - . What did individuals think or hope would be the future benefits of the partnership at the outset?
3. How did the components of the plan for the school/business partnership evolve?
- . What was the design of the school/business partnership at its origin?
4. Were some problems anticipated at the outset of the school/business partnership, if so, what were they?
- . To what extent were efforts taken to alleviate problems before the partnership went public?
5. What are the notable successes and weaknesses of the partnership for the schools?
- . What are the notable successes of the partnership for the schools?
 - . What are the notable successes of the partnership for business/industry?
 - . What are the notable weaknesses of the partnership for the schools?
 - . What are the notable weaknesses of the partnership for business/industry?
6. What changes would improve the partnership?

7. What are the concerns about how the partnership is working now?

Significance of the Study

This study was designed to identify major factors that make a school/business partnership work. To provide useful information to a school system or business/industry interested in the establishment of a school/business partnership was the focus of this study.

The following quotes taken from an article in the Phi Delta Kappan best describe the need for this study:

"What business does business have in the schools? Zimmerman (1987) answers "We may be sure that structural changes occurring in today's economy have something to do with it" (Justiz/Kameen, p. 380).

One of the hottest educational issues affecting business is what some see as the deteriorating quality of education and its inevitable consequences; an endangered supply of adequately educated young people for the nation's work force. Business, the biggest consumer of the products of schooling, has had trouble hiring job applicants who can read, write, and solve problems (Justiz/Kameen, 1987, p. 380).

"Business needs the schools and is growing serious about improving education" (Justiz/Kameen, 1987, p. 380).

A policy statement issued in September 1985 by the Committee for Economic Development (CED) said "to the modern corporation, good schools are essential. No successful corporation can ignore this reality" (Doyle and Levine, 1985, p. 115).

The reasons given by CED for the business community having an interest in high-quality education include: the quality of the educational system determines the quality of the work-force available to employers; the better educated the consumer, the higher his or her income and standard of living; decisions that affect corporate life, i.e. plant location, are tied to the quality of education in various areas; and education is the feedback of research, development and innovation, no corporation can succeed for long without these elements (Doyle and Levine, 1985, p. 115).

For reasons of economics and the quality of education, it was hoped this study would be of interest to both schools and business/industry.

It was further hoped that this study would succeed in raising the awareness of the school superintendent to the importance of working with business/industry for reasons other than funding sources.

Overall, the study was envisioned as contributing to the general field of understanding of the FCPS School/Business Partnership.

Definition of Terms

Case Study: a bounded context in which one is studying events, processes, and outcomes (Miles/Huberman, 1984, p. 28).

FCPS: abbreviation which refers to the Fairfax County Public Schools. In this study, the researcher has elected to use the more common abbreviation FCPS.

FAXVO: abbreviation which refers to the Fairfax County Vocational Education Foundation. In this study, the researcher has elected to use the more common abbreviation FAXVO.

Foundation: an independent, nonprofit, organization that raises funds to supplement, not supplant, school programs (Gonder, 1983, p. 14).

Partnership: broadly defined, a partnership is "an agreement between school and business representatives to a mutually acceptable set of purposes and the means for achieving such purposes" (Britt, 1985, Introduction).

Previous Superintendent: Linton Deck in office prior to 1982. This study covered the period from 1982 through 1985.

Present Superintendent: William J. Burkholder in office during 1982 through 1985, the time of the study.

New Superintendent: Robert Spillane in office 1985 to present.

Organization of the Study

This study is organized into five chapters. Chapter 1 includes the introduction, statement of the problem, purpose of the study, research questions, significance of the study, and definitions of terms.

The general literature is reviewed in Chapter Two and includes an historical review of school/business partnership and the role of vocational education in the FCPS and the Superintendent's Business/ Industry Advisory Council and the FCPS Education Foundation. Chapter Three describes the methodology of the study and limitations. Chapter Four reports and analyzes the data and Chapter Five includes the summary, conclusions and the recommendations of the study.

CHAPTER 2

Review of the Literature

The purpose of this chapter is to present a review of the literature relevant to this study of the FCPS School/Business Partnerships. The review of literature is presented in three parts. Part one: literature reviewing school/business partnerships historically, current reviews regarding school/business partnerships, specific literature about the FCPS School/Business Partnership and why the FCPS were chosen for this study. Part two: literature reviewing the Fairfax County Vocational Education Foundation, Inc. and the Fairfax County Vocational Education Advisory Council; the vocational education segment is covered in the review of the literature so that one may see how it operates in the FCPS. Part three: literature reviewing the Superintendent's Business/Industry Advisory Council and the FCPS Education Foundation.

Educating Americans for the 21st Century: a Report to the American People and the National Science Board begins by stating:

Alarming numbers of young Americans are ill-equipped to work in, contribute to, profit from and enjoy our increasingly technological society. Far too many emerge from the Nation's elementary and secondary schools with an inadequate grounding in mathematics, science and technology. As a result, they lack sufficient knowledge to acquire the training, skills and understanding that are needed today and will be even more critically needed in the 21st century (National Science Foundation, 1983, p. 1).

The National Science Board Commission report continues by saying: American business and industry are increasingly concerned about the quality of elementary and secondary schools. A majority of the new employees under 25 years of age who are hired by business are not college graduates. Business is particularly focusing on the quality of elementary and secondary education as it relates to the learning skills, problem-solving abilities and discipline of new employees entering the labor force. A number of companies are developing programs in cooperation with school systems to provide assistance in a variety of ways. Those that employ a high proportion of scientists, engineers and technicians have shown increasing interest in mathematics and science education especially at the high school level (National Science Foundation, 1983, p. 83).

The FCPS School/Business Partnership through its Education Foundation had as one of its projects the Thomas Jefferson High School for Science and Technology. This high school is a magnet school for students to study science and technology (FCPS, 1985-86, Partners in Education, pamphlet).

A number of companies such as Du Pont, Exxon, General Electric, Phillips Petroleum, Westinghouse and Xerox have had a long-standing interest in and commitment to public education as a matter of corporate responsibility. This interest is becoming more widespread. According to a recent survey by The Conference Board, over 1,000 businesses

and corporations now place public education as a "primary agenda item in their companies' public affairs programs" (National Science Foundation, 1983, p 83).

The FCPS Education Foundation lists 135 companies as contributors and states that this number is a partial list of the Foundation's supporters (FCPS, 1985-86, Partners in Education, pamphlet). The FCPS Education Foundation lists twenty-five members in its directory and the FCPS Superintendent's Business/Industry Advisory Council lists twenty-seven members in its directory (FCPS, 1985, Directory of Education Foundation and Advisory Council.)

School/Business Partnerships

Michael Timpane presented a paper, Business Has Rediscovered the Public Schools, in which he traces the history of the relationship between business and education. Historically, business involvement in education is not new. The first half of this century found most school board members to be business or professional men. It was mutually agreed by business leaders and educators that an important objective of education was to prepare students for a productive worklife (Timpane, 1985, p. 4).

The mid to late 1960's saw educational policy-making change swiftly. New issues took hold, i.e. advocates of previously neglected groups of students. In a few years the corporate influence had been eclipsed and corporate representatives withdrew from the deliberations over local educational policy. The years from the mid-1960's to the late 1970's saw business leaders as distant from the schools (Timpane, 1985, p. 3).

Business leaders during these years could be critical of public education because the postwar baby boom and women re-entering the job market gave them an ample supply of entry-level employees (Timpane, 1985, p. 4).

What has happened in recent years and is happening now is that business leaders are re-establishing connections with public education for a variety of reasons. These reasons include:

- . Fewer young people entering the labor market -- 20% fewer high school graduates in 1990 than in 1980.
- . Number of women in the labor market will not rise as swiftly in the future.
- . Skills needed in the workplace are becoming more complex.
- . Increase in worker productivity will be a key ingredient for successful competition in the global economy.
- . Employee training programs can complement, not be a substitute for an effective public education system.
- . Business leaders understand that the labor supply problem is for the most part an educational problem. The skills required in today's labor force are general rather than specific to any business or industry. Employees who can count, read, and write as well as be able to solve problems, understand people and learn new things are needed by businesses (Timpane, 1985, p. 4).

Concerns for the future workforce have created renewed interest in education by the corporate world. Business people understand that education is fundamental to developing thoughtful and skillful

citizens. The local level businesses benefit from a community that is seen having a strong public school system, "a good place to do business" (Timpane, 1985, p. 5).

Real as the interests in education by business/industry have been, they still did not place education high on the list of corporate priorities in the recent past. Education was not on the agenda of corporate executives, instead it was assigned to personnel or community relations departments. The demands of the labor market and the economy have been the factors that have caused corporate executives to reconsider the role they play with the educational community. Business leaders began slowly over the past few years to increase assistance to the schools and to begin strengthening the ties with education. Slowly, the suspicious education community has begun to respond to the new business involvement. Once educators were aware that business sought general skills, and the ability to grow, change, and to learn, the same goals as education held for its students, were educators able to gradually discard their stereotypes of business people (Timpane, 1985, p. 4).

Initially, two kinds of activities were seen by the new business/education relationship. One was communication and collaboration and the other, helping-hand activities. Business involvement soon became more substantial, an example being the adopt-a-school programs. The awarding of competitive grants by business for school improvement projects is an example of the type of assistance provided presently by business to education. Timpane concludes by saying:

The future holds many questions regarding corporate

involvement in education policy and practice. The idea of business helping to secure additional funds to finance the new agenda of educational excellence is an issue to be studied closely by both business people and educators. Education's best choice appears to be to work with and accept business people in the shaping and support of the public schools (Timpane, 1985, p. 5).

Wilson and Rossman, (1986) tell us, "the best schools today tend to open themselves to business/industry by forging creative links. Collaborative links with business/industry strengthen the technical aspects of the school. An enormous pool of expertise is represented by business and industry, school personnel can tap this resource. The resources of a school can multiply by linkage with business/industry at no cost to the school and program improvement can be the result (p. 109).

Seeley, in his book Education Through Partnership, talks about genuine partnership being driven by people who see the relationship with one another in terms of service delivery, of "provider" and "client," of "professionals" and "target populations." He goes on to say that the chief characteristic of partnership is common effort toward common goals. Partners help one another, but none is ever a client, the relationship is mutual (Seeley, 1985, p. 65).

Ernest Boyer, (1985) in a report on secondary education in America states: "The private sector has a significant role to play in the support of education. Schools need the help of business; business

needs the schools. The quality of work is linked to the quality of education" (p. 18). Let's take a look at specific suggestions from Boyer: (1985)

. First, business can work with students who are educationally disadvantaged.

. Second, businesses can help gifted students, especially in science and mathematics, and the new technologies.

. Third, businesses can help teachers in a variety of ways, i.e., providing teacher grants, fellowships and summer employment.

. Fourth, businesses can provide connections to work by helping students take the step from school to work, i.e., corporate officials meet with students to discuss employment requirements, working conditions, and job expectations.

. Fifth, businesses can assist school administrators in their capacity as both manager and leader (p. 18).

One may ask what lessons can be learned as a result of a school/business partnership? Boyer (1985) responds by providing four key principles that emerged after reviewing several dozen school/business partnerships. The four principles:

1. Business should enrich the school program, not control it.
2. Goals should be realistic.
3. Businesses and schools should do what each can do best. A clean division of labor should be established.

4. The spirit of cooperation should be rooted in mutual respect (p. 18).

The preceding strategies and principles lead into the final and most basic question for educators: Will public education retain its integrity in the education of coming generations if the interest of business in education continues to grow as dramatically as present trends suggest? To date, business leaders have suggested broad rather than specific education strategies. Along with this growing trend of business interest in education is that it is happening at a time when educators are not in a position to refuse aid from any source. So far, educators have accepted the new interest and political support of business leaders and have not found the price too high (Timpane, 1985, p. 6).

Timpane (1985) concludes that education's best alternative is to accept and work with business zestfully. Business people do not know how to best educate young people, and are convinced that educators must be relied on to do this job for society. Business is equally convinced that educating young people can be improved by the involvement of a broad public, including business people (p. 6).

Phi Delta Kappan, in its publication School and Business Partnerships, notes the following statistics that support Timpane's suggestion that education should work with business zestfully. In 1984, a U.S. Department of Education survey of all school districts reports 2000 + districts with formal partnerships involving 46,000 sponsors. From the corporate side, two out of three major companies responding to a national survey reported assisting schools by providing

equipment, study materials, and loaned facilities; about 60% loaned their executives to serve as classroom teachers, consultants and program developers (Britt, 1985, p. Introduction).

Jay D. Jacobs, FCPS, responded to a survey of school/business cooperative activities conducted by Linda Britt, (1985) Virginia Polytechnic Institute and State University. See Appendix A for the Survey of School/Business Cooperative Activities. In summary, the FCPS School/Business Partnership showed activity at each level covered by the Britt survey: types of cooperation with the schools/business include: Adopt-A-School Partnership and other cooperative relationships; FCPS School/Business Partnership has the Superintendent's Business/Industry Advisory Council to administer any cooperative activities between the schools and business; the FCPS School Business Partnership has its own educational foundation; a few examples of the types of business/industry represented in the FCPS School/Business Partnership include: banking, real estate, construction, manufacturing (machinery), transportation and retail trade; and the FCPS School/Business Partnership has a person on the school division central administration staff to act as a coordinator for business/industrial relations (FCPS, VPI/SU Survey of School/Business Cooperative Activities, file, FCPS).

The zest with which education and business are approaching one another is evident by the broad range of school/business partnerships that are at work across the country. President Reagan proclaimed 1983-84 the National Year of Partnerships in Education in recognition

of the cooperative activities already in progress (Britt, 1985, p. Introduction).

