

INTERDEPENDENCE BOARD

Honorable George Deukmejian
Governor

Mr. Lou "Bill" Honig
Department of Education

William Bronston, M.D.
Project Interdependence

James Burchell, Esq.
Legal Counsel

Mr. Marvin Davis
20th Century Fox, Inc.

Mr. Donald Guinn
Pacific Telesis Group

Mr. Gerald C. Hayward
California Community Colleges

Mr. Charles A. Lynch
Saga Corporation

Senator Diane Watson
California Legislator

Student
State Board of Education

Students (2)
Project Interdependence

1984/85 REPORT

ON

PROJECT

INTERDEPENDENCE

SPONSORS

Honorable Thomas Bradley
Mayor of Los Angeles

Ms. Linda Bove
Actress

Mr. Clair W. Burgener
Businessman

Mr. Richard Chavez
Businessman

Senator John Garamendi
California Legislator

Ms. Goldie Hawn
Actress

Mr. Ron Allan
People First of California

Dr. Linus Pauling
Scientist

Mr. Itzhak Perlman
Violinist

Mr. Christopher Reeve
Actor

Mr. Edward V. Roberts
World Institute

Phyllis Rubinfeld, Ed.D.
American Coalition of Citizens
with Disabilities

Ms. Wilma Rudolph
Athlete

Mr. Raoul Teitel
AFT AFL-CIO

Senator Art Torres
California Legislator

Assemblywoman Maxine Waters
California Legislator

Mr. Stevie Wonder
Recording Artist

SUBMITTED BY:

WILLIAM BRONSTON, M.D.
CHAIRPERSON
PROJECT INTERDEPENDENCE

Partial List

A Public and Private Partnership with California's Youth in Careers • Recreation • Arts • Sports • Sciences • Awareness

830 "K" Street Mall, Suite 124 • Sacramento, California 95814 • (916) 323-0335

"The Legislature finds and declares that the successful transition of young people with disabilities into the adult world of economic and social participation requires the integration of these young people with others who are not identified as having a disability in ways that promote positive mutual regard and interdependence. The Legislature also finds and declares that successful transition is improved by cooperation among public agencies and the private sector well before these students leave the state's public schools."

Preamble to Senate Bill 1141,
Project Interdependence

"This Project clearly represents the wave of the future in terms of an appropriate role for government. It is entirely built on the development of a public/private partnership called for by President Reagan and Governor Deukmejian."

Senator Jim Nielsen
California State Legislator

"The Project and its staff, in my opinion, have consistently upheld the highest standards of integrity in managing and developing Project Interdependence. They have enhanced the perception and virtue of the Departments of Education and Rehabilitation as paradigms of human service and support to our young people in the eyes of the public. In my knowledge, there is not another program like Project Interdependence anywhere in the nation."

Senator Diane Watson
California State Legislator

"Everest and Jennings is committed to participating in projects and events that can benefit our physically disabled population. I feel your efforts through Project Interdependence definitely meets our philosophy of providing awareness and direction for physically disabled young people to better their environment and lives."

Steve Poteet
Rehabilitation Marketing Manager
Everest and Jennings

"By subscribing to the "Interdependence" concept, one in effect becomes part of a force for change. Cleansed from the daily vocabulary, for instance, is the arsenal of terms which stereotype people with disabilities "cripple, vegetable, spastic, etc."

The Sacramento Observer Newspaper

TABLE OF CONTENTS

	Acknowledgments	i
I.	Executive Summary	1
II.	Introduction to the Annual Report	2
III.	Project Interdependence Fiscal Year 1984/85 Problems and Recommended Solutions	4
IV.	Legal, Policy, Administrative, and Public Financing Mechanisms for Project Interdependence	6
V.	Private Resource Development	11
VI.	The Project Interdependence Training Cycle and Materials Design	21
VII.	Local Program Activities and Long-Term Community Support Structures	25
VIII.	WIN Interdependence	33
IX.	Public Awareness: The Interdependence Film Documentary, Public Information Brochure, Promo, and Outreach	36
X.	Appendix	38

ACKNOWLEDGEMENTS

Project Interdependence is utterly a labor of love. Its vision is embedded deep in the hearts and minds of all of the professionals whose work and commitment translates into the powerful adventure-experiences and beautiful communication products that are the signature of the program's quality.

Mr. William Campagna, the Program Manager, contributes a brilliance, competence and passion in every aspect of the Project's work. His total collaboration in the administration and policy leadership of the program is matched by the extraordinary humanity and sensitivity communicated in his work with the young people who are direct participants in the Program.

Mr. Jack Reed, Mr. Brian Margolis and Ms. Leslie Salmon, the Project's Field Coordinators, carry out the profound responsibility of organizing and supporting the Project's activities across the state in local communities. Their caring and commitment is unparalleled.

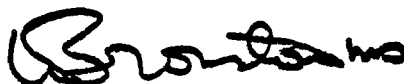
Mr. Ted Fay, the Project's Training Director, is utterly unique in his national and international experience in the area of teaching and programs that promote integration and excellence association with people who have disabilities. Mr. Fay's keen and creative vision shapes and develops many of the most innovative and precedent-setting aspects of the Project's training models.

Ms. Joanne LaVoie, the Administrative Assistant for Project Interdependence, provides the glue and stability, leavened with great humor and energy needed to hold the daily turmoil in some semblance of purpose.

Mrs. Louise Nava, the Executive Secretary for the Project Interdependence, equally contributes to the enormous responsibility for all communications in and out of the Program. Her superb professional artistry and tireless presence simply cannot be overestimated.

In the Department of Rehabilitation, the outstanding professionals in the Word Processing Unit, Janis Petree, Sherry Lang, Tilly Fox, Karen Lesly, and Irma Aguilar, produce more than half of the documentary materials always under major pressure of time, volume and the demand for the highest quality professional work.

This core team working together has produced marvelous work that in every sense must establish a standard of excellence for either the public or private sector. I can only believe that the greatest gratitude and gift to these superlative professionals is inherent in the celebration of the fourth anniversary of Project Interdependence with the knowledge of what their work has sown in the lives of so many California citizens.



WILLIAM BRONSTON, M.D.
Chairperson

"Project Interdependence exemplifies a significant trend away from isolated categorical programs that serve children in a series of discrete ways to a system of integrated service delivery. Project Interdependence is a model for delivery services to youth with disabilities and those without that we would like to see suplicated state and nationwide, thereby, augmenting the scope and intent of the Federal Vocational Rehabilitation Act. Certainly there is a critical need for more flexibility and creativity in using Federal matching resources to serve young people with disabilities, train professionals, and to effect the change in public attitude toward persons with disabilities which Project Interdependence has been working for so many years."

William C. Wilson, Ph.D.
Chairperson
Department of Special Education
San Francisco State University

"In all my years as a social science researcher, I have never seen more positive outcomes. Project Interdependence is one of the most outstanding examples of private/public partnership arrangements that exists in the state."

Tony Apolloni, Ph.D.
Director
California Institute on Human
Services
Sonoma State University

"Several schools in my 18th Senate District have been fortunate to have Project Interdependence and I hope that all schools will someday be able to participate. Young people with such experience become better citizens and our entire community benefits. This includes disabled persons as well."

Senator Gary Hart
California State Legislator

"It is a project that has made major differences in the lives of young people with disabilities in California, and it has worked to bring non-disabled people together with disabled people in friendship and mutual respect."

Wayne Sailor, Ph.D.
President, TASH
The Association for Persons with
Severe Handicaps

"Project Interdependence teaches that winning isn't everything,
it's everyone!"

Long Beach Press Telegram

"Pacific Telesis Group is pleased that our past support has helped
enable Project Interdependence to pursue its most commendable goals."

Don Guinn, Chairman
Pacific Telesis Group

"Your insight into building interdependence into youth prior to their
entering the mainstream is commendable as it will have a profound
effect on the attitude of all."

Gil Fernandez, Executive Director
Good Shepherd Center for
Independent Living

"Win Interdependence addresses individuals and their RIGHT to
independent, and non-stereotypical expression which is accomplished
by the coeducation of abled and disabled people by way of enlightening
them to one another's uniqueness and empowering each other to pursue
their private dreams in a realistic and structured manner. As a
faculty member for "WIN", I have seen it work. The week at Pepperdine
was a wonderful indication of the enormous scope of education that can
and should be provided all high school students."

Kate Schmidt
Two-time Olympic Bronze Medal Winner
and Former World Record Holder,
Javelin

"Project Interdependence is a magnificent Project which exemplifies the
kinds of activities a caring society ought to emphasize."

Gerald C. Hayward, Chancellor
California Community Colleges

"Area Board IV has been supportive of Project Interdependence since 1982.
We have seen the partnership concept work in our area in a very positive
way: Partnerships between students with and without disabilities,
between public and private sector, between education and business, and
between the Departments of Education and Rehabilitation."

William T. Allen, Ph.D.
Executive Director
Area IV Developmental Disabilities
Board

I. EXECUTIVE SUMMARY

Project Interdependence is an innovative, long-term economic development model to demonstrate public/private partnerships with California's youth for careers in science, the arts, recreation, and sports. It was mandated in the 1983 and 1984 Budget Acts after two years of initial development. The mandate called for an Interagency Agreement between the State Departments of Rehabilitation and Education and the creation of a public/private policy oversight Board. It specified program goals and objectives and required an annual report to the Legislature.

1984/85 has been a crucible year in the development of the Project. From its inception in 1981, the development and building of the program involved statewide, regional, and local training events among 18 school districts throughout the State. The impact of the Interdependence training events and the intense year around follow-up efforts to support ongoing activities at the local level pointed to the urgent need to institutionalize the design and process in order to provide the stability and continuity of effort needed for the achievement of the Project's goals.

This Annual Report describes the Project's strategic objectives and its accomplishments.

- A major commitment was made to establish legal, policy, and public financing mechanisms to administratively strengthen Project Interdependence.
- In the area of private financing, significant work was aimed to develop and increase major private support mechanisms.
- Programmatically, a complete training cycle design and training materials were created.
- The first model career training event WIN Interdependence was produced, local program activities and events were supported and expanded.
- The strategy to implement a stable local civic support base was developed, preparations were made to expand the Project into new school and community sites for the coming year.
- The public information thrust of the Project included the completion of a new documentary video, Upstream U.S.A., the production of a comprehensive Project Interdependence information brochure and the completion of a promotional video short.

The unique character of Project Interdependence, represents a major model of human resource development.

Within this broad frame of activities, nine problems were identified the solution of which would significantly improve the Project's quality and effectiveness.

