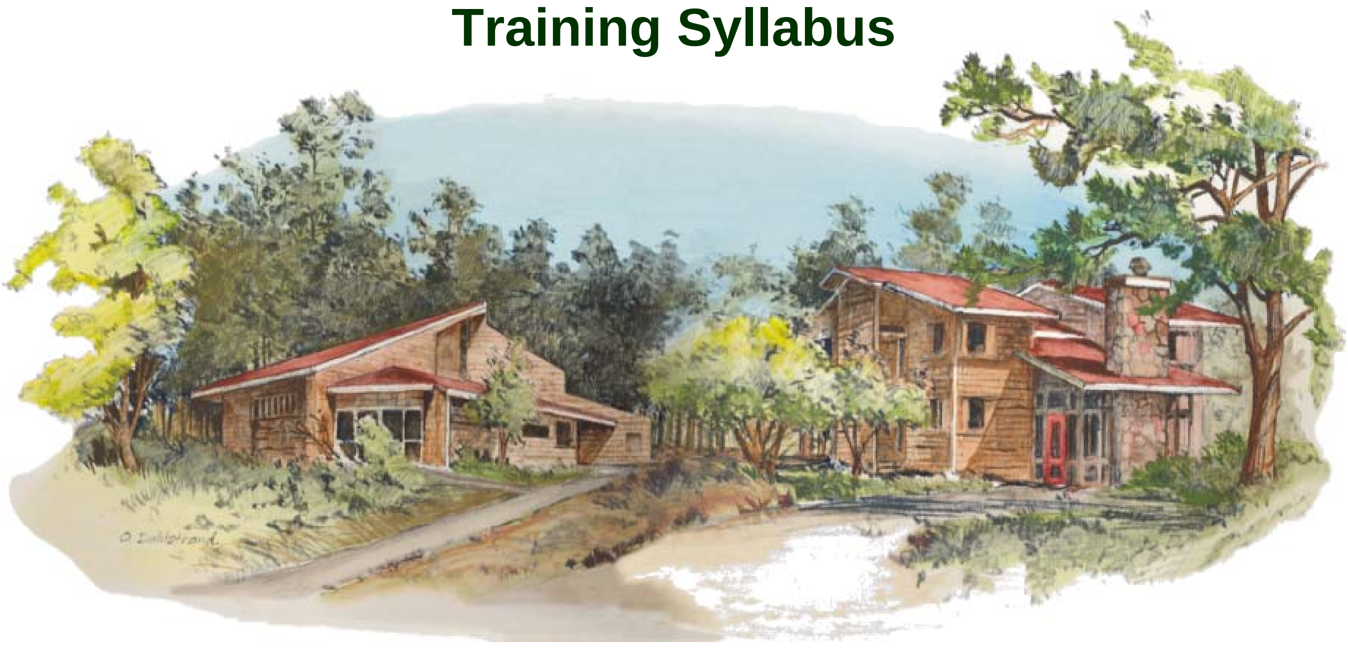
State of California . The Natural Resources Agency . California State Parks

PARTNERSHIP SKILL BUILDING

March 9-13, 2011

Training Syllabus



William Penn Mott Jr. Training Center

State of California

M e m o r a n d u m

Date: February 28, 2011

To: Supervisor

From: **Department of Parks and Recreation**
William Penn Mott Jr. Training Center

Subject: Partnership Skill Building Group 16

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.

Tina Williams

Tina L. Williams
Department Training Officer

Attachment

cc: Participant

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Mission Statement
Training Section

The mission of the Training Section is to improve organizational and individual performance through consulting, collaboration, training, and development.

TRAINING CENTER STAFF

Tina L. Williams .... Department Training Officer
Pat Bost .... Office Manager
Chuck Combs .... Training Specialist
Sara M. Skinner .... Training Specialist
Dave Galanti .... Training Specialist
Karyn Lombard .... Training Specialist
Matt Cardinet .... Cadet Training Officer
Dan Kraft .... Cadet Training Officer
Pamela Yaeger .... Assistant Program Coordinator
Bill Spencer .... Assistant Program Coordinator
Edith Alhambra .... Assistant Program Coordinator
Rogers Williams .... Program Assistant

THE MISSION

of the California State Parks and is to provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.

FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. SYLLABUS: The syllabus is now accessible on the Employee Training Management System (ETMS). You should print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.