School and business interdependence is evident by the increasing number of articles appearing in local newspapers, journals and other written work. Following are some examples:

. Barton (1983):

Education is basic to the future of our democracy, the success of our economy, and the viability of our national defense. For school administrators an established partnership is an act of leadership. Those partnerships build understanding and support. Partnerships can happen in any size school district, with any size company (p. 1).

. Bradford and Kreamer (1984):

Education is the mutual responsibility of all sectors of the business/industry community (p.3).

. Jacobs (1984) tells us:

Schools gain a strong support group, additional resources and greater technical expertise through partnerships. Business, on the other hand, gains public relations, tax benefits, and better entry-level employees (p. 16).

Otterbourg (1986) suggests that the structure of the partnership should be adapted to the individual program needs. She suggests possible partnership formats that include: Adopt-A-School; foundations, alliances or committees that report to a governing council; volunteer

programs and clearinghouses (p. 90). Staffing the partnership, the structure may include: the management team that consists of a director-coordinator-program administrator, these are possible titles for the leader of the partnership; secretarial staff; school site staff (to include the principal, supervisors, teachers, and aides; a school advisory council, a support tool for the partnership at the school site; consultants; and the superintendent, Board of Education and central office administrators (p. 115).

Additional references from the literature review that described the components of school/business partnerships include the work done by the Energy Source Education Council. In early 1980 a group of interested representatives from education and the energy industry met to launch a national effort to better educate students about energy. The group formed a nonprofit education-industry partnership, later incorporated as the Energy Source Education Council (Sullivan, 1986, p. 15).

The opportunities for a variety of partnerships exists, a school/university partnership that offers teachers staff development opportunities is only one way to provide the teachers a "full intellectual partnership." Helping teachers develop the habit of professional inquiry as a means of increasing their institutional effectiveness is a way to emphasize the process of change through a university partnership (Parkay, 1986, p. 389).

Recent education-related bills in the 100th Congress include School-Business Partnerships. Senator Alan Cranston, Democrat of California, has proposed a \$30 million federal program to promote

cooperative agreements between local schools and private businesses. The bill, S.8., is aimed at encouraging companies to assist educationally disadvantaged children and enhance career awareness among students" (Crawford, 1987, p. 15).

Based on current literature, there is much interest and activity surrounding the school/business partnership in a school system and little information on how to develop or improve a partnership.

The literature review consistently referred to the various functions of a school/business partnership. The Kentucky Partnership formed a foundation, the Energy Source Education Council formed an advisory committee. Foundations and advisory committees or councils appeared throughout the literature (McDonald, 1986, p. 752), as part of the school/business partnership. The literature, however, did not provide information about establishing a partnership or how to add to or improve an existing partnership. The FCPS School/Business Partnership has many of these cooperative activities in progress that could be used to assist a school system or business interested in a school/business partnership.

It is for this reason that a study of the Fairfax County Public Schools (FCPS) School/Business Partnership has been undertaken for this research. The Fairfax County Public Schools were chosen for this study because Fairfax County endorses and encourages the development of multi-faceted partnerships. Partnerships that are mutually beneficial to all business/industry are encouraged to contribute skills and resources to assist the district in achieving its (the district's) goals and objectives. Initiation of partnerships

that support the successful implementation of the districts goals and objectives is the responsibility of the Office of Governmental, Business and Industrial Relations in the FCPS. The superintendent's office assumes the responsibility for supporting and monitoring the partnership system. The formation of the Superintendent's Business/Industry Advisory Council in November, 1982 provides a business/industry perspective for the superintendent and promotes partnership projects. By being in place in Fairfax County, this Advisory Council endorses the need of support from "the top." The Fairfax County Public Schools Education Foundation, Inc. was incorporated in May 1983 to raise funds and hard assets to support programs and projects (FCPS, 1984, pamphlet).

The Superintendent's Business/Industry Advisory Council, the FCPS Educational Foundation, Inc., the multi-faceted partnerships and the Office of Governmental, Business and Industrial Relations are all in place in the FCPS, thus creating a wide variety of activities and projects to study.

The variety of partnership projects available in FCPS allow a school system new to the idea of a partnership project a choice as well as a plan to follow in implementing a partnership project in their school system. Fairfax County has in place a central office person to direct and support partnership activities. Fairfax County sets measurable goals and objectives for the partnership program. Fairfax County clarifies expectations by outlining the role the partnership should play in implementing the district's goals and objectives (FCPS, 1983, December 15, School Board Agenda Item -- No. III B).

Vocational Education in Fairfax County Public Schools

Historically, vocational education started out as a collaborative venture among the National Association of Manufacturers, the AFL-CIO, and reform-minded educators. They combined forces to get the Smith-Hodges Act passed in 1917 (Barton, 1983, p. 36).

Vocational education, because of its size, has the most extensive involvement with employers of any sector of public education. The most prevalent form of participation is through the 30,000 to 40,000 employer advisory committees to vocational education at the national, state and local levels. In recent years new kinds of partnerships have been established in the areas of equipment donation, joint development of curriculum, occupational information, and on-site work and learning experiences (Barton, 1983, p. 26).

The vocational education program in the FCPS first became involved in a cooperative venture with the business and industrial community in 1922. This linkage began with vocational agriculture when students were released from schools to work at feed stores and on the farms. The mid-40's saw the vocation office training and distributive education programs expand this cooperative educational activity. The community became a workplace early for the FCPS students, and the school system has continued to depend on business and industry for cooperative ventures (FCPS Vocational Education, 1983-84, p. 1).

In 1970, the FCPS established the Fairfax County Vocational Education (FAXVO), a nonprofit Virginia corporation that, in collaboration with the Fairfax County school board, was formed for the purpose of assisting the school board with vocational education

in secondary schools. "The Foundation is financially independent of the school system, and relies primarily upon donations of time, services and money from the community. The school system provides administrative and supervisory personnel as well as instructional personnel to the students" (FAXVO, Inc., 1984, p. 1).

FAXVO was established in 1970. Since that time, the construction students have built five homes and seven commercial buildings, worked on renovation projects as well as landscape design and implementation. The retail students operate a store in the Springfield Mall called "The Marketplace." Students receive firsthand experience in retailing at the store (FAXVO, Inc., 1984, p. 1).

"The Fairfax County Vocational Education Foundation is probably the first foundation formed to work with a school system as a separate entity to enhance vocational education" (FAXVO, Inc., 1984, p. 1).

The following steps were followed by FAXVO when forming the foundation (FAXVO, Inc., 1984, p. 3):

The first step -- is the foundation willing to enter any field of vocational education where a need exists.

To develop on-the-job programs such as doing farming in the Midwest, forestry management in the Northeast, auto repair in the inner city to electronic assembly in a suburb, are the least expensive ways to teach students the necessary skills for the job. These examples are combined with their academic courses. Students who follow this type of program are entering the job market with two or three years' experience from the program. They tend to be promoted more quickly

than a student entering the same job with less experience (FAXVO, Inc., 1984, p. 3).

FAXVO has an outstanding postgraduate job placement rate. "More than 89 percent of the students in the programs are hired into the building trades. Three years later, 70 percent of those students still work in that vocation" (FAXVO, Inc., 1984, p. 3).

When forming an educational foundation, the importance of beginning with a committed board of directors is all-important. Goals will not be achieved without the board's dedication (FAXVO, Inc., 1984, p. 4).

The second step is the selection of a capable board to do this. Contact professional trade associations for a representative in each area.

Following are a few suggestions that might be contacted for representatives: -

- American Bankers Association
- American Bar Association
- American Institute of Architects
- Associated Builders and Contractors
- Chamber of Commerce
- Landscape Contractors Association
- National Association of Realtors
- Public Relations Society of America

The local chapter of the above suggested representatives may be contacted for a representative and usually the person suggested

by the association is nominated to the board even though the school superintendent makes the final board selections.

Following selection of a board, it is important that the prospective member be made aware of the time commitment that is required. Two years is the stated term, but is not a limit. In Fairfax County, members may stay on the board for several years. The projects undertaken are generally long-term and continuity is very important.

Other suggestions that help select capable board members include:

- . Members should be civic-minded residents, willing to volunteer their services.
- . Members should be active in business and professional organizations.

To find these types of members, those establishing the foundation should go to the appropriate associations for their nominees for the board of directors (FAXVO, Inc., 1984, p. 6).

FAXVO selected the organizations that can contribute the most to the retail and construction programs. "As other vocational education programs are added, additional board members will be selected for their expertise" (FAXVO, Inc., 1984, p. 6).

The board is now ready to select officers. They are elected annually by the board of directors and include:

- . President
- . First vice-president
- . Second vice-president
- . Treasurer
- . Executive Secretary

When the officers have been selected the foundation standing committee chairpersons are appointed. These standing committees are:

- . Budget and Finance
- . Fundraising
- . Insurance
- . Public Relations

The effectiveness of these standing committees will determine the success of the foundation. To assist in making the standing committees effective, their purpose, activities and function should be clearly stated (FAXVO, Inc., p. 27).

The third step is to gain financial support from the very beginning when organizing an educational foundation.

Projects have little chance of getting off the ground if there is not substantial capital as seed money. Look at a foundation as any other business, the right combination of capital and people are the ingredients required to make it work (FAXVO, Inc., p. 7).

Following are a few ideas regarding raising money for the foundation:

- . Private donations, money donations, all board members should be involved in fundraising, using both professional and personal contacts, being careful that those contacted have some interest in vocational education.
- . Materials and Services may be donated by supply companies, or sold at cost to the foundation.

Board members and other interested individuals can help with these acquisitions.

- . Bank Loans, use the help of the bankers association to speed up the process of acquiring a bank loan, most projects will require bank financing until capital has accumulated.
- . Cash Flow, the sale of projects produces the cash flow. This requires time and the firm establishment of both the foundation and the projects. An example would be housing projects, savings and loan associations will be important participants in the foundation activities by providing mortgage financing.

Private contributions made to the foundation will provide the "seed" money it takes to go after the other capital. Financial support in this manner is a very good example of private sector initiative (FAXVO, Inc., 1984, p. 7).

The fourth and final step is that once the foundation has been organized, it is most important that a public relations program be formed.

The community's support will come from an awareness of who you are and increased funding can be a result (FAXVO, Inc., 1984, p. 9).

The program should be run by a practitioner in public relations. Following are suggestions to follow when organizing a public relations program:

1. Establish a committee, a public relations trained person should head this committee.

2. Set goals and objectives, what do you need from this program?
3. Determine the audience: school board members, political leaders, community leaders, business community leaders, general public and unions.
4. These audiences must be reached by the committee members and their contacts. Direct mail or personal contact are methods used to do this task.
5. People contacted by the committee need to be given information they can accept and understand about the program.
6. Once the foundation has been formed and an event is planned, i.e. a groundbreaking, the general public is informed through the mass media serving that particular community. It is equally important to invite television, newspapers, and radio to the event.
7. Thank you letters are important, all people who donate materials and services should receive a thank you from the committee.
8. Ongoing communications is critical to increasing interest in and awareness of your plans and projects (FAXVO, Inc., 1984, p.9).

The steps reviewed were used by the FCPS when FAXVO was established.

Keys to a successful foundation include an informed public and

a good public image (FAXVO, Inc., 1984, p. 9). See Appendix A for a foundation checklist and Appendix B for the organizational structure of FAXVO.

Superintendent's Business/Industry Advisory Council and
the Fairfax County Public Schools Education Foundation

Historically, the public schools of Fairfax County have welcomed the challenge to be major contributors to the growth of Fairfax County. FCPS recognize the need to enlist assistance from all facets of the community to meet this challenge (FCPS, 1983-84, History and Profile of the FCPS Education Foundation, Inc. p.1).

Central to the unified community effort to meet all these needs in the most timely and cost-effective manner is the partnership between the public schools and the business/industry community. The school system identified the broadening of education and business/industry cooperation as an objective for fiscal year 1983. To meet this particular objective, the Superintendent began exploring during the fall of 1982 the possibility of establishing a working advisory body that would assist him in identifying potential areas of cooperation and assistance between the school system and the business and industrial community in Fairfax County (FCPS, 1983-84, History and Profile of the FCPS Educational Foundation, Inc. p. 1).

Selected business and industry leaders were invited to join the Superintendent, School Board members, and representatives of the County government for an initial meeting on November 10, 1982, to discuss potential involvement as a member of an advisory body representing the business community. As a result of this meeting, the Fairfax

County Public Schools Superintendent's Business/Industry Advisory Council was established (FCPS, 1983-84, History and Profile of the FCPS Educational Foundation, Inc. p. 1). The Council represents the business/industry perspective and serves as a nucleus for initiating, promoting, and supporting partnership efforts with the school system (FCPS, 1983, December 15, p. 2).

The primary mission of the Business/Industry Advisory Council is to promote programs which:

- . Assist students in achieving competencies and skills which are conducive to further education and/or employment.
- . Contribute in an advisory capacity to the effective and efficient management of FCPS.
- . Assist the teaching staff to improve skills and awareness of employment opportunities within the business community (FCPS, 1983, December 15, p. 2).

The Council's role is to represent the interests of the business community to the school administration and to provide a way through which the school division can express its needs to the business community. The Council and the school administration jointly identify areas of common interest which offer favorable prospects for use within the school division.

Implementation of appropriate programs follows the identification of the areas of interest. The Council's role requires that its members understand school goals and programs and can relate them to the needs

of business. More importantly, the Council's role requires that Council members actively support designated programs with funding and the commitment of other resources (FCPS, 1983, December 15, p. 2).

FCPS Business/Industry partnership projects have focused on four major areas:

- . Sharing resources for professional training;
- . Lobbying at state and local levels for the improvement of instruction;
- . Sharing expertise in management and technology to improve school system efficiency;
- . Establishing a school foundation to fund innovative projects (FCPS, 1983, December 15, p. 2).