II. INTRODUCTION TO THE ANNUAL REPORT

We are experiencing a period of staggering change ... change in our culture, change in the economy and change in our deepest held values. These fall heaviest on our children and young people who must navigate between an established order and the emergence of a 21st Century set of conditions. This demands of them a new understanding and quality of citizenship that is still elusive. It demands of us a new public attitude and media imagery to tap the enormous productivity of our State's high school youth and the benefit of opening society to all persons.

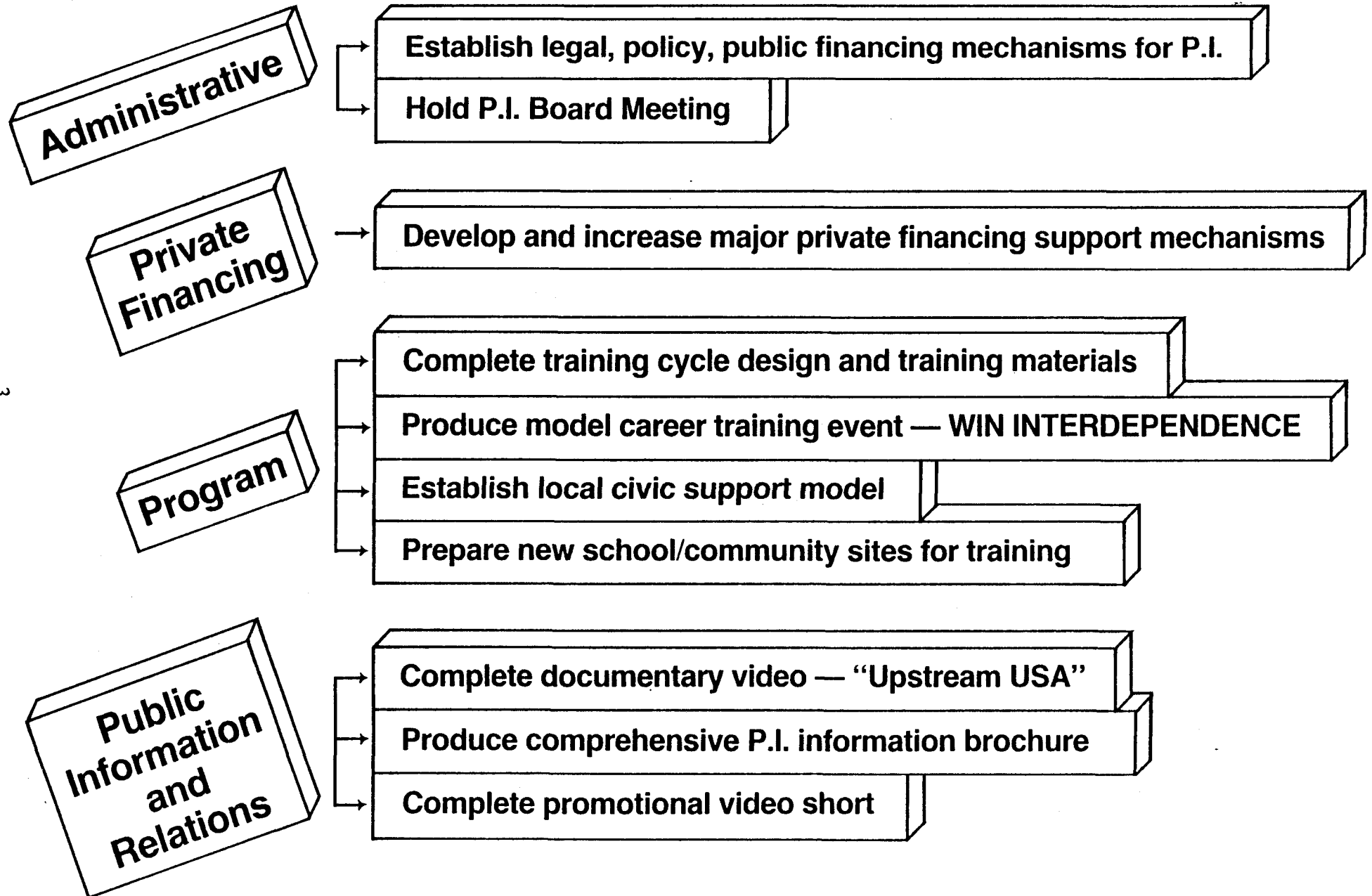
Project Interdependence, in its fourth year, is a response to a change in the public's attitude about government and its role in civic affairs. It is the response to the decline of public human service financing and the challenge to the private sector to accept a more coordinated and strategic role in enhancing quality of life. It is the response to the widespread alienation, frustration and depression that grips so many of our young people. It is the response to the most profound debates in our society about the sanctity of life and the carryover of the almost medieval acceptance that people with severe disabilities are less than human and by their existence compete for and deplete essential resources from the society. It is the response to the legacy of segregation, low expectations and institutionalization forced upon many of our fellow citizens with disabilities given the public approval that such practices are not only appropriate but desirable.

The Project is a response to the reality that we live in a period of scientific and technical revolution and yet the tangible aspects of this reality are not available in our schools and communities where its application would uplift human competency and social communication beyond our wildest dreams. Finally, it is the response to the challenge of our future that belongs wholly to our children. What will they become when they grow up? What opportunities, dreams, journeys exist and will be crafted in the drama of their times?

The Project is a structure to link the career destinies of young people with and without disabilities to our economy. It aims to improve the cooperation and interdependence among public agencies and the private sectors well before students leave the State's public schools. Most challenging is the significant partnership that Project Interdependence establishes with the private corporate sector. The following report describes in some detail the enormous work carried out during the last Fiscal Year 1984/85.

PROJECT INTERDEPENDENCE OBJECTIVES

Fiscal Year 1984/85



III. PROJECT INTERDEPENDENCE FISCAL YEAR 1934/35: PROBLEMS AND RECOMMENDED SOLUTIONS

1. PROBLEM:

Federal Financial Participation through the use of Vocational Rehabilitation Section 110 grant funds have been withdrawn from the Department of Rehabilitation portion of the Project Interdependence budget. Efforts should be made to regain Federal Financial Participation in the Project.

RECOMMENDED SOLUTION

A "Joint Proposal" should be prepared from the Departments of Rehabilitation and Education and be submitted for a formal opinion regarding the eligibility of the Project under current Federal law and regulations. Another Federal resource which exists through "Transition" program monies to states should also be explored.

2. PROBLEM:

Project Interdependence must be established in policy law in the State of California to assure the articulation of its purposes and innovative public/private partnership model.

RECOMMENDED SOLUTION:

Support the passage of Senate Bill 1141 as an urgency statute.

3. PROBLEM:

An appropriate level of executive management co-leadership is needed to properly administer the interagency character of Project Interdependence.

RECOMMENDED SOLUTION:

Establish an executive liaison position within the State Department of Education, Office of the Deputy Superintendent (Specialized Programs Branch), moving that responsibility from its current focus in the Personnel Development Unit of the Special Education Branch.

4. PROBLEM:

Inadequate personnel exist to address the need for private resource development for Project Interdependence.

RECOMMENDED SOLUTION:

Establish a mechanism and possible professional position to spearhead private resource development.

5. PROBLEM:

A stable professional/civic structure is needed at the local level to preserve and develop Project Interdependence in relation to its statewide goals and programs.

RECOMMENDED SOLUTION:

Establish "Internet", and an Annual Statewide Convention and periodic newsletter.

6. PROBLEM:

Inadequate Department of Rehabilitation local personnel participation exists resulting in insufficient Rehabilitation services being provided to the Project Interdependence student participants.

RECOMMENDED SOLUTION:

Establish Department of Rehabilitation administration support to increase and improve Rehab staff participation in the Project and its follow-up.

7. PROBLEM:

Research is needed to assess many aspects of Project Interdependence. Funding resources have not been available for this need.

RECOMMENDED SOLUTION:

Establish a research component to the Project through public and/or private means.

8. PROBLEM:

The process and resources necessary for quality film making in conjunction with the Project have been piecemeal and thus problematic.

RECOMMENDED SOLUTION:

Obtain a production resource and budget for future film projects through the assistance of the Project Interdependence Board.

9. PROBLEM:

General public awareness of Project Interdependence has not been critically important until the present time and is needed for appropriate understanding and general active support of the Project and its concepts.

RECOMMENDED SOLUTION:

Initiate a public service advertising campaign to depict the Project, its activities, and merits to the general public in California.

IV. LEGAL, POLICY, ADMINISTRATIVE, AND PUBLIC FINANCING MECHANISMS FOR PROJECT INTERDEPENDENCE

A. Background

Project Interdependence was begun in 1981 as California's principal commitment to the International Year of Disabled Persons. It originated as an informal cooperative agreement between the leadership of the Departments of Rehabilitation and Education. The following year, after the program had distinguished itself in practice as a model public/private partnership, a formal interagency agreement was struck between the two cooperating departments. In 1983, and again in 1984, the project was mandated through specific descriptive language in the Budget Act. Due to the unorthodox mechanism of establishing such a program, through the Budget Act, a decision was made to submit policy legislation for Project Interdependence in 1985.

Financing for the project is from three sources. The Department of Rehabilitation, committed the salaries and overhead for five professionals and two clerical positions. The Department of Education committed a small staff complement and funds to provide core programming. The balance of the resources to implement the full program are raised through a wide range of private solicitations of cash and in-kind support.

A fundamental unresolved issue existed regarding the eligibility of Project Interdependence to receive Department of Rehabilitation Federal Vocational Rehabilitation Matching Funds. The resolution of this issue and the establishment of the Project in policy legislation have been two preeminent administrative concerns this year.

B. The Joint Proposal and Rehab Services Administration

In order to properly ascertain the legitimacy of Project Interdependence receiving Federal Vocational Rehabilitation matching funds, the Region IX Commissioner of the Rehab Services Administration invited the Department to submit a "Joint Proposal". This is a mechanism used to determine whether Project Interdependence is an eligible activity under the law and regulations. The Proposal was to have been submitted under the joint aegis of the Department of Rehabilitation and the Department of Education. Ultimately, it was to have been approved by the United States Secretary of Education.

A first and second draft were submitted for comment by staff from the Department of Rehabilitation to the Regional RSA Commissioner. The Department of Education did not have an opportunity to finalize their input. The essential proposition set forth in the Joint Proposal, which describes Project Interdependence and all of its activities in detail, underscored the essential thrust of the

Project as an administrative support effort emphasizing: staff development for rehab counselors and educators, awareness and attitude training for employers, and career exploration training for high school students.