2. PRE-TRAINING ASSIGNMENTS: Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)

3. TRAVEL: Arrange your travel to and from the training through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District Superintendent.) Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Mott Training Center does not have the capability to provide transportation to/from Monterey Airport.

   The cost of your travel (air fair, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 12:00 noon on the date of departure. The Department provides your room and board expenses at the Mott Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise the Training Specialist no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment, therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10:00 p.m.

   Please Note: You may be assigned a room at a motel while attending training. If so you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Please be prepared to handle this appropriately.

5. **ENROLLMENT OR HOUSING CANCELLATION POLICY: To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging or must change or cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 72 hours prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than 72 hours notice.**

   The Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. OFF-GROUNDS ACCOMMODATIONS: When authorized to stay off-grounds by the Department Training Officer, the Mott Training Center will pickup the cost of

your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Training Center will authorize only what the Department pays Asilomar for lodging.

7. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

   In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please contact either Asilomar staff upon check in, or Training Center staff upon your arrival, for instructions on arranging a transport.

8. CLOTHING: Field uniforms as found in “Description of Required Field Uniforms”, DOM Chapter 2300, Uniform Handbooks, <u>not including optional items</u>, will be worn daily by all uniformed employees during formal training sessions <u>**unless otherwise specified in the Program Attendance Checklist**</u>. Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

   Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

9. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.

10. WEAPONS: <u>Weapons are permitted in rooms under the following conditions</u>. Authorized firearms and magazines stored while at the Mott Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Mott Training Center’s safes in the Whitehead Room or secured in your vehicle.

11. ALCOHOLIC BEVERAGES: Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire ARAMARK.

12. SMOKING: Smoking is not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.

13. TRAINING CENTER: The Mott Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee; you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.

14. REGISTRATION: When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.

15. COURSE LEADERS: The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.

16. TRAINING CENTER STAFF: Sara M. Skinner is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.

17. TRAINING MATERIALS: May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.

18. ATTENDANCE: Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.

19. COLLEGE CREDIT: Most training programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.

20. **MPC STUDENT ID: If you have filled out an MPC application before, you have already been issued a student ID number to use in lieu of your SSN on future applications. You can obtain your MPC ID number by going to their secure website and providing your SSN number (no name required) and birthdate.**

    - To obtain the number, logon at: **http://www.mpc.edu**
    - In the column on the left side of the screen, click on Registration (WebReg).
    - In the form that comes up and is titled: Have you applied for a BOG Fee Waiver, enter your Social Security Number in the box that is titled MPC/ID, and enter your birthdate in the second box.
    - Click on Login
    - The system will then come back with your MPC Student Identifier (SID).

    You can store your MPC ID number in your ETMS Profile for future reference.

    Newcomers to training will need to provide their SSN on the first MPC application only, after which a student ID number will be assigned and available by following the instructions above within a few weeks of the program's conclusion.

21. VEHICLES: All vehicles should be parked in the lots adjacent to the Mott Training Center. Any questions regarding use of a State vehicle while at the Mott Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Mott Training Center.

22. BICYCLES: If you bring your bicycle, store it in the bicycle shed next to the Mott Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Mott Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.

23. MAIL: Mail forwarded to you during your time at the Center should be addressed to you in care of:

    Department of Parks and Recreation
    WILLIAM PENN MOTT JR. TRAINING CENTER
    P. O. Box 699, Pacific Grove, CA 93950

24. CELL PHONES: As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.

25. FAX: The Mott Training Center's FAX number is (831) 649-2824.

26. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a California State Parks training group. **Please Note: There are no longer pay telephones outside of the Mott Training Center. There are pay telephones located at the Asilomar Administration Building.**

27. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments.

28. RECREATION: Facilities available on grounds include a heated swimming pool, ping-pong and pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.

29. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.

30. COFFEE BREAK REFRESHMENTS: Will be available throughout each session at the Center. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at the William Penn Mott Jr. Training Center, the following list is provided:

_____1. Read and understand the program syllabus prior to your arrival at the Training Center.

_____2. Complete the following pre-training assignments:

- ❑ Read and be aware of main points in 21 Partnership Success Factors by Brian O'Neill.