During the initial meeting of the newly formed Business/Industry Advisory Council, the council membership established several working committees. An example of one of these committees is the Finance Committee. The purpose of the Finance Committee is to represent the financial interests of the Council and to establish a tax-exempt foundation that acts as the fiduciary agent of the Council to receive donations of funds and hard assets in order to meet particular needs of the school system as identified by the Superintendent. Subsequently, formal by-laws were drawn up which provide for a Board of Trustees to govern the activities of the Foundation. The trustees number not fewer than 3 nor more than 30. They are selected from senior members of the business community in Fairfax County. The Superintendent of FCPS serves as a trustee. The trustees serve without pay. Officers of the Foundation are selected from the trustees of this group, and

include a President, Vice President, Secretary and Treasurer. The Foundation's fiscal year extends from July 1 through June 30 of each year (FCPS, 1983-84, History and Profile of the FCPS Education Foundation, Inc.).

On September 20, 1983 the Foundation held a kick-off breakfast to begin its fund-raising activities. Guest speakers included the two Congressmen representing the area. Forty business leaders from Fairfax County attended this kick-off breakfast meeting, and initial commitments to the Foundation from this group of attendees indicated that the Foundation in its first year of serving the FCPS should be able to raise close to \$100,000 in cash and hard assets. The Foundation's philosophy is to channel and coordinate all donations from business to the school system. To support this philosophy, the trustees underwrite the administrative costs of the Foundation (FCPS, 1983-84, History and Profile of the FCPS Education Foundation, Inc. p. 2).

For the Foundation to develop and accomplish its goal of financial support for the FCPS, fund-raising activities will include approximately three breakfast meetings each year that will be open to an expanding group of business leaders from Fairfax County. A publicity campaign to familiarize all of the business community as well as private citizens of the county with the Foundation's purpose of raising funds and hard assets will be another activity aimed at gaining support for the Foundation's fund-raising activities (FCPS, 1983-84, History and Profile of the FCPS Education Foundation, Inc. p. 2). See Appendix C for an organization chart of the Superintendent's Business/Industry Advisory

Council and the Fairfax County Public Schools Education Foundation. See Appendix D for the Articles of Incorporation of the FCPS Education Foundation, Inc.

Robert LaRose, President and CEO of Advanced Technology, Inc. and President of the FCPS Education Foundation has said, "Tomorrow's work force is in today's classrooms; the skills that these students develop and the attitudes toward work that they acquire will help determine the future performance of our businesses" (FCPS, 1985-86, Partners in Education, pamphlet).

Summary

At a time when educators are not in a position to refuse aid from any source, the growing trend of business interest in education is timely (Timpane, 1985, p. 6).

The literature review for this study was developed from an educational perspective. The major factors for a school/business partnership to work require top level administrative support from both parties, the school system and business/industry. Top level support permits decision making and commitment of funds, if needed, to take place promptly. Satisfaction with and duration of the partnership are factors both parties referred to as why the partnership was working. The expectation that the partnership will continue to foster major projects is important to the school system and business/industry if the partnership is to continue working.

Chapter 3 will describe the methodology used for this study.

CHAPTER 3

Methodology

This was a case study of the FCPS School/Business Partnership. The analysis used in this study will appear in words rather than numbers. The purpose of the study was to conduct an in-depth case study of the FCPS School/Business Partnership.

The techniques used for this study included document collection and analysis; both informal and structured interviews with informants were conducted. The researcher used an interview protocol during the interviews which included the research questions. The research included content analysis of FCPS documents about the school/business partnership in concert with the literature previously reported. Interaction with Dr. Margaret Eisenhardt, an individual with ethnographic (case study) experience, reviewed and assisted in writing the research questions to avoid bias in the interview and data collection process. The questions were then asked of individuals involved with the partnership in the school system and in business/industry. These individuals reviewed the questions to verify their importance to the research.

The document search was conducted in the Office of Governmental, Business and Industrial Relations in the FCPS, this office is the clearinghouse for central office/school and business/industry contacts (FCPS, 1983, December 16, Superintendent's Business/Industry Advisory Council, internal memo p. 2). Additional materials were gathered from the offices of the American Association of School Administrators,

(AASA), the National School Boards Association, (NSBA), the Library of Congress and the United States (U.S.) Chamber of Commerce. Documents which appeared relevant were reviewed, copied and filed by subject area. It was from the document search that individuals were identified as key informants to be interviewed.

The preliminary interviews were by design informal. These took place in hallways, on sidewalks, or in empty conference rooms; all yielded useful background information. The structured interviews followed the principle research questions and were held in the offices of the informants or at mutually agreed upon locations.

Description of the Population Used for the Study

The population used for this study consisted of individuals involved in the FCPS School/Business Partnership project, Fairfax County, Virginia. All individuals were actively involved participants during some phases of the FCPS School/Business Partnership Project. The majority of individuals had been members of the original Superintendent's School/Business Advisory Council.

The Selection of the FCPS for the Study

The FCPS system was selected for this study for a number of reasons. First, this school system had a variety of activities embodying partnership efforts which were a result of private sector and public school collaborations. The following list of activities was identified as part of the FCPS School/Business Partnership:

- . Advisory Committees

Superintendent's Business/Industry

Advisory Council

Vocational Education Advisory Council

- . Resource Sharing
- . FCPS Educational Foundation, Inc.
- . FCPS Vocational Education Foundation
- . Involvement with the Fairfax County

Chamber of Commerce

A buttress for selecting the FCPS for investigation was found in the literature review. The review of the literature revealed that of the above listed activities, the advisory committee, foundations, and the Chamber of Commerce were the most frequently cited. The FCPS School/Business Partnership had these components, which further increased that programs selection for study. In addition, these activities which were frequently cited in the literature and were a part of the FCPS School/Business partnership, were by reputation, extensive and functioning well in the FCPS (Britt, L., 1985, March 21, letter to Jay D. Jacobs, FCPS).

Additional reasons for selecting the FCPS for this study included: The researcher was accepted at first asking, this was the researcher's first choice and permitted access to the data needed when requested. Accessibility to both FCPS and business/industry were all part of the selection of FCPS for the study.

Sources of Evidence

Document Collection

While many useful source materials and informative background pieces were gathered at educational association head-quarters (i.e.

AASA, NSBA, etc.) and local libraries (i.e. Library of Congress) as well as the U.S. Chamber of Commerce, the primary sources for this study consisted of materials gathered at the FCPS Office of Governmental, Business and Industrial Relations.

Arrangements were made for examining the files of the FCPS Office of Governmental, Business and Industrial Relations through Mr. Jay D. Jacobs, FCPS Area Superintendent.

The different sources of evidence used for this study included documentation and interviews (Yin, 1984, p. 79).

. Documentation --

- . Letters, memoranda and other communiques;
- . Agendas, announcements and minutes of meetings, and other written reports of events;
- . Administrative documents -- proposals, progress reports, and other internal documents;
- . Newsclippings and other articles appearing in the mass media.

Judging from the concise and neat condition of the files, the researcher believes that the files may have been edited, however, the files were complete enough to generate the research questions that were used for the study.

The documents were reviewed, notes taken and copies made when appropriate of all information available during the time period from November, 1982 through May, 1985. The documents collected by the

researcher were filed according to topic and guided the formation of informants selected.

According to Yin, the most important use of documents is to corroborate and augment evidence from other sources. Yin points out that documents provide three main uses: first, documents are helpful in verifying the correct spellings and titles or names of organizations that have been mentioned in an interview; second, documents can provide other specific details to corroborate information from other sources; and third, inferences can be made from documents (Yin, 1984, p. 80).

Selection of Informants

The criteria established by Spradley for locating good informants were used for this study. The criteria included: each informant had at least five years of full-time/part-time involvement with the phenomenon under study; each informant had several years of informal experience as well as the ability to do things automatically from years of practice; and each had first-hand and expert knowledge as well as current and/or initial involvement with the cultural scene (Spradley, 1979, p. 49). With Spradley's criteria in mind, informant selection was accomplished in three phases.

First, the researcher made telephone contact with Mr. Jay D. Jacobs, FCPS Area I Superintendent, the initial contact person the researcher met regarding the study. Mr. Jacobs was asked how to best gain access to the key informants, once the selection process had been established. His recommendation was to contact each of the key informants by telephone, introduce the study to them and make arrangements for the interview meeting place, time and date.

This recommendation was followed.

Phase One:

The informants' names were selected, initially, as a result of a systematic review of the FCPS School/Business Partnership files. This review took place in the Office of Governmental, Business and Industrial Relations. The names of key informants were determined by first listing those names that continually appeared (a minimum of eight to ten times) in documents involving partnership activities. The types of documents used included letters, memoranda, agendas and minutes of meetings, articles appearing in newsclippings and mass media about the FCPS School/Business Partnership.

The second step used in the key informant selection process took place during the informal interviews. Names of persons that were mentioned repeatedly during informal discussions with people having first-hand knowledge about the FCPS School/Business Partnership were listed. The two sets of lists, one set from the documents and one set from the informal interviews, were matched. The names that appeared on both sets of lists a minimum of five times were listed as key informants.

Phase Two:

The list of key informants was reviewed by William J. Burkholder, FCPS Division Superintendent during the time under study, and Jay D. Jacobs, FCPS Assistant Superintendent during the time under study. The review sessions with Mr. Burkholder and Mr. Jacobs were held separately and they concurred that the list was accurate. The names on the list were those of people having first-hand knowledge about the

FCPS School/Business Partnership project. It is interesting to note that the informants consistently made use of "we did" rather than "I did" when describing their involvement with the FCPS School/Business Partnership. "We decided we could make the partnership work, we felt ownership," were expressions frequently heard from the informants during the interview process. One name fitting the criteria for a key informant, Mr. Lynford E. Kautz, was added at this time. The majority of names appearing on the list had attended the November 10, 1982 initial meeting of the newly-formed Superintendent's Business/Industry Advisory Council. Invitations for breakfast had been extended to selected Fairfax County business/industry leaders from FCPS Superintendent William Burkholder. The invitation requested their involvement as a member of an advisory body representing the business community. For example, initial phase participants included the:

- . First chairman of the Superintendent's Business/Industry Advisory Council
- . First co-director of the Board of Trustees of the FCPS Education Foundation, Inc.
- . First person retained by FCPS to pursue fund raising activities for the Educational Foundation, Inc.
- . Key people in FCPS responsible for encouraging the school/business partnership project.
- . Key people in the business community that supported the FCPS move toward active

involvement with the business community of
of Fairfax County.

Phase Three:

In addition to the steps taken in phases one and two, a third "reinforcing" phase was added. This phase was added to insure that all the involved individuals had been identified.

At the end of each key informant interview the researcher requested the names of other people who fell within the established criteria who might be useful to the study. Using this technique, one additional name was added to the list of key informants, that was E. Donald Stack.

Following is the list of names selected as key informants:

Representing the FCPS:

1. William J. Burkholder, FCPS Division Superintendent during the time under study.
2. Bernard J. Cameron, FCPS Director of Government, Business and Industrial Relations.
3. Mary Collier, FCPS School Board Chairman.
4. Jay D. Jacobs, FCPS Area Superintendent.
5. Lynford E. Kautz, FCPS Education Foundation, Inc., Executive Director.
6. Bernadette O'Leary, former FCPS Education Foundation, Inc., Administrator.
7. Nancy J. Turner, former FCPS Business/Industry Liaison.

Representing Business/Industry in Fairfax County:

1. William Bestimt, past president of the Fairfax County Chamber of Commerce, co-chairman of the FCPS Superintendent's Business/Industry Advisory Council. President of Bestimt Custom Construction, Inc., Fairfax, Virginia.
2. Anthony H. Blackstone, Co-Director, FCPS Education Foundation, Inc. Assistant to the President and Chief of Staff, Advanced Technology, Reston, Virginia.
3. John T. Hazel, Jr., Initial Board of Trustees member of the FCPS Education Foundation, Inc. Partner, Hazel/Peterson Companies, Fairfax, Virginia.
4. Melvin Perkins, former Chairman of Superintendent's Business/Industry Advisory Council. General Manager (AT&T Long Lines). Oakton, Virginia.
5. Suzanne Petchulli, an original member of the FCPS Superintendent's Business/Industry Advisory Council. Past president of the Fairfax County Chamber of Commerce. Vice-President of Mt. Vernon Realty, Vienna, Virginia.
6. E. Donald Stack, an original member of the FCPS Superintendent's Business/Industry Advisory Council. Division Manager, Public Relations, AT&T, Oakton, Virginia.
7. Earle Williams, an original member of Superintendent's Business/Industry Advisory Council. President BDM International, McClean, Virginia.

The list of key informants to be interviewed were largely

administrators whose enthusiasm for the partnership was high. People who might have objected to the partnership were at different levels within the school system and business/industry than those interviewed: as a consequence, this could be judged a limitation of the study. The phases followed for informant selection did not provide any names other than those at the top administrative levels of the school system and business/industry to be interviewed as key informants.

Appendix F shows the stages of research leading to the informant interviews. Appendix G displays the role of each key informant in the FCPS School/Business Partnership.

Interview Protocol

Spradley (1979) points out that it is best to think of case study interviews as a series of friendly conversations into which the researcher slowly introduces new elements to assist informants to respond as informants (p. 60). Friendly conversations include the following types of ethnographic questions:

1. Descriptive questions, i.e. "Could you tell me what you do as the Director of Governmental, Business and Industrial Relations?"
2. Structural questions, i.e., "What are all the different kinds of partnerships that exist in the Fairfax County Public Schools?"
3. Contrast questions, i.e., "What's the difference between a high school partnership with business/industry and an elementary school partnership with business/industry" (p. 60)?