The opinion of the Regional RSA Commissioner was that the project as described in the draft proposal did not meet the requirements of Federal law and thereby could not utilize the Federal vocational rehabilitation grant monies. Based on this opinion, an arrangement was made between the Department of Rehabilitation and the Department of Finance to include an augmentation of \$264,000 State General Funding in the Governor's 1985/86 Budget. This represented the 80 percent Federal financial portion in the Department of Rehabilitation budget for Project Interdependence.

Subsequently, an agreement was reached within Department of Rehabilitation to withdraw all federal funds from the Project as of April 1, 1985 and to formally submit an Interagency Joint Proposal in Fiscal Year 1985/86. The Department of Education, responding to this possible interruption, provided a cash augmentation to continue the Project's work through the fiscal year until the State General Fund item could be activated.

C. Senate Bill 1141

Senators Jim Nielsen and Diane Watson, as principal author and coauthor, introduced Senate Bill 1141 on March 7, 1985. This policy legislation, primarily drawn from existing Budget Act language for 1983 & 1984, proposes to establish Project Interdependence as a legislated program administered by the Department of Rehabilitation. This Bill reiterates the requirement for an interagency agreement between the Departments of Education and Rehabilitation. Legislative intent sets forth the fundamental commitment to promote full integration of youth with and without disabilities and maintains the public/private partnership character of the program with the necessary mechanisms to assure appropriate solicitation and use of private funds to "augment and not supplant any other state and Federal funds." This legislation is coauthored by 30 bipartisan Senate Assembly Members. 1/ Its passage in 1985, as an urgency statute, will provide the necessary assurances for the continuation of the project.

1/ See Appendix 1

D. Project Interdependence Financial Administration

The financial reporting of the project's resources is handled through three separate entities. The first, is through the budget system of the Department of Rehabilitation responsible for the salaries and overhead of its Department's employees. The second, is an agreed upon program budget administered by the Department of Education covering its commitments. The third, is a special account administered by the Department of Rehabilitation for private contributions which are deposited in the First Interstate Bank, authorized, through the 1983/84 Budget Act and approved by the Department of Finance.

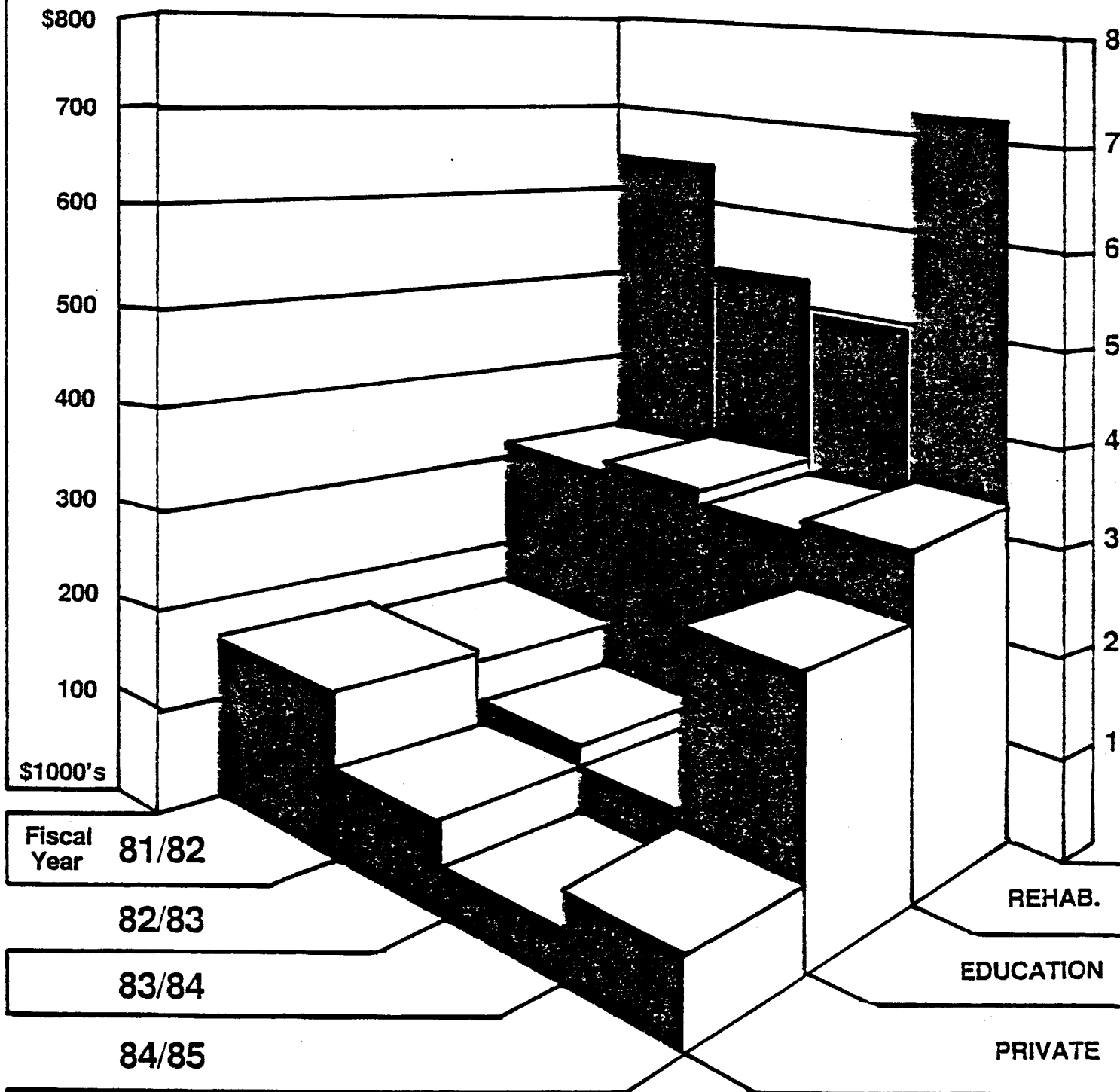
Table 1 and Graph 1 depict the finances of the Project for each year since Fiscal Year 1981-82.

TABLE 1
TOTAL REVENUES
FROM ALL FUNDING SOURCES AND
COMPARISON OF ANNUAL CHANGE

	FY 1981/1982	FY 1982/1983	FY 1983/1984	FY 1984/1985 (to April 30)	Change from Previous Year
Rehab	\$321,234	323,761	320,522	326,958	+ 2%
Education	\$121,400	111,400	83,378	265,625	+218%
Private	\$161,862	89,400	17,800	123,068	+585%
Total	\$604,496	524,561	421,700	715,651	+ 70%

GRAPH I

PROJECT INTERDEPENDENCE



RESOURCE COMPARISON

July 1985

PROJECT INTERDEPENDENCEStatement of Funding Sources, Revenues, and Expenses
Fiscal Years 1981/82, 1982/83, 1983/84 & 1984/85

<u>State of California Program Funding</u>	<u>FISCAL YEAR ENDING JUNE 30</u>			
	<u>1981/82</u>	<u>1982/83</u>	<u>1983/84</u>	<u>1984/85</u>
<u>Department of Rehabilitation (DR)</u>				
• Personnel Services	\$225,298	\$225,298	\$225,298	\$241,422
• Operating Expenses	95,224	95,224	95,224	85,538
• Program Expenses	712	3,239	0	(
<u>Department of Education (SDE)</u>				
• Personnel Services	21,900	51,900	50,338	92,530
• Operating Expenses	19,500	19,500	11,925	35,470
• Program Expenses	80,000	40,000	21,115	52,000
• In-Kind SDE Liaison/Local Service Contribution (School, Administration, Site Coordinators)				85,625
TOTAL STATE FUNDING	\$442,634	\$435,161	\$403,900	\$592,580
<u>Private (Corporate/Individual) Funds Received</u>				
• Contributions (cash)	\$ 56,162	\$ 30,650	\$ 21,200	\$ 23,440
• Contributions (in-kind)	(105,700)	(58,750)	(24,400)	(99,620)
TOTAL IN-KIND AND CASH CONTRIBUTIONS	\$161,862	\$ 89,400	\$ 45,600	\$123,060
TOTAL FUNDING AND REVENUES FROM ALL SOURCES	\$604,496	\$524,561	\$449,500	\$715,650

STATEMENT OF YEAR END RESOURCES

	<u>FISCAL YEAR ENDING JUNE 30</u>			
	<u>1981/82</u>	<u>1982/83</u>	<u>1983/84</u>	<u>1984/85</u>
Cash Balance	\$ 6,550	\$ 4,844	\$14,541	\$10,129
Training Materials Inventory	75,000	25,000	22,000	30,000
Equipment (E&J Wheelchairs)				17,000
TOTAL	\$81,550	\$29,844	\$36,541	\$57,129

PROJECT INTERDEPENDENCE

PRIVATE CASH RESOURCES SUMMARY

<u>CASH EXPENDITURES SUMMARY</u>	<u>FISCAL YEAR ENDING JUNE 30</u>			
	<u>1981/82</u>	<u>1982/83</u>	<u>1983/84</u>	<u>1984/85</u>
<u>Interdependence Activities*</u>				
● Program Costs*	\$ 36,143	\$ 17,426	\$ 5,533	\$ 14,611
● Photography	3,848	3,730	178	119
<u>Program Training Materials</u>				
● Printed Materials	5,162	1,125	1,792	1,997
● Video Production	4,459	10,075	4,000	11,133
TOTAL EXPENDITURES	\$ 49,612	\$ 32,356	\$ 11,503	29,219
(Invoices paid through private sector corporate/individual funding)	=====	=====	=====	=====
FUND BALANCE (Year End)	\$ 6,550	\$ 4,844	\$ 14,541	\$10,129

All private sector contributions received by Project Interdependence have been used to support students in the program, Project Community and school leadership training, public education and media and materials. Revenues and expenditures for the fiscal years shown have been verified by the State Department of Rehabilitation, Audit Section.

Private sector tax-exempt contributions are placed in a special non-profit account by the Accounting Section of the State Department of Rehabilitation.

First Interstate Bank
Project Interdependence Account
830 K Street Mall
Sacramento, CA 95814

Project Interdependence is funded from the following sources:

- Through a Memorandum of Understanding between State Departments of Rehabilitation and Education, all Personnel Services and operating expenditures for managing the Project are funded.
- From the solicitation of private (corporate or individual) tax deductible contributions of cash and in-kind resources, to fund all remaining program activities and needs.