- ❑ Complete and return Accomplishments and Challenges by March 3, 2011. This assignment may be returned via mail, fax, or email to:

  John D. Mott, Cooperating Associations Program Manager
  Interpretation and Education Division
  California State Parks
  1416 9th Street, Room 1449-1
  Sacramento, CA 95814
  TEL (916) 654-5397
  FAX (916) 654-9048
  Email: jmott@parks.ca.gov

- ❑ Read and be familiar with "Best Practices on One Page" by Marianne Philbin.

- ❑ Bring a copy of your association newsletter and annual or strategic plan to share.

- ❑ Review the PRC 513 Guidelines.

_____3. Arrange your travel through your Unit/Office.

_____4. Bring a reusable coffee mug, reusable water bottle, and alarm clock.

_____5. Bring the Partnership Skill Building Group 16 syllabus with you to the course.

_____6. Proper field uniform (Review DOM 2300 and Formal Training Guideline #8). Note: Non-uniformed participants should wear professional office attire. Shorts and short pants are not appropriate attire.

PSB Success Stories and Challenges

Pre-training Assignment **Due March 3, 2011**

Cooperating Association Name:

Success Stories:

Success Stories normally consist of the association and the park working together to create quality facilities, programs, and/or publications. Describe how the association and the park have worked together and some of the results of this effort:

Opportunities/Challenges:

Any relationship has opportunities and challenges. What opportunities or challenges are facing the association/park relationship during the next 12 months?

Assistance:

Successful people get help. Is training or other assistance needed for the association/park to meet the opportunities and challenges indicated above? _____If so, what?

By March 3, 2011 return to:
John D. Mott, CA State Parks, Interpretation and Education Division Email is preferred jmott@parks.ca.gov or you may fax to (916) 654-9048

Name :________________________________

PARTNERSHIP SUCCESS FACTORS

Brian O'Neill, National Park Service Superintendent

Mr. Brian O'Neill and his staff at the Golden Gate National Recreation Area (GGNRA) have made partnerships a way of thinking about how best to accomplish the park's mission and build a community of stewardship. Recently, they determined that 18.5% of the park services were being delivered by NPS staff and the other 81.5% by a host of park partners. These figures underscore the breadth and value of partnerships at GGNRA.

Brian and his staff are always "honing their partnership edge" by being on the lookout for and gathering innovative partnership ideas and best practices from other practitioners around the nation and in other countries. The following 21 partnership success factors reflect two decades of the Golden Gate National Parks serving as a learning laboratory. These factors are a synthesis of "best practices" from many sources.

1. **FOCUS ON IMPORTANT NEEDS** – Partnerships take time to establish and nurture in order to have successful outcomes. The decision to establish a partnership should begin with the belief that an important need can best be fulfilled through a partnership. Potential partners will always be knocking at your door suggesting partnering arrangements. Often we find ourselves in reactive rather than proactive situations -- responding to an idea from an outside party. It is more productive to be proactive. First, determine that a partnership is the best way to accomplish an important body of work. Then seek out the partner or partners who might best be able to help. In some cases, you may need to create the right partner.

2. **MAKE THE PARTNERSHIPS A WIN-WIN** – Successful partnerships begin and thrive with a clear understanding that mutual benefits will accrue to the partners involved. Each partner may not benefit equally, but each must realize a value-added benefit. Each partner must constantly assess the needs of their respective partners and ensure that individual and collective actions are responsive to those needs. It is important to tie the partnership and its outcomes to the missions of each partner. Partnership initiatives should not only be a great thing to do but also a benefit to each partner. Sharing resources, benefits, and recognition for successes keeps the partnership from becoming lopsided, or dominated by any one player. Each partner needs to see their contribution alongside the benefit gained.

3. **ADOPT A SHARED VISION** – Development and continuing refinement of a shared vision of the work to be accomplished is key to the success of any partnership. The shared vision should evolve from the full engagement of all partners in the relationship. The vision should reflect both the broad body of work and each project or initiative to be undertaken.

   Too often, one entity in a partnership independently develops the vision without full engagement of the other partner(s). This violates the underlying premise of a partnership and often results in insufficient ownership or emotional buy-in. Successful partnerships demonstrate a culture of full engagement from the very beginning that leads to collective enthusiasm and achieving results.