These types of questions were used to conduct the interviews. Investigative questions were not used during the interviews with

informants. The research questions were not intended to use this type of questioning technique. The purpose of the study was to describe the relationship and evolution of the program. Seven research questions were identified with a series of secondary questions. These research questions were framed according to Spradley's basic case study types and then were used to guide the interviews. The research questions follow along with the interview protocol the researcher designed to be used during the interview process. The interviews with the key informants took approximately one hour each to complete.

Interview Protocol
Directions Designed to be
Used During the Interview Process

The researcher followed this interview protocol with each key informant prior to the interview:

- . Telephone calls were made to set the date, time and place for the interview. At this time the informant was asked to plan on approximately one hour for the interview.
- . Reviewed, briefly, the research project.
- . Mailed a set of the interview/research questions to the informant in advance of the interview, if requested.

The protocol followed during the interview included:

- . A brief review of the research project, if needed.
- . A brief biographic sketch of the researcher was given, as needed.
- . Request for permission to tape record the interview was made.
- . Request for permission to quote the informant.

- . Request for supporting documentation (i.e., memos, etc., things not in the files).
- . Request for follow-up contact, if needed.

Using the research questions and interview protocol helped focus the interviews which were of an open-ended nature in this study.

The researcher transcribed/listened to the content of the tapes, writing the answers given by the informant to each research question as asked during the interview. Information not covered by the research questions was listed separately and used for conclusion drawing evidence.

Analysis

The data were analyzed qualitatively, meaning that words rather than numbers were used for analysis. Content analysis of the documents and interviews looked for patterns and themes to be reflected in both areas (Spradley, 1979, p. 94). These patterns and themes were categorized according to the research questions. The analysis consists of data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process of selecting, simplifying and transforming the "raw" data when it appears in written-up field notes. The most frequent form of display for qualitative data in the past has been the narrative text (Miles/Huberman, 1984, p. 21).

In this study, a summary table was used interspersed with the narrative text. This was selected as the most systematic way to report and display the data.

The concerns of reliability and validity were addressed through the testing of reproducibility of results and through the use of

triangularization. An external analyst was used to show at various points of this study that the researcher's conclusions could be arrived at by an independent analyst. Gerald M. Eads II, Ph.D., research analyst for the Virginia Department of Education and independent researcher, investigated research questions 1 and 3 by reading the research question, reviewing the documents and transcripts used by the researcher, and generating a set of findings. The findings of Eads were congruent with those of the researcher. Triangularization was used in two ways. First results were found only if more than one data source indicated the findings. Second, triangularization was used to show consistency between the ideas generated and the conditions reported (Le Compte/Goetz, 1982, pp. 35-43).

Intercodes agreement was gained by the use of a numbering system for informants from FCPS and business/industry that was consistent throughout, i.e. the number 1 informant representing FCPS is the same informant on each chart, narrative text and research question.

Limitations

As suggested by the title, the study was limited to the FCPS School/Business Partnership, Fairfax County, Virginia, through 1985.

The Fairfax County Vocational Education Foundation (FAXVO) was considered outside of this study of the FCPS School/Business Partnership. FAXVO is not under the direction of the Office of Governmental, Business and Industrial Relations in the FCPS, which is the office that is responsible for the FCPS School/Business Partnership under study.

Summary

Chapter Three was designed to provide a detailed description of the methodology used to obtain data required to answer the research questions. The techniques used for this study were described with explanations of the document collection and initial selection of key informants as well as the process used for the informal and structured interviews. A description of the informants who participated in the study was provided.

All findings reported in Chapter Four were the result of findings that had complete triangularization in data sources. Any findings that had a single element of disagreement were retraced by the researcher to resolve uncertainty. Findings with no element of disagreement were not reported.

Chapter Four is displayed in two parts: Part I lists the research questions asked of the FCPS informants and their response to each question. Part II lists the research questions asked of business/industry informants and their responses to the question.

Chapter 4

Presentation of Data

The purpose of this chapter is to display information systematically to the reader. The analysis is presented in practical summary tables and descriptive text (Miles/Huberman, 1984, p. 79).

Findings for Each Research Question

This chapter also presents the seven research questions using a summary table format to address the statements made by the informant during the interview with the researcher.

The statements made by the informants were summarized and appear on the left side of each summary table. These statements represent the responses that were given consistently by the FCPS informants and the business/industry informants during the interviews.

The code list developed for key informants remains constant throughout the data presentation, i.e., key informant 1 for FCPS is the same key informant across all summary tables. The same method for key informant identification was used for the business/industry informants. The code list for key informants is found in Appendix H. Some informants responded with more than one response to a given question, consequently, there are more responses to some questions than there are informants.

Descriptive text is used for each research question, followed by a summary table. The descriptive text represents the outcomes of the interviews with the key informants. Numeric comparisons are used to explain the outcome of each research question. The number

of FCPS informants, the business/industry informants and the total number for both is given in the descriptive text.

Descriptive Text

Research Question I

How was the decision to begin a school/business partnership made?

The decision to begin a school/business partnership was stimulated by the Superintendent's Business/Industry Advisory Council he appointed in 1982. Summary Table I illustrates the important role played by the Superintendent.

The superintendent recognized that a relationship with business was needed for progress of the school system, was the response of 9 of the 14 total informants (4 of 7 FCPS and 5 of 7 business/industry.) Good corporate citizenship was the response of 2 of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry).

A national trend for schools and business to work together was believed by 2 of the 14 total informants (both from FCPS) to be the way the decision to begin a school/business partnership was made. The school board wanted a different view on high technology, working with business could be the answer, 2 of the 14 total informants (both from business/industry) believed this to be how the decision to begin a school/business partnership was made.

A blue ribbon commission formed by the previous superintendent was how the decision to begin a school/business partnership was made according to 6 of the 14 total informants (5 of 7 FCPS and 1 of 7 business/industry).

Summary Table 1

I. How was the decision to begin a school/business partnership made?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Superintendent recognized that a relationship with business was needed for progress of the school system | X | | | X | X | X | | X | | X | | X | X | X |
| Business leaders saw the partnership as good corporate citizenship | | | | | | | X | | X | | | | | |
| A national trend for schools and business to work together, the report 'A Nation at Risk' had an impact | | | X | X | | | | | | | | | | |
| School Board wanted a different view on high technology equipment and budget - working with business could be the answer | | | | | | | | | | | X | | X | |
| Blue ribbon commission formed by previous superintendent got business people interested in working with the schools | X | X | X | X | X | | | X | | | | | | |

* The code list for key informants is found in Appendix H.

Research Question I A

Who was involved in the decision to begin a school/business partnership?

Summary Table 2 reports the informants found evidence that 11 of the 14 total informants (6 of 7 FCPS and 5 of 7 business/industry) believed the superintendent was involved in the decision to begin a school/business partnership.

Key business/industry leaders, the Chamber of Commerce, were believed to be involved in the decision to begin a school/business partnership by 5 of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry).

School Board support for the idea of the schools and business/industry getting involved with one another was agreed to be the answer to who was involved in the decision to begin a school/business partnership by 4 of the 14 total informants (2 of 7 FCPS and 2 of 7 business/industry).

The previous superintendent was the first to visualize the schools and business/industry working together in a partnership was believed to be who was involved in the decision to begin a school/business partnership by 7 of the 14 total informants (5 of 7 FCPS and 2 of 7 business/industry).

Summary Table 2

I. A. Who was involved in the decision to begin a school/business partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Superintendent | X | X | | X | X | X | X | X | X | X | | X | X | |
| Key business leaders, Chamber of Commerce | | | X | X | | | | | X | | | | X | X |
| School Board supported the idea of schools getting involved with business | | X | X | | | | | | | | X | X | | |
| Previous Superintendent was first to visualize schools and business working together in a partnership | X | X | X | X | | X | | X | | | X | | | |

* The code list for key informants is found in Appendix H.

Summary Table 3

How important to FCPS was the school/business partnership at the outset?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Important because the superintendent wanted business to get involved with the schools | X | | X | X | X | X | X | X | | | | | | X |
| Important because the business community had a deep interest in education, it was good public relations | | X | | | | | | | X | X | | X | X | |
| Important because the partnership could change (improve) the image schools and business had of one another | | | | | | | | | | | X | | | |
| Important because "high tech" resources could be channeled into the schools from business | | X | | | | | | | | X | X | X | | |

* The code list for key informants is found in appendix H.

Research Question II

How important to FCPS was the school/business partnership at the outset?

Summary Table 3 statements made by the informants indicated that 8 of the 14 total informants (6 of 7 FCPS and 2 of 7 business/industry) agreed that the superintendent wanted business to get involved with the schools and was important to FCPS at the outset of the school/business partnership.

The school/business partnership was important to FCPS at the outset because the business community had a deep interest in education and it was good public relations. 5 of the 14 total informants (1 of 7 FCPS and 4 of 7 business/industry) agreed.

One (1) business/industry informant believed the partnership was important to FCPS at the outset because the partnership could change (improve) the image schools and business had of one another.

The school/business partnership was important to FCPS at the outset because "high tech" resources could be channeled into the school system from business found 4 of the 14 total informants (1 of 7 FCPS and 3 of 7 business/industry) agreeing.

Summary Table 4

II. A. Who supported the partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Business/industry, Chamber of Commerce, Board of Supervisors | | | | | X | | | X | X | | | X | X | |
| Superintendent | | X | | | | X | | | | X | X | X | X | X |
| School Board | X | | X | X | | | X | | | | X | | | |

* The code list for key informants is found in appendix H.

Research Question II A

Who supported the partnership?

The informants interpreted the meaning of supported the partnership to mean both financial support to the school system and public support of the school system.

Summary Table 4 statements made by the informants indicated that 5 of the 14 total informants (1 of 7 FCPS and 4 of business/industry) believed that business/industry, the Chamber of Commerce and the Board of Supervisors supported the partnership.

Seven of the 14 total informants (2 of 7 FCPS and 5 of 7 business/industry) believed that the superintendent supported the partnership. Five of the 14 total informants (4 of 7 FCPS and 1 of 7 business/industry) believed it was the school board that supported the partnership.

Research Question II B

Summary Table 5 statements made by the informants to the question, what explains individuals interest in the partnership found evidence that 1 of the 14 total informants (from business/industry) believed the time was right. Good public relations was the response from 10 of the 14 total informants (7 of 7 FCPS and 3 of 7 business/industry) to the question. Schools are important to the economic development of the community was the response given by 7 of the 14 total informants (2 of 7 FCPS and 5 of 7 business/industry). The partnership was self-serving was the response given by 5 of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry). Business believed that the partnership may provide better trained employees

Summary Table 5

II. B. What explains those individual's interest in the partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| The time was right | | | | | | | | X | | | | | | |
| Good public relations for business/ industry (Corporate citizenship) | X | X | X | X | X | X | X | X | X | | | | X | |
| Schools important to the economic development of business in Fairfax County | | | | | X | X | | | | X | X | X | X | X |
| Some Individuals aware of resources that could be channeled for good of the schools (self-serving) | X | | X | | | | | | | | X | X | X | |
| Business felt a partnership may help provide better trained employees, a link for curriculum changes, if needed | | | | X | | | | X | | | | | | X |

* The code list for key informants is found in Appendix H.

was the final response to the question, 3 of the 14 total informants (1 of 7 FCPS and 2 of 7 business/industry) agreed that this explained individuals' interest in the partnership.

Research Question II C

Who did not support the partnership?

Summary Table 6 statements made by the informants found 2 of the 14 total informants (both from FCPS) agreeing that some resistance from the PTA Council at the time of the bond referendum did occur toward not supporting the partnership.

The majority of total informants, 11 of the 14 (6 of 7 FCPS and 5 of 7 business/industry) agreed that there was no real lack of support for the partnership.

Some business/industry involved in other projects, and some choosing not to get involved in anything was the response of 3 of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry) to the question.

It is interesting to note that 1 of the 14 total informants (from business/industry) believed that some schools were not interested in the partnership and therefore did not support it.

Research Question II D

Summary Table 7 statements made by the informants to the research question indicate that 2 of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry) believed that some individuals were satisfied with a low profile. Some individuals choose not to get involved in anything was the response of 5 of the 14 total informants (2 of 7

Summary Table 6

II. C. Who did not support the partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Some resistance from PTA Council at time of bond referendum | | | X | | X | | | | | | | | | |
| No real lack of support | X | X | X | X | X | X | | X | | X | X | X | | X |
| Some businesses involved in other projects, some choose not to get involved in anything | | | | X | | | X | | X | | | | | |
| Some schools not interested in the partnership | | | | | | | | | | | | | X | |

* The code list for key informants is found in Appendix H.

FCPS and 3 of 7 business/industry) to the question.

Some business/industry individuals felt that the partnership was only for high technology types, that the partnership was self-serving was believed by 5 of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry) as to why some individuals had a lack of interest in the partnership.

Three of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry) agreed that some businesses were involved in other projects and 2 of the 14 total informants (both from FCPS) believed that no clearly defined goals for the partnership resulted in a lack of interest in the partnership.

Research Question II E

Summary Table 8 statements made by the informants found evidence that 6 of the 14 total informants (2 of 7 FCPS and 4 of 7 business/industry) believed the teachers were not involved at all at the beginning of the partnership. Three of 14 (2 of 7 FCPS and 1 of 7 of business/industry informants) agreed that the teachers were involved in visits to business/industry at the beginning of the partnership. Not heavily involved, but kept informed about the partnership in the beginning was believed by 4 of 14 informants (2 of 7 FCPS and 2 of 7 business/industry).

Two of 14 (both FCPS) informants were not certain if the teachers were involved at the beginning of the partnership.

Summary Table 7

II. D. What explains those individual's lack of interest in the partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Some individuals satisfied with low profile (Why take on new work) | | | | X | | | | | | | | | X | |
| Some individuals choose not to get involved in anything | | X | | | | X | | X | X | | | | | X |
| Some business/industry individuals feel partnership is only for "high tech" types (it was self-serving) | X | | X | | | | | | | X | X | X | | |
| Some businesses involved in other projects | | | | | X | X | | | | | | | X | |
| No clearly defined goals | | X | | | | | X | | | | | | | |

* The code list for key informants is found in Appendix H.