A summary for Fiscal Years 1981/82, 1982/83, 1983/84 and 1984/85 is included in this report and reflects gross receipts and expenditures to fund the statewide program from all sources. This summary does not include funding or in-kind contributions given directly to high schools for local Project activities.

The 1984-85 private sector contribution amount includes minimum projected commitments to be received by June 30, 1985. The private resource component of the Project is used exclusively to obtain services and products which cannot be purchased through the use of public monies in the Project. These private monies represent the greatest multiplier factor within the program. For every cash dollar expended, the Project receives \$5.50 in value.

E. Project Interdependence Board

The Project Interdependence Board was formalized in Budget Control language in 1983 and again in 1984 and represents the private/public partnership character of the Project. The Board members include the Governor, the State Superintendent of Public Instruction, a legislative leader, the Chancellor of the Community College system, and five leaders in the private corporate sector. Selection of the private sector leaders is the responsibility of the Director of the Project. It has been the policy of the Project to select representatives from industries most relevant to the career interests and activities of high school age youth. Due to the nature of the responsibilities asked of Board members, the selection of individuals and corporate entities representing the most outstanding industries in the State has been very challenging.

Current private sector Board members represent the major industry leaders in telecommunications, the entertainment industry and the food service industry. In 1984, Ms. Beverly Sassoon agreed to accept a Board seat, which provides the Project with a major leader in the beauty industry. The fifth and final seat has been allocated for a major leader connected to either the sports industry or the apparel industry in California.

At this stage in the Project's development, and with major policy and programmatic issues needing to be addressed, an annual Board meeting was held May 10, 1985. The agenda for this meeting is attached. 2/

F. State Department of Education Management Co-leadership

A priority objective for the Project this year has been to establish executive management co-leadership in the Department of Education. With the consolidation of career education, adult education, and special education, under a single Deputy in the Department of Education the opportunity to expand the involvement from across the Department of Education is ideal.

The importance of policy level staff participation cannot be over-estimated. Negotiations are in progress to this end.

2/ See Appendix 2

V. PRIVATE RESOURCE DEVELOPMENT

A. Background

The fundamental purpose of introducing private resources into Project Interdependence is to establish the highest quality program and the most dynamic participation on behalf of the private sector. This is more than to simply augment available dollars. It aims to establish innovative and creative working relationships with unique and outstanding employers and entrepreneurs in the community-at-large. It is the fundamental mechanism for broadening the influence of the Project among the general public and assuring wide spread continuity of effort and long term follow-up after the Project Interdependence model is seeded in selected communities throughout the State. In short, the public investment that exists in the program must be understood as a catalytic investment aimed to stimulate, involve, and actualize the broadest possible private sector program network.

Fiscal Year 1984-85 represents a critical turning point in the development of the private resource component of the Project. To date, enormous energy and effort has been committed to soliciting contributions through targeted individualized appeals. Project staff seek in-kind assistance to accomplish specific program tasks. Beginning in early 1984, a serious commitment was made to establish more expert and consolidated approaches to fundraising and resource development for the program.

B. Cash and In-Kind Support Relative to Specific Activities

1. Local Programs:

Project staff and local school and community leaders have begun to successfully attract local corporate cash and in-kind contributions to support local and regional training events and project activities. These local funds ARE NOT included as part of total revenues reported by statewide Project Interdependence. These monies are solicited and held in local accounts under the supervision of autonomous school district project groups for their activities. Table II shows four examples of local private support.

TABLE II
SIX EXAMPLES OF LOCAL PRIVATE SUPPORT FOR PROJECT INTERDEPENDENCE*

<u>School District: Norwalk/La Mirada 1982/83</u>			
Contributor	Cash or Value	Contributor	Cash or Value
Chipper's Nut Hut	\$ 172	Veterans of Foreign Wars, Post 7138	\$ 172
Textone, Inc.	172	Seroptomists Club of Norwalk	250
Winchell's Donuts, Inc.	172	Norwalk Women's Club	172
GI Trucking	172	La Mirada Kiwanas	172
Tower Industries, Inc.	172	La Mirada Rotary	344
Bechtel Power Corp.	344	Glenn High School Dance Club	120
Amplex, Inc.	344	Glenn High School French Club	172
Shasta Beverages	172	Glenn High School Key Club	186
Denny's International	344	Glenn High School Mecha Club	68
Edison	344	Norwalk High School Band	86
Xerox	172	Linda Hary, Glenn High School	25
I.B.M.	250	Marge Archer, Glenn High School	50
Rio Hondo Mayor's Committee	172	Van Epps Family	100
Norwalk Masonic Lodge	172		
Oxborrolo Family	30		
		Total:	\$5,121

<u>School District: Norwalk/La Mirada 1983/84</u>			
Contributor	Cash or Value	Contributor	Cash or Value
So. Calif. Edison Co.	\$ 500	Denny's, Inc.	\$ 390
Bechtel Power Corp.	380	Sears, Roebuck & Co.	300
G. I. Trucking Co.	190	Goss Jewett & Co., Inc.	190
Tower Industries, Inc.	190	E. T. Horn Co.	190
I.B.M. Corporation	190	Gannon Mfg. Co., Inc.	95
Winchell's Donut House	95	Starow Steel Co.	30
West San Gabriel Valley Mayor's Committee F/T Employment O/T Handicapped	600	Rio Hondo Mayor's Committee F/T Employment of the Handicapped	190
Bellflower Eagles	190	La Mirada VFW Post 9148	190
La Mirada Kiwanis	190	Norwalk VFW Post 7138 (plus \$200 In-Kind Contribution)	190
Norwalk Woman's Club	190	Glenn Wood Ladies Aux.	100
Norwalk Ladies Elks #2142	95	Norwalk Lionettes	50
Norwalk Department of Recreation (In-Kind)	500	Career Assessment and Placement Center (In-Kind)	200
U.S. Naval Base, Long Beach	100	La Mirada High School Drama Club	150
John Glenn High School Dance Club	150	Mr. John Acosta (In-Kind)	150
Mayor Peg Nelson, Norwalk (In-Kind)	200	VanEpps Family (In-Kind)	200
Dr. Zack & Mrs. Ellen Ein	95		
Dr. William & Mrs. Martha Gautschi	95		
		Total:	\$6,565

*Local support is not figured into the Statewide Project revenues total.

TABLE II (Continued)
SIX EXAMPLES OF LOCAL PRIVATE SUPPORT FOR PROJECT INTERDEPENDENCE*

School District: Norwalk/La Mirada 1984/85

Contributor	Cash or Value	Contributor	Cash or Value
Bechtel Power Corp.	\$ 200	Greenwood Aux. Post 7138	\$ 50
I.B.M. Corp.	200	Assn. for Retarded Citizens	80
Winchell's Donut House	200	Southeast	
Shakey's Pizza	136	Norwalk Dept. of Rec.	1,000
Daniel Freeman Hospital	200	Glenn Barrett	200
Bellflower Eagles	100	Mary Wilson	200
La Mirada Kiwanis	200	Joe & Jane Stafford	25
Norwalk Lions Club	200	L.A. Eagles Fire Dept.	100
Norwalk VFW Post 7138	225	Hope Ewing, M.D.	500
Rio Hondo Mayors' Committee	200	Ken Saffier, M.D.	500
Beachcombers	50	Southern California Drum Co.	50
Casa Colina Condors	200	<u>Fundraisers</u>	
Denny's, Inc.	190	Nut Sale	1,410
Sears Roebuck, Inc.	1,040	La Mirada High School	1,200
Ford Motor Company	100	John Glenn High School	450
Norwalk Lionettes	25	Norwalk High School	100
Southeast Center for Independent Living	450	Community Groups	450

Total: , \$10,231



*Local support is not figured into the Statewide Project revenues total.

TABLE II (Continued)
SIX EXAMPLES OF LOCAL PRIVATE SUPPORT FOR PROJECT INTERDEPENDENCE*

School District: Troy High School 1982/83

Contributor	Cash or Value	Contributor	Cash or Value
SELPA, Don Greene (Assemblies)	\$1,000	East Fullerton Lions Club	\$ 200
Fullerton School District	80	Troy High School PTSA	100
John A. Chaffery (Troy Graphic Arts) (Silkscreen Shirts)	500	Carl's Jr. (Chapman & Victoria) (Cups, Station, Certs.)	600
Cal Trans (Bob Hays, Orange) (500 cones & pick-up)	300	Bill Holt (Fullerton) (Timer Clock, Numbers, Labor)	375
Van's Shoes (Start/Finish Banner)	50	Hansen's Foods (5 Cases Drinks)	50
Esperanza Medical Center	300	Assisteens of Fullerton	600
Interact	250	Club Sponsorships	500
Associated Student Body	125	Home Economics	125
Pacific Telephone	1,200	Parent Contributions	150
Alex Valdez & Associates	400	Able Data	200
Graphics Dept. of Troy High	200	Capistrano Hot Springs	150
Harry Cordellos	400	Handicapped Scuba Assn., San Clemente	500
Project Threshold	250	Southeast Center for Independent Living	100
State Dept. of Parks and Recreation	100	U.S. Marine Corps, M.C.A.S., El Toro	50
United Methodist Church	200		
U.S. Navy, Naval Station Long Beach	50		

Total: \$9,105

School District: Troy High School 1983/84

Contributor	Cash or Value	Contributor	Cash or Value
Fullerton Police Department	\$ 200	Mitchell School	\$ 100
Assisteens	380	SERN I	100
PTSA	100	Fluor Corporation	500
Fullerton South Rotary	800	Disneyland Grant	2,000

Total: \$4,180

*Local support is not figured into the Statewide Project revenues total.

TABLE II (Continued)
SIX EXAMPLES OF LOCAL PRIVATE SUPPORT FOR PROJECT INTERDEPENDENCE*

School District: Dos Pueblos Unified 1984/85

Contributor	Cash or Value	Contributor	Cash or Value
Sears Roebuck & Co.	\$ 600	Associated of Retarded	\$1,000
Tierra de Ora Parlor #304	25	Citizens-Santa Barbara	
Native Daughters of the		Council	
Golden West		Access Theatre	500
Santa Barbara Bank & Trust	200	Exxon USA	
Kiwanis Club of	200	Serigraph	200
Santa Barbara		Russell Transportation Co.	400
Santa Barbara Research Ctr.	200	Independent Living Resource	400
		Center	
		Total:	\$3,725



*Local support is not figured into the Statewide Project revenues total.