4. **NEGOTIATE A FORMAL AGREEMENT** – Good intentions and a handshake are not enough. Partnerships need formal written agreements and work plans that define mutual interests and expectations, the roles and responsibilities of each partner, and clear accountability for the work to be performed. The formal agreement serves as a mutually binding contract to ensure that each partner acknowledges and fulfills their responsibility. Most people are overextended with work, and tasks can fall through the cracks. If a given partnership is important, provide structure for the partnership through a formal agreement and specific work plans that lay out what tasks need to be performed for each initiative, by whom, and when. In a busy world, clearly written intent, roles, process, schedules, and accountability procedures guide performance and follow through. If differences arise or performance lags, the formal written agreement provides a touchstone for accountability, revisiting intent and commitments, reconciliation, and getting back on track. When needed, the agreement should be updated or amended to keep it current.

5. **ENSURE GOOD COMMUNICATION** – The success of every partnership is dependant upon the structure, frequency, and quality of communication between the partners. The most successful partnerships incorporate regularly scheduled meetings or conference calls to review how the relationship is working and progress on individual initiatives or work elements. The work schedule/calendar should reflect the importance of the work. Even the best partnerships do not carry their own momentum for long without a structure for touching base to stay on task and on schedule. The chief executive of each partner entity in a relationship must demonstrate leadership and stay involved to the extent that executive level interest is re-enforced and policy direction is provided on a sustained basis. The executives also are responsible for ensuring that good communication processes are in place within and between each partner entity to maintain the excitement of the collaboration, resolve issues, and advance the work. No partnership can reach its full potential without good communication practices as a core element of the relationship. Partnerships, like any human relationship, are about communication, communication, and communication.

6. **ENSURE THE PARTNERSHIP IS OWNED BY YOUR WHOLE ORGANIZATION** – To succeed, partnerships need to be truly understood and embraced by the entire staff of the partner organizations. Partnerships often originate as a dream or vision of the CEO or an individual(s) within an organization and the compelling reasons and excitement for the potential outcomes are not shared throughout the organization. This incomplete organizational buy-in inevitably limits or undermines full success when the rationales and commitments are not understood and shared by staff who have responsibilities for implementing the partnership. It is crucial for the leader to invest time and energy to build ownership of the partnership throughout

supervisory and staff levels. If the partnership is not understood or accepted as being important, it is difficult to sustain over time, especially when the key individuals responsible for its creation take other jobs or retire. Build a sense of team and a partnership culture so everyone understands the importance and value added by working collaboratively. You need to instill the importance of continually acknowledging the contributions of each party to the overall effort. In essence, individualism needs to be transformed into shared stewardship and responsibility that is re-enforced by actions as well as words.

7. **MAINTAIN AN ENVIRONMENT OF TRUST** – Trust is an essential ingredient for successful partnerships and enables collaboration and contribution. Trust must be demonstrated and earned day by day. A single betrayal can be costly and make it hard to regain the same level of trust between the partners. Trust eroding behaviors include: independent action by one partner that has not been shared with the other partner(s); grandstanding at the expense of another partner; not honoring one's word, commitment or confidentiality; creating suspicion in terms of one's motives; or acting in any way contrary to the best interests of the overall partnership. You build trust through the consistency and integrity of your actions over time. And you have to trust your partners in order to be trusted.

8. **LEAVE YOUR EGO AND CONTROL AT THE DOOR** – The most insidious impediment to good partnerships is the unwillingness or inability of a partner to share power and control. This can be the "Achilles heel" of partnerships. At their very basic definition, partnerships are about shared power, shared vision, and shared responsibility. While one entity may possess a superior position, larger budget, more staff, etc. in a relationship, the execution of the work and credit for accomplishments should not reflect this. This is not about a landlord-tenant relationship. This is about two or more entities working in unity to accomplish important work. A "boss - servant" mentality will lead only to frustration and unfulfilled promise. Partnerships are about "we" not "I." They are about creating an equality of importance - an environment where individual personal egos are subservient to the interests of the whole.

   This being said, it is important to help your organization understand that partnering does not mean giving up control or influence, nor does it mean that organizations give up their autonomy. Good partnerships represent a delicate balance between maintaining one's own identity and adding value to a collective effort.

9. **UNDERSTAND EACH PARTNER'S MISSION AND ORGANIZATIONAL CULTURE**
   Every organization has its own culture that is built over time, based on its mission, its practices, its people, its governing values, its traditions, and its institutional history. In any partnership situation, it is important to acknowledge and understand these different organizational cultures, to respect them, and to find ways that these realities can contribute to strengthen the mutual endeavor. The most successful

partnerships recognize and value their differences and find ways to integrate them into a workable overarching partnership culture.