Research Question II F

What has been the involvement of the teachers over the course of the partnership?

Summary Table 9 statements made by the informants found 2 of the 14 total informants (both from business/industry) stating they were not certain at all about the involvement of the teachers over the course of the partnership.

Teachers worked hard with business for the passage of the bond referendum and the planning of the Thomas Jefferson High School for Science and Technology was the statement made by 6 of the 14 total informants (4 of 7 FCPS and 2 of 7 business/industry) in response to the question.

Five of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry) said the teachers had not been much involved, but were kept informed over the course of the partnership.

The involvement of the teachers is gradually increasing along with the teachers taking tours of business was stated by 5 of the 14 total informants (4 of 7 FCPS and 1 of business/industry).

Research Question II G

What did individuals think or hope would be the future relationships of the partnership at the outset?

Summary Table 10 statements by the informants indicate that 8 of the 14 total informants (4 of 7 FCPS and 4 of 7 business/industry) agree that people did not think about the future of the partnership at the outset.

Summary Table 8

II. E. How involved were the teachers at the beginning of the partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not involved at all | | X | | X | | | | X | | | X | X | X | |
| Involved in visits to business/ industry | | X | | | X | | | | X | | | | | |
| Not heavily involved, but kept informed | X | | X | | | | | | | X | | | | X |
| Not certain if teachers were involved at the beginning | | | | | | | X | X | | | | | | |

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The specific goal to generate assets was believed by 5 of the 14 total informants (3 of 7 FCPS and 2 of 7 business/industry) to be what people hoped would be the future benefit of partnership at the outset.

A general feeling that the partnership would be helpful was believed by 4 of the 14 total informants (2 of 7 FCPS and 2 of 7 business/industry) to be what people thought would happen at the outset of the partnership. Two of the 14 total informants (both from business/industry) believed a future benefit of the partnership would be the opportunity to reduce skepticism between the education community and business community.

The business community would provide a strong political base for the schools was believed by 2 of the 14 total informants (1 of 7 FCPS and 1 of business/industry) to be the future benefit of the partnership.

Research Question III

How did the plan for the school/business partnership evolve?

It was asked in research question III, how did the plan for the school/business partnership evolve? Nine of the 14 total informants (5 of 7 FCPS and 4 of 7 business/industry) believed the partnership did not start with a set plan, the plan evolved.

Summary table statements by the informants further indicated that 5 of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry) believed the formation of the Superintendent's Business/Industry Advisory Council was the plan for the school/business partnership.

Summary Table 9

II. F. What has been the involvement of the teachers over the course of the partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not certain at all | | | | | | | | X | | | | | X | |
| Teachers worked hard with business for passage of the bond referendum & the Thomas Jefferson High School for Science and Technology | | | X | X | X | X | | | X | | X | | | |
| Not much involvement but kept informed | X | | | | | | X | | | X | X | | X | |
| Teachers take tours of businesses, involvement gradually increasing | | X | | X | X | X | | | | | | | | X |

* The code list for key informants is found in appendix H.

Awareness on the part of both the school system and business/industry that they should be involved with one another on a regular basis, the desire to work together was there, was believed by 4 of the 14 total informants (2 of 7 FCPS and 2 of 7 business/industry) to be how the plan for the school/business partnership evolved.

Research Question III A

What was the design of the school/business partnership at its origin?

Summary Table 12 statements made by the informants found 3 of the 14 total informants (1 of 7 FCPS and 2 of 7 business/industry) agreeing that the superintendent had certain things in mind regarding the design of the partnership at its origin.

Three of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry) said the schools should decide what was needed for a design for the partnership. Two of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry) agreed that there was no design and that this slowed the progress of the partnership at its origin.

Seven of the 14 total informants (4 of 7 FCPS and 3 of 7 business/industry) stated there was no design, it was never said, "this is where we're headed."

Research Question IV

Were some problems anticipated at the outset of the school/business partnership, if so what were they?

Summary Table 13 statements made by the informants to research

Summary Table 10

II. G. What did individuals think or hope would be the future relationships of the partnership at the outset?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Did not think about the future of the partnership | | X | | | X | X | X | X | | X | X | | X | |
| Specific goal: generate assets (cash, materials and in-kind service) | | | X | X | | X | | | X | | | | | X |
| General feeling partnership would be helpful - a communication link and long range effort | X | | | | X | | | | | | X | | X | |
| The partnership was an opportunity to reduce skepticism (business community had never trusted the education community) Schools must tell business what they want | | | | | | | | | | X | | X | | |
| Business community would provide a strong political base -- the PTA was no longer adequate | | | | | X | | | X | | | | | | |

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question IV indicate a wide range of anticipated problems that include: 5 of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry) saying there were no problems anticipated; the dangers of not being successful, to mean not being able to raise funds for school system projects was stated by 3 of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry); the role of the Superintendent's Business/Industry Advisory Council and the FCPS Education Foundation, Inc., should one individual be in charge of both groups was a concern for 2 of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry); one of the 14 total informants (from FCPS) felt the school board must be kept informed and that goals must be compatible if the partnership was to be a problem few; two of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry) agreed they anticipated the business/ industry partners to tell the schools what to do, and were quick to add that this had not happened; one of the 14 total informants (from FCPS) anticipated CEO's not being willing to commit their time to the partnership, this did not occur; one of the 14 total informants (from business/industry) thought the partnership may be viewed as competitive to the PTA; and 2 of the 14 total informants (both from business/industry) said they anticipated a problem at the outset because some partners may be in the partnership for self-interest only.

Research Question IV A

Summary Table 14 statements made by the key informants found evidence that 8 of the 14 total informants (5 of 7 FCPS and 3 of 7 business/industry) said they tried to anticipate problems and to deal

Summary Table 11

III. How did the plan for the school/business partnership evolve?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Did not start with a set plan. The plan evolved | | X | | X | X | X | X | X | X | X | X | | | |
| The formation of the Superintendents/ Business/Industry Advisory Council & Education Foundation | X | | X | | | | | | | X | | X | | X |
| Awareness on the part of schools and business that they should be involved with one another on a regular basis. The desire to work together | X | | | | X | | | | | | | X | X | |

* The code list for key informants is found in appendix H.

with them early. One of the 14 total informants (from business/industry) stated that business let the schools know before the partnership went public that business was action oriented, there was no time to sit and talk. Roles were developed and made clearer, informal talks which took place was indicated by 5 of the 14 total informants (3 of 7 FCPS and 2 of 7 business/industry) as ways problems were alleviated. Two of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry) indicated that the individuals involved "struck it off" from the beginning and that issues were resolved before they got to the public. This was done by the chairman of the Superintendent's Business/Industry Advisory Council. Information is the key to alleviating problems, keep individuals informed was stated by 1 of the 14 total informants (from FCPS).

Research Question V

What are the notable successes and weaknesses of the partnership for the schools?

V. A. What are the notable successes of the partnership for the schools?

Summary table statements made by the informants found an overwhelming response to the question of successes for the schools. Fourteen of the total 14 informants of 100 percent said that the creation of the Thomas Jefferson High School for Science and Technology was an outstanding success for the partnership.

Passage of a major bond referendum because of business support was mentioned by 7 of the 14 total informants (3 of 7 FCPS and 4 of 7 business/industry) as a success of the partnership for the schools.

Summary Table 12

III. A. What was the design of the school/business partnership at its origin?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Superintendent had certain things in mind - i.e. business and the schools should be more involved on a day-to-day basis | X | | | | | | | | | | | X | | X |
| Schools should decide what was needed | X | | | | | | X | | X | | | | | |
| There was no design and this slowed progress at first | | X | | | | | | X | | | | | | |
| Never said 'this is where we're headed' - there was no design - it emerged | | | X | X | X | X | | | | X | X | | X | |

* The code list for key informants is found in appendix H.

Eleven of the 14 total informants (7 of 7 FCPS and 4 of 7 business/industry) believed that the dialogue established between the school system and business was a success for the schools.

The substantial sums of money raised by the Education Foundation was given as a success for partnership by 4 of the 14 total informants (1 of 7 FCPS and 3 of 7 business/industry).

One of the 14 total informants (from business/industry) stated that the overall climate improved and that prestige was added to the educational effort in FCPS as a result of the partnership.

Research Question V. B.

What are the notable successes of the partnership for business/industry?

Summary Table 16 statements made by the informants to the question of notable successes of the partnership for business/industry brought the following responses: Ten of the 14 total informants (6 of 7 FCPS and 4 of 7 business/industry) said the positive image created for business was the success of the partnership; One of the 14 total informants (from business/industry) saw the passage of the bond referendum as a success for business; the Thomas Jefferson High School for Science and Technology was stated by 3 of the 14 total informants (1 of 7 FCPS and 2 of 7 business/industry) as a success for business/industry; four of the 14 total informants (2 of 7 FCPS and 2 of 7 business/industry) said the dialogue established between the schools and business was a success for business/industry; seven of the 14 total informants (3 of 7 FCPS and 4 of 7 business/industry) believed better schools resulted and employees liked the idea of a partnership

Summary Table 13

IV. Were some problems anticipated at the outset of the school/business partnership, if so what were they?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| There were no problems anticipated, too naive | | X | | | | | X | | X | X | | X | | |
| Yes, realized the dangers of not being successful - not being able to raise funds | X | | | | | X | | | | | | | | X |
| The role of the advisory council and the foundation - should one individual be in charge of both groups was a concern | X | | | | | | | | | | | | | X |
| School Board must be kept informed and goals must be compatible with the partnership goals | | | X | | | | | | | | | | | |
| Schools anticipated business telling them what to do - this did not happen | | | | X | | | | | | | | | X | |

* The code list for key informants is found in appendix H.

Summary Table 13 (CONTINUED)

IV. Were some problems anticipated at the outset of the school/business partnership, if so what were they? (Continued)

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Yes, could school system get active businessmen (CEO's) to commit their time | | | | | X | | | | | | | | | |
| Partnership viewed as competition to the PTA | | | | | | | | X | | | | | | |
| Yes, some felt partnership would be for self-interest only | | | | | | | | | | | X | | X | |

* The code list for key informants is found in appendix H.

with the schools; financial benefit to business through write-offs of equipment given to the schools was stated by 2 of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry) as a success for business; three of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry) agreed that the success of the partnership for business was that it allowed business to become a political force in the community.

Research Question V. C.

What are the notable weaknesses of the partnership for the schools?

Summary table statements made by the informants found evidence that 6 of the 14 total informants (4 of 7 FCPS and 2 of 7 business/industry) agreed there were no notable weaknesses of the partnership for the schools; two of the 14 total informants (both from FCPS) believed a weakness to be that the partnership was a lot of work; the need for a sizeable project was the weakness for the schools 4 of the 14 total informants (2 of 7 FCPS and 2 of 7 business/industry) agreed; three of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry) stated that a balance of business/industry types was needed on the Superintendent's School/Business Advisory Council; communications with the teachers should have started earlier in the partnership was stated by 1 of the 14 total informants (from FCPS); two of the 14 total informants (both from business/industry) agreed that CEO's must feel that they are making a difference to stay involved with the partnership; one of the 14 total informants (from business/industry) believed that the new administration may lack interest in the partnership and saw this as a weakness for the schools.

Summary Table 14

IV. A. To what extent were efforts taken to alleviate problems before the partnership went public?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Tried to anticipate problems and deal with them early | X | X | | X | X | X | | | X | X | X | | | |
| Business let schools know they were action - oriented - did not have time to sit and talk | | | | | | | | | | | | | | X |
| Roles were developed and made clearer - informal talks took place | X | | | | | X | X | X | | | | | X | |
| Individuals "struck it off" from the beginning - issues resolved before they got to the public by chairman of the Advisory Council | | | | | X | | | | | | | X | | |
| Information is the key - keep individuals informed | | | X | | | | | | | | | | | |

* The code list for key informants is found in appendix H.

Research Question V. D.

What are the notable weaknesses of the partnership for business/industry?

Summary Table 18 statements made by the informants found evidence that 5 of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry) agreed there were no weaknesses of the partnership for business, that it was moving along. Schools asking for funding for small projects when business wants to fund large projects is difficult for business to accept and 4 of the 14 total informants (3 of 7 FCPS and 1 of 7 business/industry) agreed this was a weakness for business/industry. Five of the 14 total informants (2 of 7 FCPS and 3 of 7 business/industry) agreed that a balance of business/industry types was needed in the partnership, members should not all be from high technology businesses. One of the 14 total informants (from business/industry) believed that a weakness for business was that some businesses use the partnership as a vehicle to enhance their business position. One of the 14 total informants (from FCPS) said a weakness of the partnership for business/industry was that there was not a program designed to take you step by step.

Research Question VI

What changes would improve the partnership?

Summary Table 19 found evidence that 3 of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry) agreed the base of the partnership should broaden to include more of a variety of business/industry individuals at the CEO level. The need for ongoing and large projects to benefit all schools was agreed upon by 7 of the 14 total

Summary Table 15

What are the notable successes and weaknesses of the partnership for the schools?