2. Documentary Film

Considerable success has been realized in financing the production of the documentary film, "Upstream" USA". Contributions of professional time and expertise, equipment, materials, studio time, and significant cash contributions, have been invested in this effort and continue to be contributed toward the completion and marketing of the film. This piece-meal approach has resulted in undue delays and unpredictability with regard to completion of the film. Table III shows all private contributions received to date toward producing "Upstream" USA".

TABLE III

Private Contributors to Project Interdependence Film "Upstream USA"

Contributor	Cash or Value	Contributor	Cash or Value
Pacific Telesis	\$10,000	20th Century Fox	\$ 5,000
Pacific Video	4,000	Coming Attractions of Hollywood	1,000
Dancing Bear Productions	30,000	Torr Vacuum	500
Central Bank	500	Compact Video	1,000
AME, Inc.	500	Intermix	12,000
Agfa - Gevart, Inc.	1,000	Sun West Studios	4,000
Dr. Sidney Berger	5,000	Dr. Richard Byrne	500
A. K. Tsakopoulos Fund	2,000	Chevron	5,000
3-M Company	2,000		
		Total:	\$84,000

3. Project Interdependence Brochure

The design and production of a Project Interdependence brochure has been a major investment of time and human resources in this fiscal year. The need for a single document that summed up and communicated the totality of the Project Interdependence structure and experience, much in the line of a corporate report, has been sorely needed to complement individual printed pieces developed from the outset of the Project. The development of such a document dovetails with the maturation of our fundraising strategies at this time. A major Northern California public relations and advertising firm, Girvin, Conrad & Girvin, provided extraordinary assistance, on a probono basis, representing a fine example of public/private collaboration. Involvement with this agency has resulted in additional gains through the interchange of information and values between project staff and the agency's executive leadership. Table IV shows all contributor to the brochure.

TABLE IV

Project Interdependence Brochure
Contributors

Contributor	Cash or Value	Contributor	Cash or Value
Girvin, Conrad, Girvin	\$ 5,200	20th Century Fox	\$ 1,000
Hacker Color	2,500	Joe Wright	1,000
Wade Advertising	2,000	Brian Masunaga	500
Gerry Byers	1,000	A&L Graphico	3,000
		Zellerbach Corp.	1,500
		Total:	\$17,700

4. WIN Interdependence (Statewide Training Event) 3/

The mobilization of resources to implement WIN Interdependence, the sports and sports career training event represents one of the most interesting and complex examples of the private/public partnership. The implementation of WIN Interdependence was assured through the establishment of a core budget from the Department of Education for room and board for student participants and essential consultant monies. A second major component of the program includes the recruitment of numerous private sector corporations and entrepreneurs to contribute their time and effort as faculty and exhibitors in this unprecedented career exploration week. Table V represents the complex network of contributors and their contribution being constructed to produce WIN Interdependence.

3/ See WIN Interdependence Section in this report page 33.

TABLE V

WIN Interdependence
Private Contributors

Contributor	Cash or Value	Contributor	Cash or Value
A&L Graphico	\$ 500	Los Angeles Clippers	\$ 1,000
ABC Publishing	300	LA Organizing Committee	200
ABC-TV	500	Lorimer, Mike	500
Accesspress	500	National Wheelchair	1,500
Akrey, Frank	1,500	Tennis Assn.	
Athletic Congress of the U.S.A.	500	Observer News, Inc.	2,000
Bank, Willie	500	Pacific Telesis	5,000
Bookshelf Video	8,000	Pacific Impressions	400
Bragg, John	2,000	Prints Plus	200
Brown, John	500	Puma	500
Cable, Candice/Peter Brookes	500	Reach Foundation	500
California Sport Dance	500	Redkin Products	1,000
Connolly, Hal	200	Roberts, Edward V.	500
Canon	300	Rohr Corporation	500
Casa Colina Condors	1,000	Russell Corporation	500
Cappy Productions/20th Century Fox	1,000	Santa Monica Volleyball Club	500
Coast Stereo	1,500	Schmidt, Kate	500
Easton Aluminum	5,000	Southern California Olympians	200
Edwards, Paul, Jr.	500	Sports Illustrated	500
Everest & Jennings	20,000	SAGA Corporation	11,000
Ford Motor Company	3,000	TASCO	300
Friends of John Doolittle	1,000	Theradyne Corporation	2,000
Green, W. Ron	250	Turner Competition Services	500
Governor's Media Office	500	U.S. Professional Tennis Registry	1,000
Guth, Tom	500	Mary Wilson	2,000
Halsey, Cliff	500	Women's Sports Foundation	500
Hughes Helicopter	200	Yamaha Sports International	1,000
Kilgour, Kirk	1,000	YMCA	500
Knaub, Jim	250		

Total: \$87,300

C. World Interdependence Fund

In late 1983, work began to organize a consolidated fundraising structure which, though independent of Project Interdependence, would have common roots, common objectives, and a full time commitment to resource solicitation. Thus, the World Interdependence Fund (W.I.F.) was organized as a non-profit (501(c)3) Foundation. The composition of the W.I.F. Board lends itself to a programmatic emphasis in the areas of science and the arts. The Fund's basic thrust is to join youth imagination and the corporate community in an active vision of the future. The WIF Board Chairperson, Mr. Ray Bradbury, the noted science fiction

writer, and other outstanding Board members (see Appendix), 4/ have developed an alliance with the space industry. April 24, 25, 26, members of the WIF Board were guests of NASA, at Cape Canaveral, and participated in the creation of a program for the Space Congress.

The initial objective of the World Interdependence Fund is the creation of a space-age museum-library-school complex called the "World Interdependence Center". The network that will be required to implement this futuristic project will be available to Project Interdependence as we organize and implement our career training models in science and the arts. In addition, we anticipate the contribution of grants from the World Interdependence Fund to assist Project Interdependence.

D. 1985 Project Interdependence Fundraiser

The need for a significant fundraising event for Project Interdependence became imperative in this fiscal year. The scheduling of the first Board meeting of Project Interdependence provided the perfect opportunity around which to produce a benefit reception. Through the superb assistance of community leaders, willing to align themselves with the destiny of the Project, a major fundraising event was organized for the evening of May 10 presenting Nancy Wilson and her trio. The proceeds from this event were used in part to complete the underwriting of WIN Interdependence. More importantly, this event, and the public outreach associated with it, represent a transition from individual solicitation to a professional and community-based fundraising approach.

TABLE VI

Project Interdependence Fundraiser In-Kind Contributions

Contributor	Cash or Value	Contributor	Cash or Value
Nancy Wilson	\$ 500	Sterling Limousine	\$ 300
Sound Stage - John Hall	1,000	Marina Inn-Van	300
Chri Beedle/Hostage Band	500	B & B Properties:	350
Equipment & Labor		Soda & Beer	
Food-for-Thought	250	Wine:	800
Facility - J.P. Sullivan/	500	Mondavi	
Harold Graves		R & J Cook	
Blooming Art	150	Charles Myers/Harbor Winery	
Flower Concepts	150	Napa Natural Sodas	200
Total Cash Received from Individuals and Corporations (42)			<u>15,165</u>
Total:			\$20,165

4/ Appendix 3

E. Long-Term Community Support

The creation of a statewide community-based network, including students, corporate participants, civic leaders and community volunteers is an important foundation for long-term private resource development. This structure called INTERNET (Interdependence Network) ^{5/} represents the principle organizational outcome of Project Interdependence. It will be incumbent upon these networks throughout the State to generate the necessary private resources to assure the continuation of local programs. INTERNET is analogous to other civic organizations committed to improvement of quality of life. The object of this membership organization is to promote a wide range of activities for integration of youth with and without disabilities through career exploration and awareness building projects.



Kate Schmidt, two time Olympic Bronze Medal Winner in Javelin,
Exemplifies the Impact of Interdependence

^{5/} See INTERNET Section page 30

VI. THE PROJECT INTERDEPENDENCE TRAINING CYCLE AND MATERIALS DESIGN

A. Background

Project Interdependence began with a well developed aim to inspire high school age youth to become significant and contributing citizens in the economy and in the society. The strategy of the Project was to create the most exciting experiential events within which intense training and learning took place. However, the three constituencies impacted by the Project; students, professionals, and civic/corporate supporters, each possess intrinsic limitations which need to be addressed to establish a force able to maintain and regenerate the Project statewide.

- Teachers and Rehabilitation Counselors could not alone be expected to provide sufficient organizational stability and continuity.
- Trained high school students who graduate after two or three years take with them the most profound investments in the program.
- The private sector, unaccustomed to long-term association in community programs, prefers to provide short-term material investments.

Thus, the strategy required the development of a clear tangible and replicable training model that would show a beginning, a middle, and an end of the direct involvement of Project Interdependence staff in any given area. This would allow for establishing a contractual agreement through which a self-sufficient INTERNET Chapter would emerge and thrive.

Once the concepts of Interdependence took hold it became incumbent upon the Project to showcase career futures in the four spearhead industries: Art, Science, Sports and Recreation. Enormous time and effort were required to conceive, design, and organize the resource constellation relevant to each career spearhead.

These two critical tasks were imperative to promote the quality and gains of the first three years of the program.

In each component of the Project Interdependence training model detailed procedures and materials had to be created to link the statewide awareness and training work to the year around local community service projects, the career spearheads, and public awareness campaign. It was essential to format the experience for replication, yet preserve its originality and power. With a complete training package, the major tool would exist around which to build an ongoing community structure.

B. The Project Interdependence Training Cycle

Graph 2 represents a schematic depiction of the statewide and local school training events which comprise the whole Project.

This cycle represents the highest development of our understanding of both the sequential introduction of new content, from disability awareness through career exploration, and the most successful design for reinforcing knowledge and skill building at the local level.

Each major component of the cycle possess a trademark name as part of the marketing and public awareness strategy of the Project (e.g., Discover, Anchor, WIN, Explore, Image, Create, and Access Interdependence).

C. New Training Materials

Receipt of a Federal Department of Education Personnel Preparation Grant (in 1984) provides a unique opportunity to further develop the Project's training cycle, develop improved training and curriculum materials and begin a model three-year program which will add three new school districts per year for a three year period beginning with Fiscal Year 1985/86.