V. A. What are the notable successes of the partnership for the schools?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| The creation of the Thomas Jefferson High School for Science and Technology as a result of the partnership | X | X | X | | X | X | | X | X | X | X | X | X | X |
| Passage of a major bond referendum because of business support for the schools | X | | X | | X | | | X | X | X | X | | | |
| Dialogue established between the school system & business community | X | X | X | X | X | X | | | X | X | | X | X | |
| Educational Foundation has raised substantial sums of money to school activities has raised substantial sums of money to support school activities | | | | | X | | | X | | | X | | X | |
| Overall climate improved and prestige was added to educational effort in FCPS | | | | | | | | | | | | X | | |

* The code list for key informants is found in appendix H.

informants (3 of 7 FCPS and 4 of 7 business/ industry) as a change that would improve the partnership. The need for additional staff for the schools to assist in pre-planning was agreed to be a change that would improve the partnership by 6 of the 14 total informants (4 of 7 FCPS and 2 of 7 business/industry). Two of the 14 total informants (1 of 7 FCPS and 1 of 7 business/industry) agreed that school curricular committees should have business members as a change that would improve the partnership. Key players must stay committed and the Superintendent's Business/Industry Advisory Council and the FCPS Education Foundation, Inc. need to work together was stated by 5 of the 14 total informants (3 of 7 FCPS and 2 of 7 business/industry) as a change that would improve the partnership.

Publicity that would stress the success of the partnership was stated by 1 of the 14 total informants (from business/industry) as a change that would improve the partnership. Two of the 14 total informants (both from business/industry) agreed that all seems to be going well and suggested no changes to improve the partnership.

Research Question VII

What are the concerns about how the partnership is working now?

Summary table statements found evidence that 5 of the 14 total informants (4 of 7 FCPS and 1 of 7 business/industry) agreed that projects must be of importance and be fairly distributed to all schools, this was a concern they had about how the partnership was working.

Three of the 14 total informants (all from business/industry) shared a concern that too many lower level individuals were representing some businesses, they stressed a need for top executives to stay

Summary Table 16

V. B. What are the notable successes of the partnership for business/industry?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Positive image created for business and schools (corporate citizenship) | X | X | X | X | X | | X | X | | | X | | X | X |
| The passage of the bond referendum | | | | | | | | | X | | | | | |
| The joint effort that resulted in the Thomas Jefferson High School for Science and Technology | | | | | | | X | X | | | | | X | |
| Dialogue was established between the school system and business community | | | | | X | X | | | | | X | X | | |
| Employees think it is good - better schools are a result | X | | | X | | | X | X | X | X | | | | X |
| Financial benefit to business - gave equipment and wrote-it-off | X | | | | | | | | | | | | X | |
| Allowed business leadership to become a political force - publicity helped business | | X | | | X | | | X | | | | | | |

* The code list for key informants is found in appendix H.

committed to the partnership.

Fear that the school system is taking business for granted was a concern about how the partnership was working for 4 of the 14 total informants (2 of 7 FCPS and 2 of 7 of business/industry).

Three of the 14 total informants (2 of 7 FCPS and 1 of 7 business/industry) had no concerns. One of the 14 total informants (from business/industry) said that business feels the school system is after money. One of the 14 total informants (from business/industry) stated concerns about the partnership being largely a volunteer effort. Four of the 14 total informants (3 of 7 FCPS and 1 of 7 business/industry) stated concern about some conflict between the Superintendent's Business/Industry Advisory Council and the FCPS Education Foundation, Inc.

Summary

The purpose of this case study was to identify factors that make a partnership work and to provide information to assist a school system or business/industry interested in the establishment of a partnership. In this chapter the responses to the research questions were displayed in a summary table and descriptive text format.

Based upon the findings of this case study, the major factors for a school/business partnership to work include: top level administrative support of the partnership from both the school system and business/industry; the need for partnership projects to be of major proportion to be shared by all schools and to keep people actively involved in the partnership; CEO's must feel they are making a difference if they are to remain involved; the support of the school

Summary Table 17

V. C. What are the notable weaknesses of the partnership for the schools?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| No real weaknesses | | | X | X | X | X | | | X | | | | | X |
| A lot of work | | X | | X | | | | | | | | | | |
| Need for a sizable project | | | | | | X | X | X | | X | | | | |
| Need a balance of business/industry types on the advisory council - not all "high tech" types as well as large and small businesses | X | X | | | | | | | | | X | | | |
| Should have established communication with teachers earlier in the partnership | | | | | | X | | | | | | | | |
| CEO's must feel they are making a difference to stay involved | | | | | | | | | | X | | X | | |
| Concern from business that new administration may lack interest in partnership | | | | | | | | | | | | | | X |

* The code list for key informants is found in appendix H.

board and local governing body is important if the partnership is to work and the business/industry and of the partnership must be representative of the businesses in the community.

Summary Table 18

V. D. What are notable weaknesses of the partnership for business/industry?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|--|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| No weaknesses - it is moving along | | | X | | X | | | | | X | | X | | X |
| Schools asking for funding for small projects, business/industry want to fund large projects | | | | X | | X | X | X | | | | | | |
| Need a balance of business/industry types on the council - not all "high tech" types | X | X | | | | | | | X | | X | | X | |
| Some businesses use partnership as a vehicle to enhance their business position | | | | | | | | | | | X | | | |
| There was not a program designed to take you step by step | | | | | | | X | | | | | | | |

* The code list for key informants is found in appendix H.

Summary Table 19

VI. What changes would improve the partnership?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Broaden the base of the partnership, involve more individuals (CEO level) "high tech" types | X | | X | | | | | | X | | | | | |
| The need for ongoing and large projects to keep the group together and working | X | | | | X | X | | X | | X | X | | X | |
| Need additional staff for school end of the partnership for pre-planning a definite program | | X | | X | | X | X | | | | X | | | X |
| School curriculum committees should have business members | X | | | | | | | | | | | | X | |
| Key players must stay committed - the Advisory Council and Foundation need to work together | | | X | | X | X | | X | | | | | X | |
| Publicity to stress success of partnership | | | | | | | | | | | X | | | |
| All seems to be going well - no changes | | | | | | | | | | | | X | | X |

* The code list for key informants is found in appendix H.

Summary Table 20

VII. What are the concerns about how the partnership is working now?

| | FCPS Informants * | | | | | | | Business/Industry Informants * | | | | | | |
|---|-------------------|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Partnership projects must be of importance to keep people interested and must be fairly distributed | X | | | | X | X | X | | | | X | | | |
| Too many lower level people representing some businesses, top executives must stay active | | | | | | | | X | | X | | | X | |
| Fear that school system is taking business for granted | | X | | | | X | | X | X | | | | | |
| No concerns | | | X | X | | | | | | | | | | X |
| Business feels school system is after money | | | | | | | | | | | | | X | |
| Partnership is largely a volunteer effort | | | | | | | | | | | | X | | |
| Some conflict between Advisory Council and Foundation - Roles need clarification | X | X | | | X | | | | | | X | | | |

* The code list for key informants is found in appendix H.

CHAPTER 5

Summary, Conclusions, and Recommendations

Introduction

The purpose of this chapter is to present a summary of the study that was conducted. Included in the chapter, the findings, conclusions based upon the findings and recommendations for further study.

Summary

The primary purpose of this study was to conduct an in-depth case study of the FCPS School/Business Partnership and to identify major factors that make a school/business partnership work. A second purpose was to provide useful information to assist a school system or business interested in the establishment of a school/business partnership.

The case selected for study was the FCPS, Fairfax, Virginia.

The techniques used for this study included:

- . document collection
- . selection of informants
- . interview protocol
- . analysis

The document collection used content analysis of FCPS documents about the school/business partnership in concert with the literature previously reported. Documents which appeared relevant were reviewed, copied and filed by subject area.

The selection of informants included three phases. First, a

systematic review of the FCPS School/Business Partnership files was conducted in the Office of Governmental, Business and Industrial Relations. Names of individuals who appeared repeatedly in the documents involving partnership activities were listed. During the time the file search was under way, informal interviews were taking place with individuals involved with the FCPS School/Business Partnership. The informal interviews yielded a list of names of individuals having first-hand knowledge about the FCPS School/Business Partnership. The two sets of lists, one set from the documents and one set from the informal interviews were matched. The names which appeared on both sets were listed as key informants to be interviewed.

Second phase informant selection included a review of the key informant list by Mr. William Burkholder, FCPS Division Superintendent during the time under study and Mr. Jay Jacobs, FCPS Assistant Superintendent during the time under study. They agreed that the list of names was accurate, all were individuals with first-hand knowledge about the FCPS School/Business Partnership.

Third phase informant selection acted as a "reinforcing" phase. This phase was added to insure that all individuals involved with the FCPS School/Business Partnership had been identified. At the end of each key informant interview, the researcher requested the names of other individuals who met the established criteria for informants, initial involvement or first-hand knowledge about the partnership, and who might be useful to the study. Using this technique, one name was added to the list of key informants to be interviewed. The three phases used to select informants to be

interviewed resulted in fourteen individuals being identified as key informants in this case study.

The interview protocol followed the basic types of case study questions outlined by Spradley (1979). These basic types include the use of descriptive, structural and contrast questions (p. 60). Seven research questions were identified with a series of secondary questions. These research questions were framed according to Spradley's basic case study types and then were used to guide the interviews. The researcher was assisted by Dr. Margaret Eisenhardt, an individual with case study experience in writing research questions that would be used for the structured interviews with the key informants. This process was undertaken to reduce bias in the interview and data collection process.

The method of analysis is presented in summary table format and descriptive text. The statements made by the informants were summarized and appear on the left side of each summary table. The descriptive text represents the outcomes of the interviews with the key informants through the use of numeric comparisons. The summary tables and descriptive text represent the seven research questions addressed in this study.

Research Questions Restated With Summary of Findings

This study addressed one broad research question: What does it take to make a school/business partnership work? In addition, the following secondary research questions were addressed:

How was the decision to begin a school/business partnership made?

The superintendent made the decision to begin a school/business

partnership. The superintendent recognized that a relationship with business/industry was needed for the progress of the school system.

Who was involved in the decision to begin a school/business partnership?

The superintendent was involved in the decision to begin a school/business partnership.

How important to FCPS was the school/business partnership at the outset?

Very important. The schools wanted business/industry to help raise public opinion of the schools. Benefits of a partnership for the schools with business/industry include generating assets and creating a link for communication.

Who supported the partnership?

The superintendent, the school board and business/industry.

What explains those individuals' interest in the partnership?

The partnership was good public relations for both entities. The willingness of business/industry to become involved with the schools, the notion of corporate citizenship or giving something back to the community was evident throughout the informants' conversations with the researcher. Business/industry recognizes that an educated workforce can only benefit them (business/industry) and that a good school system is a prime attraction for a business that is considering relocating in the area. The superintendent and the school board were interested in assets for the schools that a partnership with business/industry could help provide.

Who did not support the partnership?

There was no real lack of support for the partnership. Some schools and some businesses were involved in other projects and some

choose not to get involved in anything.

What explains those individuals lack of interest in the partnership?

There was no obvious lack of interest in the partnership. Some individuals felt the partnership was only for business/industry involved in high technology and some choose not to get involved in anything.

How involved were the teachers at the beginning of the partnership?

The teachers were not involved at all at the beginning of the partnership, but were kept informed about partnership activities.

What has been the involvement of the teachers over the course of the partnership?

Not much involvement, but kept informed was the overwhelming response to this question. The literature reviewed stressed the importance of teacher involvement if the partnership was to work. Ruffin (1984) states that staff support and involvement are factors needed for a successful partnership (p. 15). Levine (1986) concludes that the overall quality of the schools can be improved by teachers and business leaders focusing on mutual interests (p. 47). The information provided by the informants in this study does not concur with the literature reviewed.

What did individuals think or hope would be the future relationships of the partnership at the outset?

Stakeholders did not think about the future of the partnership. The stakeholders did recognize the ability to generate assets as a future benefit to the partnership for the schools. Communication was seen as a link between the schools and business/industry that would benefit the relationship in the future.

How did the plan for the school/business partnership evolve?

The partnership did not start with a set plan, the plan evolved. The formation of the Superintendent's Business/Industry Advisory Council and the formation of the fund-raising arm, the FCPS Educational Foundation, Inc. were components that began to put a plan in place according to the informants.

What was the design of the school/business partnership at its origin?

There was no design. It emerged. The informants agreed that it was never said "this is where we're headed." The business/industry informants added to the question, the school system should decide the design of the partnership. The design should, when it emerges, include sizeable projects to help keep CEO's active and interested in the partnership.

Were some problems anticipated at the outset of the school/business partnership? If so, what were they?

No problems were anticipated. Those who were involved in the school/business partnership were too naive about the partnership to anticipate problems. The informants agreed that it was necessary to anticipate problems. When problems did arise, they were dealt with quickly and informally.

To what extent were efforts taken to alleviate problems before the partnership went public?

The effort was made by the chairperson of each of the various committees to keep all individuals involved and informed about partnership activities. Business/industry let the school system know early in the partnership that business was action oriented. Business/

industry CEO's did not have time to sit and talk. The chairperson of the Superintendent's Business/Industry Advisory Committee put together committees that "struck it off" at the outset of the partnership.

What are the notable successes weaknesses of the partnership?

The notable success of the partnership for the schools:

The creation of the Thomas Jefferson High School for Science and Technology and the dialogue which was established between the school system and business/industry were given equal emphasis by the informants as the successes for the schools. A positive image was created for the school system as a result of the partnership with business/industry.

The exporting of knowledge by the schools is an obvious success of the partnership for the schools. Businesses imparting knowledge to the schools by donating time and business equipment, as well as sitting on various committees, is all evidence of an information exchange by both partners.

The notable success of the partnership for business/industry:

The positive image created for business/industry as a result of the partnership with the school system.

Additional successes of the partnership for business include assisting the school system by voting to pass a major bond referendum which benefited the schools. This action allowed business/industry to become a political force in Fairfax County, Virginia. Business employees think the partnership is good and that better schools are the result. A dialogue was established between business/industry

and the schools, stressed by the informants as a benefit of the partnership.

Notable weakness of the partnership for the schools:

The weakness of the partnership for the schools is the failure by the schools to develop sizeable projects to keep CEO's active and interested in the partnership. CEO's must feel they are making a difference to remain involved.

Notable weakness of the partnership for business/industry:

The need for a balance of business/industry members on the Superintendent's Business/Industry Advisory Council and the FCPS Educational Foundation, not all from high technology fields is the notable weakness of the partnership for business/industry.

What changes would improve the partnership?

Additional staff for the school system to plan and develop partnership projects. There is a need for ongoing and sizeable projects to keep the stakeholders committed to and active in the partnership.

An effort should be made to recruit members for the various partnership committees from a balance of business/industry, not all from high technology fields. Ruffin states that identifying a variety of businesses interested in helping the schools, meeting regularly with the representatives and naming a project coordinator were all factors in developing a successful partnership (Ruffin, 1984, p. 15).

What are the concerns about how the partnership is working now?

Following are the concerns about how the the partnership is working now:

- . A concern exists that the partnership projects are not

- fairly distributed to all schools.
- . There is a concern that if the partnership projects are not of high interest to the majority of the stakeholders that they (the stakeholders) will lose interest in the partnership.
 - . There is a concern that some businesses are sending lower level employees to represent them on the Superintendent's Business/Advisory Council and the FCPS Education Foundation, Inc.
 - . Concern on the part of both entities that the school system is taking business for granted.
 - . A need exists to clarify the roles of the Superintendent's Business/Industry Advisory Council and the FCPS Education Foundation, Inc. There appears to be some conflict between the two groups.
 - . A concern is present that when an administrative change occurs in the school system, the new administration may not be committed to the partnership. The new administration appears to lack interest in the partnership.

Conclusions

The purpose of this study was to identify major factors that make a school/business partnership work. The following conclusions were supported by the data collected and analyzed in this study:

- . The superintendent must nurture the partnership. The leadership of the superintendent drives the partnership with support from business/industry.

- . The stakeholders in this study mandate top performance. The findings can be construed to indicate that the superintendent and CEO's must head-up the partnership for it (the partnership) to work. These individuals have the authority to make decisions and to commit funds for the various projects. The CEO's must feel that they have a mission and that their presence can make a difference if they are to stay involved with the partnership.
- . Business/industry did not enter the partnership with FCPS with the idea of changing the school system. Business informants believe that the school system should design the partnership projects. The schools should tell business/industry what they want.
- . The business/industry end of the partnership should be representative of a variety of businesses in the community not all from high technology.
- . The partnership projects which the schools recommend to business/industry for funding/support need to be projects of major proportion as well as ongoing to keep individuals active and interested in the partnership.
- . Support for the partnership is needed from the school board and local governing body. Keeping these groups informed about partnership activities is of the utmost importance.
- . If the partnership is to work, the school board must be kept informed about partnership activities.
- . A partnership needs to be designed in a way to permit mutual

pursuit of the goals of the partners if the partnership is to work. A common cause must drive the partnership.

- . The schools make the decisions regarding projects for the partnership to develop and fund.
- . A need exists at the present time for the development of a long-term plan for the partnership. It can be construed that at the outset of the partnership, the strategy of choosing not to have a plan is a plan. This conclusion is contrary to the reported literature which stresses the need for a school/business partnership to have a plan. Otterbourg (1986) discusses the importance of developing goals and objectives based upon a needs assessment compiled by the schools prior to going public with the partnership (p. 27). Ruffin (1984) stresses the importance of clearly defined steps for the partnership to follow prior to going public with the partnership if it is (the partnership) to be successful (p. 15).

Recommendations for Further Study

Based upon the findings and conclusions of this study of the FCPS School/Business Partnership, the following recommendations are made for further study:

- . A case study of a school/business partnership in a small rural area to be compared to the findings of this study in FCPS.
- . Follow-up research with the key informants to question items they did not report and to ask if they concur with the information reported.
- . A cost benefit study of the FCPS School/Business from both

perspectives.

- . Additional study on school/business partnerships dealing less with enrichment programs and more with students at risk.

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APPENDIX A

SURVEY OF SCHOOL BUSINESS COOPERATIVE ACTIVITIES

APPENDIX A

SURVEY OF SCHOOL/BUSINESS COOPERATIVE ACTIVITIES

This survey is conducted by Virginia Tech with the Virginia State Department of Education and the Virginia Chamber of Commerce as a first step in the development of a handbook of successful school/business partnership programs and practices.

NAME OF YOUR SCHOOL DIVISION: Fairfax County Public Schools

SUMMARY OF SCHOOL/BUSINESS RELATIONSHIPS

1. On the chart below, please write in the number of your schools at each grade level that participated during the 1983-84 school year with one or more area businesses in
 - (A) Adopt-A-School Partnerships that focused (1) on academic and also (2) on vocational education programs, and
 - (B) Other forms of school/business cooperative relationships that focused (1) on academic and basic skills programs and also (2) on vocational educational programs, including cooperative work-study programs.

NUMBER OF PARTICIPATING SCHOOLS

| <u>TYPE OF COOPERATION</u> | <u>Elementary Schools</u> | <u>Junior High/ Middle Schools</u> | <u>High Schools</u> | <u>Vocational Center</u> |
|-------------------------------------|---------------------------|--|---------------------|--------------------------|
| (A) Adopt-A-School Partnership | | | | |
| (1) for academic programs | _____ | _____ | _____ | _____ |
| (2) for vocational programs | _____ | _____ | _____ | _____ |
| (B) Other Cooperative Relationships | | | | |
| (1) for academic programs | _____ | _____ | _____ | _____ |
| (2) for vocational programs | _____ | _____ | _____ | _____ |

APPENDIX A (CONTINUED)

2. Please check () any changes you anticipate in the next few years in the number of your schools that are likely to participate in each category of cooperative relationship.

EXPECTED CHANGE IN NUMBER OF SCHOOLS

| <u>TYPE OF COOPERATION</u> | <u>Increase</u> | <u>Little or None</u> | <u>Decrease</u> |
|-------------------------------------|-----------------|-----------------------|-----------------|
| (A) Adopt-A-School Partnership | | | |
| (1) for academic programs | _____ | _____ | _____ |
| (2) for vocational programs | _____ | _____ | _____ |
| (B) Other Cooperative Relationships | | | |
| (1) for academic programs | _____ | _____ | _____ |
| (2) for vocational programs | _____ | _____ | _____ |

APPENDIX B

CHECK LIST

APPENDIX B

FOUNDATION CHECKLIST

| Make Contacts | Completed |
|--|--------------------------|
| Architects _____ | <input type="checkbox"/> |
| Insurance Agents _____ | <input type="checkbox"/> |
| Bankers _____ | <input type="checkbox"/> |
| Lawyers _____ | <input type="checkbox"/> |
| Realtors _____ | <input type="checkbox"/> |
| Local School Administrators _____ | <input type="checkbox"/> |
| Draft Articles Of Incorporation | |
| Name of Corporation _____ | <input type="checkbox"/> |
| Purpose _____ | <input type="checkbox"/> |
| Members _____ | <input type="checkbox"/> |
| Board of Directors _____ | <input type="checkbox"/> |
| Nominated _____ | <input type="checkbox"/> |
| Appointed _____ | <input type="checkbox"/> |
| Number of Directors _____ | <input type="checkbox"/> |
| Class _____ | <input type="checkbox"/> |
| Term _____ | <input type="checkbox"/> |
| Net Earnings of Corporation _____ | <input type="checkbox"/> |
| Distribution _____ | <input type="checkbox"/> |
| Terms of Dissolution _____ | <input type="checkbox"/> |
| Disposal of Assets _____ | <input type="checkbox"/> |
| Registered Agent _____ | <input type="checkbox"/> |
| Name _____ | <input type="checkbox"/> |

APPENDIX B (CONTINUED)

Draft the Articles of Incorporation (Continued)Address _____ **Draft The Bylaws**Objects and Purposes _____ Board of Directors _____ Number, Appointment, Terms _____ Removal and Vacancies _____ Meetings and Notices _____ Order of Business _____ Officers _____ Election, Removal, Duties _____ Standing and Special Committees _____ Formation and Duties _____ Seal _____ Voting of Stock Held _____ Checks, Notes and Drafts _____ Fiscal Year _____ Amendments _____ **Find Permanent Sources of Financial Support**Private Donations _____ Money Donations _____ Materials and Services _____ Bank Loans--Leverage Capital _____ Cash Flow _____

APPENDIX B (CONTINUED)

Public Relations Program

Media Should be Informed of Any Event _____

Newspapers _____

Radio _____

Television _____

Form a PR Committee _____

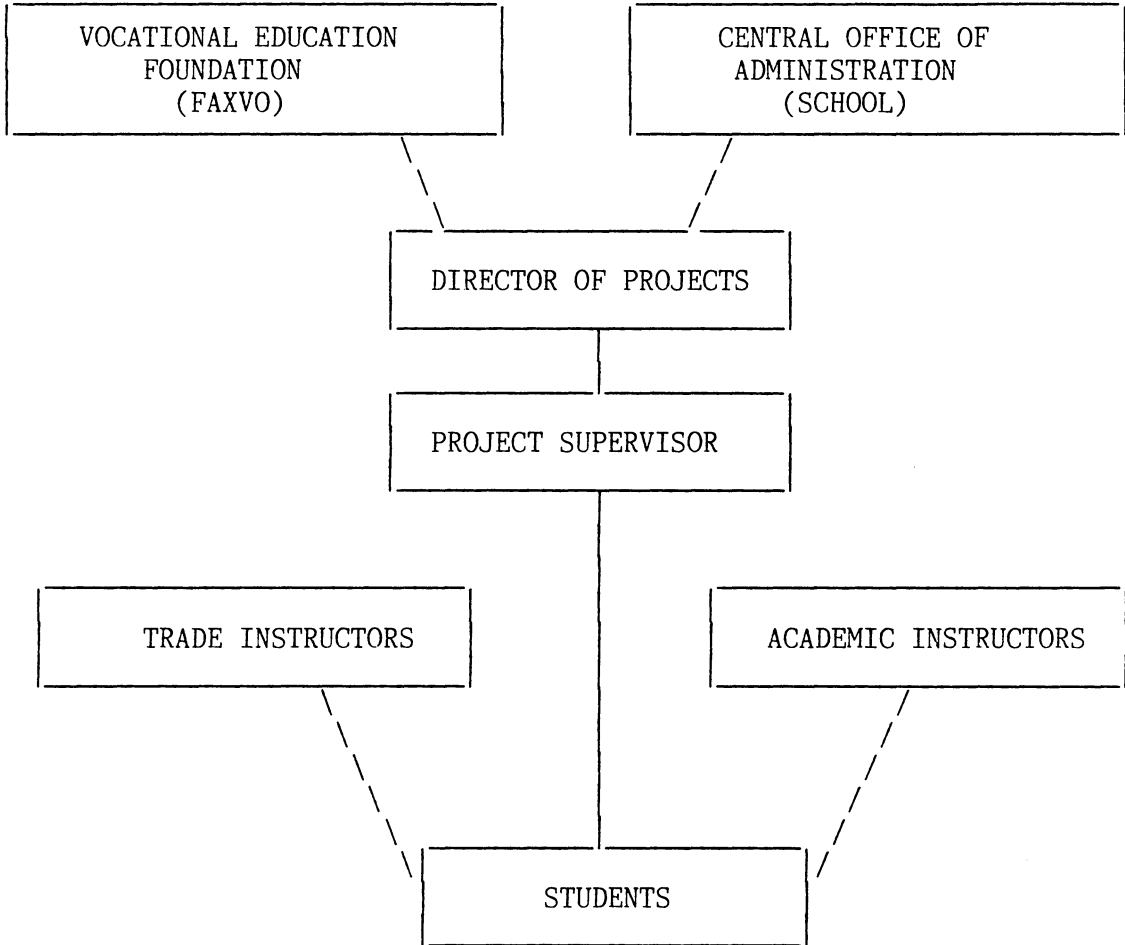
Material Reprinted from FAXVO, Inc., 1984, pp. 10, 11).

APPENDIX C

ORGANIZATIONAL STRUCTURE

APPENDIX C

ORGANIZATIONAL STRUCTURE



The director of projects is a school administrator and is completely responsible for all activities of the project.