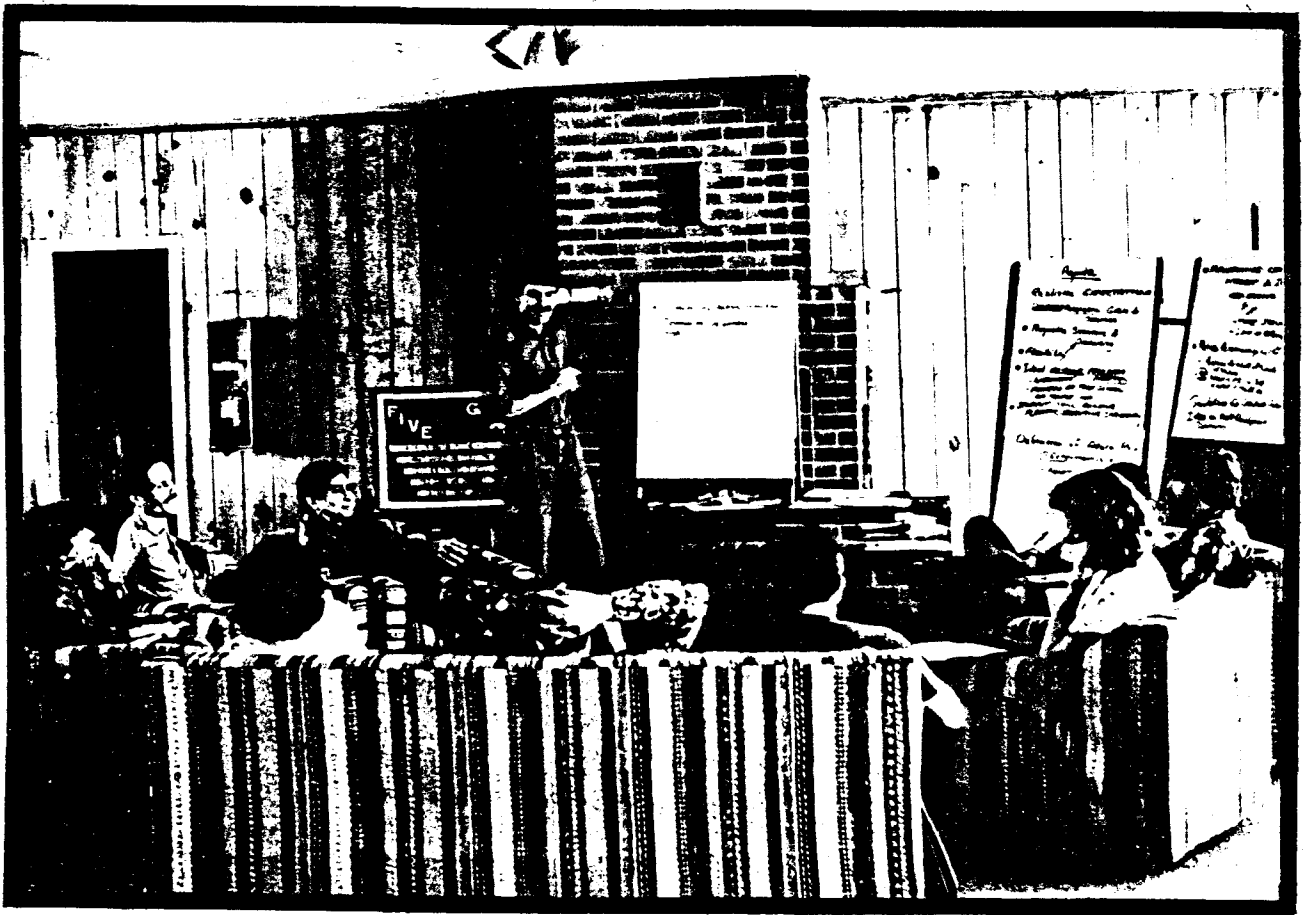
Three years experience has taught us that in order to develop a successful local program which would be able to function self-sufficiently following a three-year state supported development, four objectives would need to be met:

1. An increased emphasis on skills development is required including multiple training reinforcement, and
2. A more structured system of ongoing consultation is required.
3. A greater number of adult supporters (school and community representatives) would need to be trained.
4. A greater number of students would need to be trained per district.

Therefore, major design work focused on developing a guided student "Passport" journal which is accompanied by a teaching guide. These instructional materials present the issues and activities in a "scout-manual" type of format, building one activity upon another. This student "Passport" series in three volumes has been designed to assist students through the major periods of their experience in Project Interdependence (discovery, community service and career exploration). 6/

6/ See Appendix 4

In addition, a detailed Field Reporting System is completed which includes a set of calendars for activity and meeting scheduling, a Field Consultation Request form which specifies intervention and resource needs, activity summary reports, participation rosters, training and activity evaluation forms, a request for training resources and services and a task analysis for local use in planning training programs. 7/

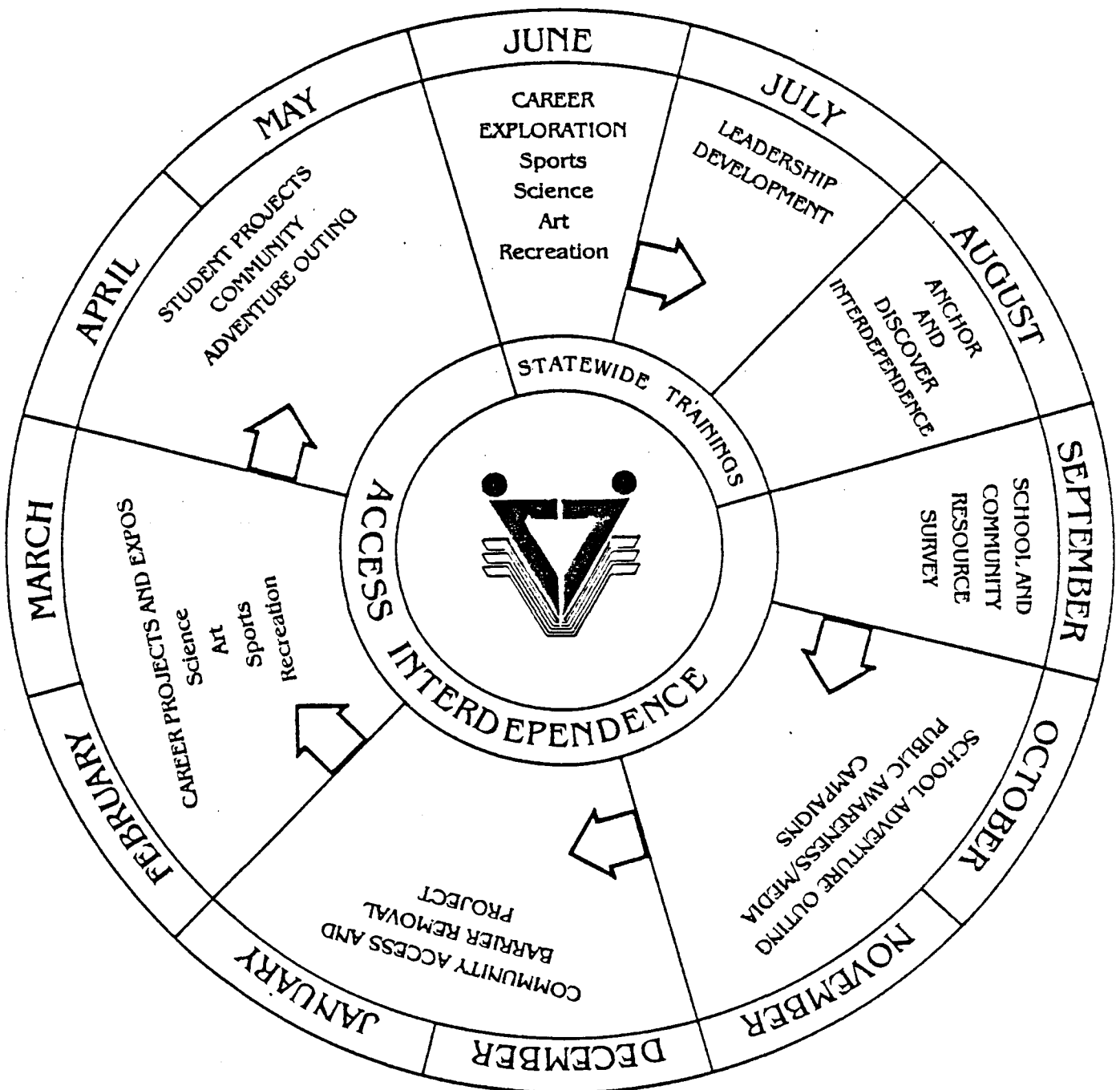


Ted Fay, Training Director
Leads a Local Staff Seminar

7/ See Appendix 5

GRAPH 2

The Annual Cycle of Project Interdependence



SANTA BARBARA SCHOOL DISTRICT:

"Paul is very shy until he gets into an activity but the people involved here have really gotten him involved and at ease with himself and with others. He is soon to go before the school board and present some information on the Project. All in all a fantastic Project."

Mrs. Cereale
Parent of Paul Cereale
of San Marcos High School

"I have made more friends. I danced with a boy for the first time. I like all the people in Project Interdependence."

Tiffany Bailey
San Marcos High School

"We have about three schools and hopefully more schools in the community that we are trying to get in the project. It's a really neat project. I'm from Devereux School and I am seventeen and I'll be eighteen this month."

Kathryn Stewart
Dos Pueblos High School

"It made me come closer to disabled people. It also made me realize what it was to be disabled."

Don Sorensen
Dos Pueblos High School

"Disabled people are just like me, they feel, breathe, cry, breathe oxygen, love, and just about everything else I do. I learned that just because somebody's body got mixed up when it was being put together does not by any means mean that somebody does not feel. I got to know people and it surprised me - they all think! They are all at different levels but they think! - and it hit me hard at the end - on the last day."

Cynthia London
Santa Barbara High School

"I felt that I was confronted with my own fears and negative attitudes towards people with a disability other than my own. I learned the true essence of interdependency - The give and take - the sharing and the trust all resulted from being together through the Project Interdependence training. It broke down barriers of attitudes and communication...It was one great unique experience. It brought us emotionally, physically, intellectually, and spiritually, together - I recommend it for anyone."

Jane Groff, Independent Living
Resource Center, Inc.

"As a result of my involvement with Project Interdependence I've had to re-evaluate my thinking and my teaching - a pretty scary experience after 11 years as a special educator. It's going to be a slow change but Project Interdependence is a step in the right direction. Finally!"

Susan Eveler Dawson, Teacher
San Marcos High School

"I've learned to deal with people as individuals. Every person has special needs and wants just like I have special needs and wants."

Melanie McHale
Santa Barbara High School

"The meetings are fun because they are not boring. I like to learn new things and I am learning new things, everybody is with Project Interdependence. I feel that people don't make fun of me anymore because they know I'm a person too."