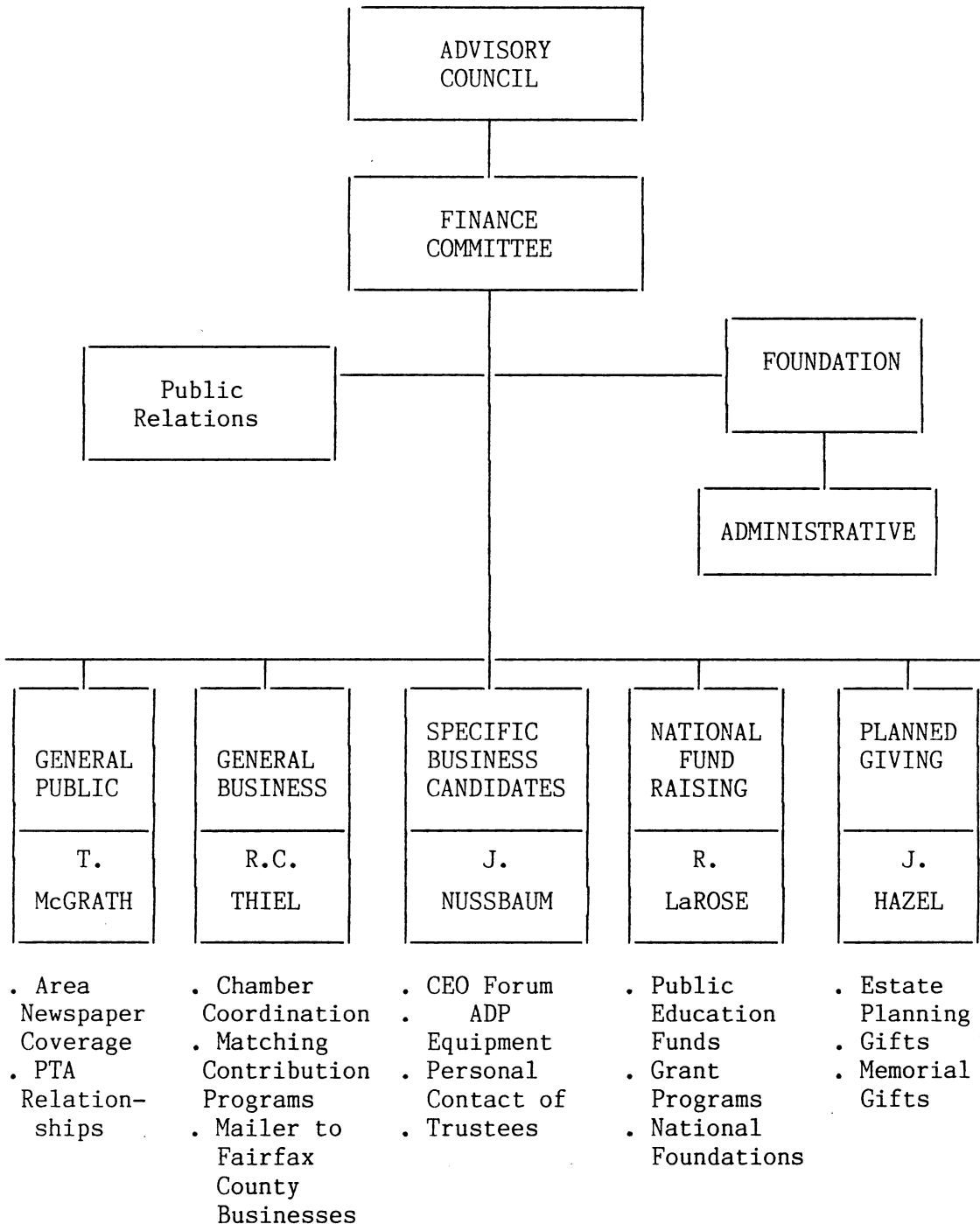
Material Reprinted from FAXVO, Inc., 1984, p. 13).

APPENDIX D

ORGANIZATIONAL CHART

APPENDIX D

ORGANIZATIONAL CHART



Material Reprinted from FCPS Education Foundation, Inc., pamphlet, Chart 6).

APPENDIX E

ARTICLES OF INCORPORATION

OF

THE FAIRFAX COUNTY PUBLIC SCHOOLS EDUCATION FOUNDATION, INC.

APPENDIX E

ARTICLES OF INCORPORATION

OF

THE FAIRFAX COUNTY PUBLIC SCHOOLS EDUCATION FOUNDATION, INC.

The undersigned, all of whom are citizens of the United States, desiring to form an educational and charitable foundation under the Non-Stock Corporation Law of Virginia, do hereby set forth the following.

FIRST: The name of the Corporation shall be THE FAIRFAX COUNTY PUBLIC SCHOOLS EDUCATION FOUNDATION, INC., (hereinafter "FOUNDATION").

SECOND: The objects and purposes for which the Foundation is formed are exclusively educational and charitable as follows:

A. The Foundation is organized and shall be operated to promote, aid and encourage educational and charitable purposes, activities and endeavors of every kind and description, of and for, or connected with, the Fairfax County Public Schools, their administrators, teachers, and pupils, alone or in cooperation with governmental or other private bodies or agencies, and to conduct and engage in any and all such activities and endeavors, and shall in its operation seek:

1. To promote the advancement and further the aims and purposes of the Fairfax County Public School system, through the development and application of financial resources to the programs of such system and through such other activities as are suited to that end.

APPENDIX E (CONTINUED)

2. To further educational opportunities for the administrators, teachers and pupils of the Fairfax County Public School System.

3. To develop and promote interest in education.

4. To stimulate school administration, and teaching.

5. To accept, administer, apply and to use money, property and services acquired by gift, grant, devise, bequest or otherwise in accordance with any of the purposes and objects of this Foundation that may be specified by the donor of any such property, provided, however, that when, in the judgement and discretion of the Board of Trustees of the Foundation, the purposes or objects specified in any donations become unattainable, obsolete or otherwise not reasonably susceptible of attainment, the property involved in any such case shall be subject to the general objects and purposes of the Foundation.

6. The particular business and objects of the Foundation are exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Revenue Law). The operations of the Foundation will be conducted in conformity with Title VI of the Civil Rights Act.

7. In order to carry out and achieve the foregoing purposes the Foundation may do all things requisite, necessary and

APPENDIX E (CONTINUED)

expedient to the administration and attainment of its purposes that a non-profit Corporation may lawfully do and shall have and may exercise, in the furtherance of the above purposes, all of the powers now or hereafter conferred upon non-stock Corporations by the laws of the Commonwealth of Virginia.

THIRD: The address of the initial registered office of the Foundation is 4069 Chain Bridge Road, Fairfax, Virginia 22030, in the City of Fairfax, Virginia, and the name of the initial registered agent of the Foundation is THOMAS J. CAWLEY, a resident of the State of Virginia, and a member of the Virginia State Bar, whose business office is the same as the registered office of the Foundation.

FOURTH: The Foundation shall have no members. The management and administration of the affairs of the Foundation shall be in a Board of Trustees of not less than three (3) and not more than thirty (30) members. Within the foregoing limitation, the numbers of Trustees shall be fixed by the by-laws. Trustees shall be elected at the annual meeting of the Foundation. Upon their election at the first annual meeting of the Foundation, the Trustees shall be divided by lot into three (3) classes, each class to serve three (3) years, two (2) years, and one (1) year, respectively from time of such election or until their successors are duly elected and qualified. Any Trustee may succeed himself. The Trustees thereafter elected shall serve for terms of three (3) years. During the interval between annual meetings, the Board of Trustees shall within the limitations provided by law, fill vacancies occurring in the membership of the Board of Trustees

APPENDIX E (CONTINUED)

or otherwise.

FIFTH: The number of Trustees constituting the initial Board of Trustees is five (5). The names of the persons who are to serve as the initial Trustees are:

| | |
|-----------------------|--|
| William J. Burkholder | 10700 Page Avenue Fairfax, Virginia 22030 |
| Robert E. LaRose | 7923 Jones Branch Drive McLean, Virginia 22102 |
| John T. Hazel, Jr. | 4084 University Drive Fairfax, Virginia 22030 |
| Francis C. Steinbauer | 11800 Sunrise Valley Drive Reston, Virginia 22091 |
| Melvin Perkins | 3033 Chain Bridge Road Oakton, Virginia 22185 |

SIXTH: The Foundation shall have no shareholders and no part of the net earnings of the Foundation shall inure to the benefit of, or be distributable to, its members, Trustees, or Officers, or other private persons, except that the Foundation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Second hereof. No substantial part of the activities of the Foundation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Foundation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate of public office. Notwithstanding any other provision of these articles, the Foundation shall not carry on any other activities not permitted to be carried on (a) by a Foundation exempt from the federal

APPENDIX E (CONTINUED)

income tax under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), or (b) by a Foundation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Code Law).

SEVENTH: Upon the dissolution of the Foundation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the Foundation, dispose of all of the assets of the Foundation, in such proportion as it may be advised, by gift to the Fairfax County School Board, or exclusively for the purposes of the Foundation, in organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine. Any such assets not so disposed of shall be disposed of by the Senior State Court Judge of the Circuit in which the principal office of the Foundation is then located, exclusively for the purposes for which this Foundation existed or to such organization or organizations, as said Judge shall determine, which are organized and operated exclusively for such purposes.

APPENDIX E (CONTINUED)

IN WITNESS WHEREOF, we have hereunto subscribed our names this
29th day of April, 1983.

Thomas M. Davis III (signed)
INCORPORATOR

(signed)
INCORPORATOR

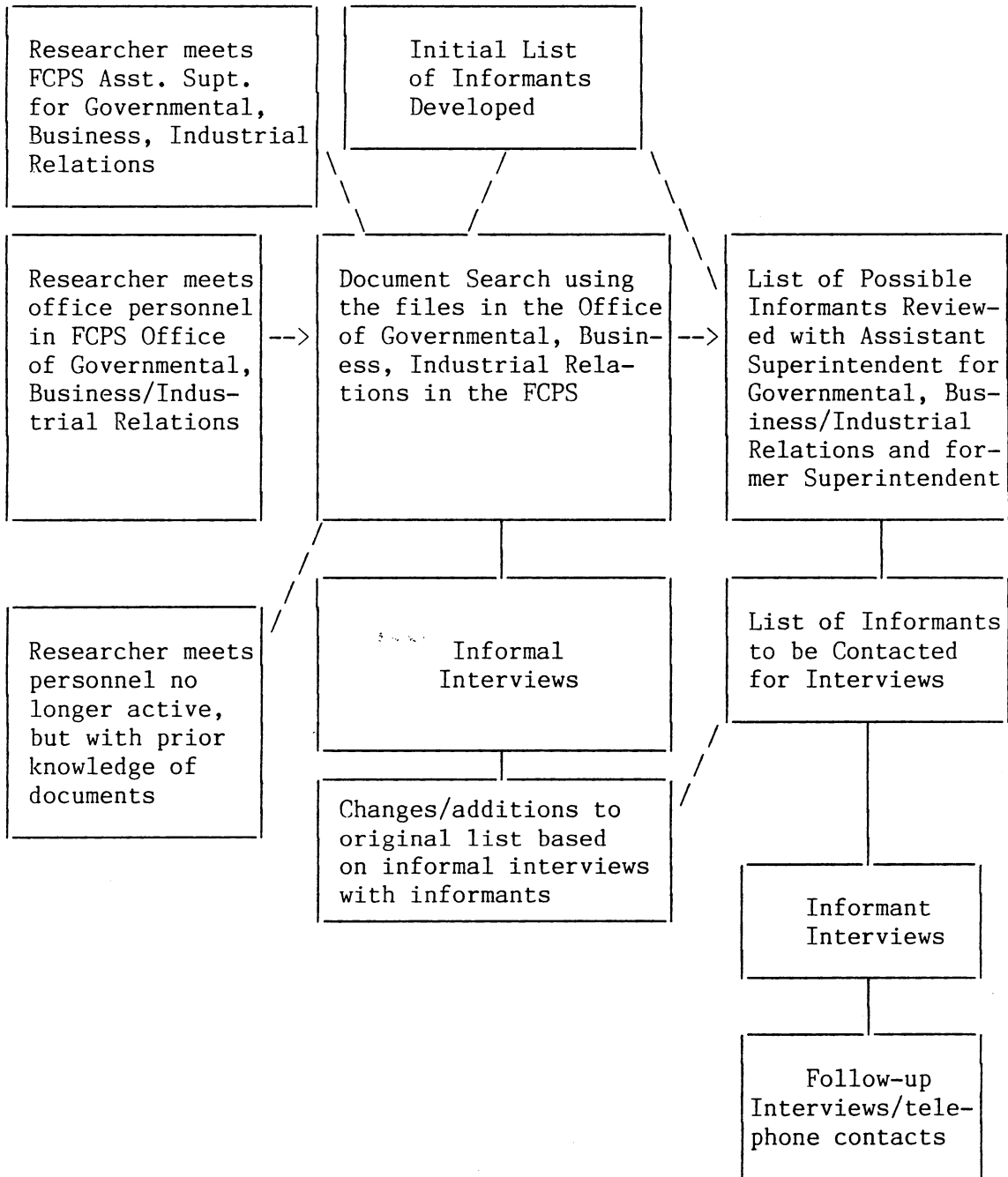
(signed)
INCORPORATOR

APPENDIX F

CAUSAL NETWORK TRACING STAGES of RESEARCH LEADING
to INFORMANT INTERVIEWS

APPENDIX F

Causal Network Tracing Stages of Research Leading to Informant Interviews



APPENDIX G

ROLE of KEY INFORMANTS in the FCPS
SCHOOL/BUSINESS PARTNERSHIP

(Appendix G) Role of Key Informants in the FCPS School/Business Partnership

Key Informants from FCPS

Key Informants from Business/ Industry

FCPS Business/ Industry Liaison

Two (2) Members of initial FCPS Superintendent Business/Industry Advisory Council

FCPS former Division Superintendent

Fairfax past President of the County Chamber of Commerce

FCPS School Board Chairman

Interviewed as Key Informants

Chairman of the first Superintendent's Business/Industry Advisory Council

Executive Director of the FCPS Education Foundation Inc.

President of the first FCPS Education Foundation, Inc.

FCPS First Director of the Office of Governmental, Business and Industrial Relations and Area Superintendent

Co-Chairman of present FCPS Superintendent's Business/Industry Advisory Council

FCPS Present Director of the Office of Governmental and Industrial Relations

Co-Director FCPS Education Foundation, Inc.

Administrator of the FCPS Education Foundation, Inc.

Member of the initial Board of Trustees of the FCPS Education Foundation, Inc.

APPENDIX H

CODE LIST OF KEY INFORMANTS

APPENDIX H

CODE LIST OF KEY INFORMANTS

The names are listed in the order in which the key informant interviews were held.

FCPS Informants:

1. William J. Burkholder
2. Nancy J. Turner
3. Mary Collier
4. Bernard J. Cameron
5. Jay D. Jacobs
6. Lynford E. Kautz
7. Bernadette O'Leary

Business/Industry Informants:

1. William Bestimt
2. Suzanne Petchulli
3. Earle Williams
4. Melvin Perkins
5. John T. Hazel, Jr.
6. E. Donald Stack
7. Anthony H. Blackstone

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the scanned document**