Margaret (Missy) Runnels
Dos Pueblos High School

"Project Interdependence and other such programs are necessary to develop self-esteem, confidence, friendship, and togetherness, in a time when so many people feel alone."

Lorenzo "Rick" Zabala
Rehabilitation Counselor
Santa Barbara District Office

"I have made several long lasting friendships. I have been able to build my self confidence more and increase my self-esteem."

Tina Wright
Dos Pueblos High School

"I have learned to see people with disabilities as equals to myself. I have made many close and wonderful friends from this project and I am no longer afraid of being and doing things with people the same or equal to me."

Lisa Woodson
Dos Pueblos High School

"I have been enlightened in my outlook on life. I now know that all people are disabled in some way or other. I have been touched in my heart by the experience. I have grown."

Darren Caesar
Dos Pueblos High School

VII. LOCAL PROGRAM ACTIVITIES AND LONG-TERM COMMUNITY SUPPORT STRUCTURES

A. Background

The continuity of existing programs was impacted by several circumstances including:

- An insufficient number of trained students and adults.
- An insufficient number of Project Interdependence Staff Field Coordinators.
- Reduced opportunities for elective courses in the high school system.
- State-mandated cutbacks of support for extra curricular activities (i.e., clubs).

To address these circumstances:

- A reduced number of school districts will be added each year to avoid continued overextension of Field Coordinators.
- An additional Field Coordinator was hired with grant funds to serve Northern California programs.
- As mentioned above, the improved design of the Project Interdependence training models will include an increase in the number of students and adults trained per school district.
- Efforts are being made to establish local Project Interdependence programs as community-based organizations.

B. School and Community Activity Summary

The following District-by-District Summary will provide more specific explanation of these problems and actions taken to resolve them. It will also indicate some of the significant achievements of local programs accomplished.

1. Chico Unified School District

The Project Interdependence program is in operation at Chico Senior High School. A club was established in 1982. A special education instructor serves as the site coordinator (anchor) with principle adult support from the local Vocational Rehabilitation Counselor, a school psychologist and a parent. The group was very successful in the 1983/84 school year in making on-campus Project Interdependence presentations in classes, for clubs, at a student body assembly and for their School Board. Eventually, sixteen students were members of a

school chartered Interdependence Club. During the 1984/85 school year the club was much less active. Several key students graduated and the site coordinator took a maternity leave. No replacement as the club advisor was available.

With the return of the site coordinator and increased support committed from several other instructors, student recruitment is once again underway. With the hiring of an additional Project Interdependence Field Coordinator greater assistance will be provided in the development of additional community participation. Excellent support continues from local Rehabilitation District Staff.

2. Modesto City High School District

The Project Interdependence program is in operation at Modesto High School. A club was established in 1982. A special education instructor serves as the site coordinator. The club was very successful in the 1983/84 school year making a series of presentations at school assemblies and conducting a very useful access survey and barrier removal project. The site coordinator received principle support from the Director of Special Education and a Rehabilitation Counselor from the local Rehabilitation District. Activities dropped off significantly in the 1984/85 school year. This was due primarily to the graduation of many of the trained students, and limited State and local adult support.

With the addition of a new Project Interdependence Field Coordinator work with the Site Coordinator will develop a greater network of adult participation, community support and to recruit new students. Plans are being developed to expand the Project to a second school site in 1985/86.

3. Napa Valley Unified School District

The Project Interdependence program is in operation at Vintage High School. A club was chartered in 1982 and a community-service class on Interdependence was established in the 1983/84 school year. Both the club and the class have been very successful. The Vintage High School group has also established itself as an Explorer Post. A large base of adult support from both the school and community has been developed here despite limited Northern California Project Interdependence Field Coordinator support. This group has done major barrier removal work on campus with cash and in-kind support from local businesses. They have sponsored several awareness events and student integrated field trips. Major support comes from a committed local Rehabilitation Counselor and the coordinator of the local "Workability" program. Their second three-day ski adventure training program is currently scheduled for this school year. A delegation from Vintage will also be involved in the upcoming Project Interdependence Career Development Training, WIN Interdependence.

4. Fremont Union School District

The Project Interdependence program is in operation at Cupertino High School. The trained Project Interdependence students and their Site Coordinator allied their group with an existing community-service club. With nearly 100 students involved, they have been most active in promoting awareness through school and community presentations and in organizing student integrated activities. The local Rehabilitation Counselor who originally worked with this and the San Jose group has left State service. No professional replacement has been assigned, as yet. Nonetheless, with the support of Project Interdependence Field Coordinators plans are being developed to recruit new and additional staff.

5. San Jose Unified School District

The Project Interdependence program is in operation at Gunderson High School. A club was never established here because the school district was forced to file for bankruptcy and all extra curricular activities were curtailed. This crisis threatened to close the school entirely but has now been resolved. Here, as noted above, the Rehabilitation Counselor has left State service and has not been replaced. However, the Site Coordinator with major assistance from Project Interdependence Field Coordinators has recruited a strong group of adult supporters committed to reestablishing a program in the coming year.

6. Santa Barbara High School District

The Project Interdependence program is in operation at Santa Barbara, San Marcos and Dos Pueblos High Schools. The program at Dos Pueblos began in 1981. The additional schools became involved in 1984. A strong core of adult support (including administrators and instructors from each school site, districtwide administrators, a representative from the Special Education Resource Network's regional office and several community supporters) is the key element in Santa Barbara's highly successful program. The group has sponsored two Regional Interdependence training programs, established an impressive community support network, and conducted several integrated student activities. They have successfully shared their experiences with their community through numerous presentations and excellent television, radio and print media coverage.

Currently, the Santa Barbara community support leadership, Internet, are working on obtaining a one-fourth time salaried staff position to work with the local Interdependence group. This person will be responsible for community liaisons and the overall management of the site coordinators for the three Dos Pueblos Unified Schools. A variety of funding sources including retired local business persons, the school district, and corporate sponsorship are being investigated.

7. Los Angeles Unified School District

The Project Interdependence program is in operation at Joaquin Miller and Grover Cleveland High Schools. Established in 1982 as the first integrated inter-school club between these schools (Miller is a segregated "handicapped only" school). In the 1983/84 school year a semester-long social science class on Interdependence was established and as a result of Project Interdependence the District's "Magnet Program" for "gifted students" from several schools in the area was integrated with students with disabilities for the first time. A District Interdependence Training was also held in 1983/84. In 1984/85 both principals, a vice principal, and the the course instructor were transferred to different campuses. This necessitated the orientation of their replacements and the recruitment and training of a new instructor for the Interdependence course. The course itself has been expanded to cover two semesters and its career development component has been increased to include the highly regarded Career Orientation and Evaluation System (COPES). Eighteen students are currently enrolled in the course.

8. Fullerton School District

The Project Interdependence program is in operation at Troy High School. A club was established in 1982. The group has expanded its base of adult support throughout the school and community. In the 1982/83 school year the group sponsored a Regional Interdependence Training and a multitude of school and community awareness presentations and integrated activities including an integrated 10K roadrace and a week-long, district-wide Awareness Program. Based upon their success, they were the recipient of a 1983 Disneyland Community Service Award which included a \$2,000 grant. These funds enabled the group to sponsor a Districtwide Interdependence training in April 1985, in which the Program expanded to include an additional high school site. The group has also recently become an Explorer Post.

9. Norwalk-La Mirada School District

The Project Interdependence program is in operation at John Glenn High School. It expanded to Norwalk and La Mirada High Schools in the 1982/83 school year. A strong adult support group compromised of school and community representatives from throughout the district is a key element in their success. A Project Interdependence club was initially established in 1982 at Glenn High School. During the 1983/84 school year they sponsored a districtwide Regional Interdependence Training program including students and staff from all three schools and a district-wide employer recognition breakfast. In the 1984/85 school year they sponsored a second Regional Training for their district. Another Regional Training is scheduled for May, 1985. In addition, the group holds monthly awareness trainings locally and has conducted many integrated activities. A

California Senate Rules Committee Resolution was adopted November, 1983 commending the District Project Interdependence program.

The Norwalk-La Mirada four day training in May 1985 was immensely more successful than the previous year's trainings for a variety of reasons. Most importantly, they keep improving their training design based on prior experiences plus feedback from the local people and facilitators. Improvements were as follows:

- More local involvement with staffing, camp management, logistics, roles, and responsibilities for graduated students.
- Improved orientation of community support persons, (Internet) and other adult staff during the Southern California Anchor training in April 1985.
- Improved facilitator orientation and materials.
- Greater numbers of local adult and school staff.
- Improved adventure based activities and more experiential education.
- More accessible and beautiful training site with cooperative site staff.



C. Project Interdependence Training Participant Summary*

		<u>Total Adults</u>	<u>Total Students</u>	<u>Students With Dis- abilities</u>
<u>1981/1982</u>				
November, 1981	Discover (Statewide)	14	86	(43)
<u>1982/1983</u>				
August, 1982	Discover (Statewide)	30	93	(43)
June, 1983	Regional (Norwalk, Fullerton)	12	66	(30)
<u>1983/1984</u>				
August, 1983	Anchor (No. Cal.)	14	7	(3)
February, 1984	District (Santa Barbara)	5	33	(18)
March, 1984	District (Los Angeles)	5	19	(13)
April, 1984	Anchor (So. Cal.)	10	5	(2)
May, 1984	District (Norwalk)	11	52	(23)
<u>1984/1985</u>				
November, 1984	District (Santa Barbara)	10	36	(21)
March, 1985	Anchor (Santa Barbara)	9	0	(0)
April, 1985	Anchor (So. Cal.)	11	4	(1)
April, 1985	District (Fullerton)	5	27	(12)
May, 1985	District (Norwalk)	15	50	(25)
June, 1985	District (Napa)	3	12	(8)
June, 1985	WIN (Statewide)	135**	58	(32)
June 1981 - June 1985 -----	Totals	318	598	(297)

* Direct Training Only - Does not include all persons who work year around on projects.

** Includes corporate and community leaders.

D. INTERNET: The Interdependence Network

In 1981, following the first Discover Interdependence training, students and their adult support group returned to their schools to establish school "Interdependence Clubs" from which to create service-learning projects. Several problems existed related to this club model. These included:

- Insufficient time available for club meetings during the school day.
- Students with disabilities, often bused to their campuses, had no alternative transportation to attend after-school meetings.
- Teachers received no compensation or release-time to be club advisors.

In 1982, a second organizing model "Interdependence Classes" was introduced. While this has worked on several campuses, new state mandates have significantly limited student's opportunities for elective courses.

Therefore, to increase community involvement in the schools and in Project activities, organizing a third model INTERNET, has developed.

INTERNET will also serve as the communications network between all participants in Project Interdependence including Board Members, Statewide Sponsors, Project Staff, community support networks, Students, School Site Coordinators and Parents. An INTERNET publication will keep all members apprised of Statewide and local developments.

The structure of INTERNET is, as the name implies, a network. It is not hierarchical nor exclusive, but is an open vehicle for organization and information exchange. The Project's Board, Statewide Sponsors and Staff comprise the "Central Chapter" of INTERNET. In each community where Project Interdependence is established, a local chapter will include the school site coordinator(s), students, and their community support network of parents, civic and business leaders and allied professional supporters (i.e.: Rehabilitation, Independent Living Center, Recreation Department, etc.).

Two key strategies are being explored in the creation of INTERNET. The first, field tested in Napa Valley and Fullerton, is the establishment of each local chapter as an Explorer Post or a 4-H Club. This provides the chapter with insurance coverage for activities, reducing or eliminating school district liability, and it provides resources from an existing network of recreational facilities. It also establishes the chapter as an independent non-profit entity for fundraising purposes.

The second, is the linkage of INTERNET at the statewide and local level with the Chambers of Commerce. This will provide resources from an existing body of business people for employer awareness activities and contribution networking. It is also expected to result in providing a regular no or low cost off-campus meeting site for monthly seminars. The statewide roster of INTERNET will be the "Who's Who" of Interdependence in California.

E. Post-Secondary Education Component

A mechanism is needed to provide appropriate recognition and credit for the enormous task of coordinating local Interdependence activities and for adult participation in Project training programs. Toward this end, Project Interdependence is developing a credit course through the state university systems. High school teachers, in particular, who are often uncompensated for extra-curricular activities (i.e.: club advisor) will be able to receive credits for their structured involvement in Project Interdependence.

Two semester-long courses are being established through the state community colleges system to provide students and community-based non-professional supporters (i.e.: parents, volunteers) from throughout California with "enrichment" credits for their structured participation in Project Training programs and activities. These are comprehensive sociology courses which cover involvement in "Discover Interdependence" and "Access Interdependence" programs. They are being field-tested through Santa Rosa Junior College. 8/

F. Federal Personnel (VI-D) Preparation Grant

In 1984 Project Interdependence was awarded a 3-year Federal Department of Education Personnel Preparation Grant. This grant provides \$60,000 a year and creates a unique opportunity to fine-tune and field-test the training design and materials. The grant also has funded a portion of a much needed additional field coordinator position.

The necessity for more intensive training of adults, is the primary intent of this grant. This will provide for a stronger core-group to facilitate student's acquisition of attitudes, knowledge and skills related to Interdependence. Accomplishments to date are outlined in the December, 1984 Summary Report. 9/

As a result of the Federal Grant, the three school districts will be added to Project Interdependence next fiscal year:

- Mendocino School District
Ukiah High School
- Jefferson Union High School District
Jefferson High School (Daly City)
Oceana High School (Pacifica)
- Santa Monica - Malibu Unified School District
Santa Monica High School

8/ Appendix 6

9/ Appendix 7

VIII. WIN INTERDEPENDENCE

A. Background

The culmination of the training cycle for Project Interdependence is the career exploration events. In 1984/85 the showcase WIN Interdependence, Sports and Sports Career Training Week will define careers in the sports industry for young people. It sets a major precedent and stretches the imagination for professionals and industry leaders interested in promoting careers and employment. WIN Interdependence is the vehicle to show that virtually any kind of career interest exists somewhere in the constellation of economic activity which comprises the sports industry. Lifelong physical fitness and health will be presented as a common denominator between participants, with and without disabilities. WIN Interdependence will become the first model committed to full integration and age-appropriateness linked both to employment and education (this differs dramatically from such traditional activities as Special Olympics and the segregated disability sports events).

B. Program Design and Faculty Composition

Graph III shows the structure of the WIN Interdependence Week.

The construction of the training conforms to the experience gained during Discover Interdependence which takes advantage of the most powerful pedagogical process, learning from doing, coupled with a continuous group process.

A major task required the recruitment of faculty representing three areas:

- Professional facilitation and training staff.
- World class and Olympic athletes, with and without disabilities, to create the sports exhibitions.
- Corporate faculty and exhibitors to showcase the immense range of career opportunities comprising the sports industry.

Table V (page 18) shows the cash and in-kind contributions received for WIN Interdependence. 10/

10/ Appendix 8 is a list of WIN Interdependence Faculty and program organizers.

A battery of pre and post evaluations will be conducted at WIN to assess changes in attitude, knowledge, and skills. A major conference is planned following the week to consolidate the opportunities gained from the collaboration of the corporate and athlete faculty members.



Pentathlon Student and Staff
Participants in WIN Interdependence

SPORTS

WIN INTERDEPENDENCE
WEEK SCHEDULE
June 15-22, 1985

6/15 SATURDAY	6/16 SUNDAY	6/17 MONDAY	6/18 TUESDAY	6/19 WEDNESDAY	6/20 THURSDAY	6/21 FRIDAY	6/22 SATURDAY
35 Register Facilitated Group Assignments	BREAKFAST-----						
	Individual Sports Fitness Workup Allstar Archery/Tennis Exhibitions	Anaerobic Experience Sports Communi- cations Career Workshop	Aerobic Experience Sports Fitness Career Workshops	All Star Track & Field Exhibition Sports Products Career Workshops	Sports Organization and Performance Career Workshop	INTERDEPENDENCE PENTATHLON Stage I	Wellness Reassessment Career Reassessment Departure
	LUNCH-----						
Wellness Lifestyle Assessment	Individual Sports Fitness Workup Archery/Tennis Exhibitions	Anaerobic Experience Sports Communi- cations Career Workshop	Aerobic Experience Sports Fitness Career Workshops	All Star Track & Field Exhibition Sports Products Career Workshops	Team Action Planning for Pentathlon Practice	INTERDEPENDENCE PENTATHLON Stage II	
Access/ Orienteering	All Star Volleyball Exhibition and Group Inter- action Career Assessment	All Star Volleyball Exhibition and Group Inter- action	All Star Kayak/Canoe Slalom Exhi- bition & Group Interaction	All Star Basketball Exhi- bition and Group Interaction		Group Presenta- tions "Interdepen- dence through Sports"	
DINNER-----							
Opening Cere- monies Keynote	Evening Theater "Kids on the Block" Puppets	Olympic & World Class Night I (Summer Games)	Team Night	Olympic & World Class Night II (Winter Games)	Sports as Diplomacy: A World View	Closing Ceremonies	

IX. PUBLIC AWARENESS: THE INTERDEPENDENCE FILM DOCUMENTARY, PUBLIC INFORMATION BROCHURE, PROMO, AND OUTREACH

A. Background

The work of the Project is magical in the lives of its participants. On one level it is terribly simple. We present to students and selected adults a perspective, a moral view of the world, and a vision of how to act in this world, to discover and share the best in each of us. We then ask the participants to share this message in an effective way that will impact their schools, communities, culture, and economy. Notwithstanding, the process of creating this message and communicating it is complex as is the impact and consequences that the experience has on those involved in the Project, for both teachers and learners.

Relative to the 1.2 million high school age youth in California, over 60,000 educators at the secondary level and the community professionals and civil leaders who potentially are the audience and beneficiaries of our work, the Project directly impacts only a fraction.

Since its inception, Project Interdependence has recognized the necessity of multiplying its effect in every conceivable way. The most obvious of these was to utilize media as much as possible to capture the experience and provide tools for showing the transformation process that takes place. 1984/85 has been the period where the most intense effort to finance three key products took place. Priority effort and time during Fiscal Year 1984/85, resulted in completing these two products. They will be available for public distribution by the end of the fiscal year.

B. "Upstream U.S.A."

In 1982, a documentary "Upstream U.S.A." film was begun. Its aim was to show the personal experience that young people have in Project Interdependence. No budget existed for this effort. Therefore, the strategy of public/private partnership became the mechanism through which to recruit the necessary artists and professionals to produce a product whose cost normally falls between \$100,000 and \$250,000. The accumulation of the necessary resources has been an arduous undertaking with frequent interruptions due to a variety of problems that arise simply because the Project did not have front end complete funding nor a single experienced production company able to deliver the finished film.

This documentary film was shot by Mr. Neil Reichline of Dancing Bear Productions. As a cinematographer and director, Mr. Reichline has among his credits the Academy Award winning film, "Number Our Days". Mr. Reichline's company agreed to accept a deferred payment for shooting the film based upon an agreement which established co-ownership of the film with the Project. The agreements assure

that the public portion of receipts from the film would repay the investment made to produce the film and provide additional resources for Project Interdependence scholarships. All of the film and studio time for post-production was contributed (see Table III page 14). The script for the film was developed in conjunction with Dr. Sidney Berger, the Dean of Drama, University of Houston, Goldie Hawn, a sponsor of the Project, has agreed to provide the on-camera narration as a public service contribution. In addition, \$28,000 has been raised to finance the editing and post-production of the film. The film is slated for public TV and non-theatrical distribution (schools, libraries, etc.) to have an impact on as many high school students as possible. It's distribution and impact will be a major focus in the Fiscal Year 1985/86.

C. The Interdependence Brochure

Another, major media product needed was a brochure that would sum up in one document the entire scope of Project Interdependence and its program and resource relationships. Again, it was necessary to rely on private contributions to design and produce this product.

Mr. Stan Atkinson, news anchor at KCRA television in Sacramento, provided a personal referral to the Girvin, Conrad, Girvin advertising agency. This highly-regarded agency agreed to design and produce the necessary art required for completion of this 16-page full color brochure, (contributors to the Brochure are shown in Table IV page 15). The brochure is designed for long-term utilization in fundraising and for the comprehensive explanation and depiction of Project Interdependence. The actual cost for this brochure equals approximately 20% of its retail value. 11/

D. T.V. Promo

In addition to the feature film and brochure, Bob Murphy, a Sacramento based producer, completed a script and an initial version of a three to four minute film. Mr. Stan Atkinson provided the narrative track for this film as a public service contribution.

E. Outreach

Presentations were made during Fiscal Year 1984/85 by Project Interdependence staff to approximately 580 persons.

In addition, the Project Chairperson has appeared:

- On a local cable program shown to Regional audiences in Pasadena.
- On the Sacramento KCRA TV "Evening" program.
- KPFA Radio
- KFBK Radio