10. **UTILIZE STRENGTHS OF EACH PARTNER** – Each entity in a partnership brings special capabilities, unique authorities, and different flexibilities to further the work of the partnership. As specific needs and tasks are addressed, consider the particular strengths of each partner in determining the most cost-effective approach and who best to accomplish a specific task. Successful partnerships are characterized by a flexible approach to how needs and responsibilities are matched given each partner's funding, policies, political connections, and other considerations.

11. **FIND WAYS THROUGH THE RED TAPE** – Partnerships regularly face "red tape" barriers in trying to work across organization lines, especially with public sector partners, which tend to have more regulations. Getting through these barriers and complications takes creativity and persistence. This can lead to heightened frustrations and complications in moving desired work forward in a timely manner. The more entities in a relationship, the more likely that legal, policy, attitudinal, and cultural challenges will be part of doing business. Successful partnerships acknowledge and address these realities up front and take satisfaction in resolving them. Convert your stumbling blocks to stepping stones. Successful partnerships map out the red tape barriers and mobilize whatever it takes to overcome them. It is too easy to point fingers or use these impediments as excuses for derailments and not achieving success. How partners overcome adversity and the institutional complexities of individual partner members will determine, in large measure, the success of the partnership.

12. **BUILD STEP BY STEP** – It is natural for the partners to want early successes. There is a tendency to look at similar partnership arrangements and their results without appreciating all the steps taken that led to the result. You have to invest to get results and process is important to achieve successful outcomes. Every situation presents a different set of opportunities based on the unique social, economic and political realities in which a partnership must operate. Much can and should be learned from the experience of others. Good partnerships take a steady investment of time and energy to build and develop. Successful partnerships are built incrementally by starting at the beginning, and growing gradually and tackling more complex initiatives based on the competencies gained from the previous efforts.

    Successful partners understand the value of due process and earned vs. instant gratification. They recognize that investment in building the infrastructure necessary to achieve future success is important and are willing to forgo premature success in order to achieve larger, more important long-term gains. "Go Slow to Go Fast." Partners will grow as far in the partnership as the other partner(s) are willing to help or let them. Challenge yourself and your partners to collectively raise the bar of expectations and advance the partnership step-by-step.

13. **STRIVE FOR EXCELLENCE** – A partnership ultimately gains stature and a reputation based on the quality of the work it accomplishes. The most successful partnerships understand the importance of doing everything well. Build an early reputation for excellence and sustain that reputation. This will be an important factor in how others view your partnership and what doors will be opened to you. People, and potential funders, want to associate with important work and a reputation for excellence. Step back and analyze what you want people to say about your partnership's work and organizations. This standard then should underscore your strategy, behaviors, and actions to ensure your desired reputation is achieved.

14. **DIVERSIFY YOUR FUNDING SOURCES** – The ultimate success of any partnership depends on the human and financial resources it is able to garner. Successful partnerships develop multiple and steady sources of support, particularly for covering basic operational costs and launching new initiatives. There are many examples where partnerships become too dependent on one or too few sources of financial support. When these sources are reduced or disappear, sustainability of the partnership is jeopardized. Building a more diverse funding base is the best hedge against the vagaries of over reliance on fund sources that may be problematic or undependable from year to year. Develop and periodically update a comprehensive business plan that addresses both near and longer-term public and private funding sources, and earned as well as contributed funds that will give your partnership staying power and adaptability.

15. **CONSTANTLY SEEK OUT AND ADOPT BEST PRACTICES** – The best practitioners are those who are a sponge for new ideas and always on the lookout for innovation and creativity that can be adapted to their partnership. Too often, we hear statements such as "We don't do things that way. We've always done it this way." "It won't work." "This is too risky." "You have to tell them what they need to know." "Don't let them set the agenda." While such cautionary thoughts need to be considered, successful partnerships are open to new ideas and better ways to accomplish their goals. They can readily grasp and adapt best practices. Overcoming resistance to change is one of the major challenges to partnership success.

    Partner entities need to seek ways to build in greater flexibility and adaptability in their structure and work in order to take advantage of "partnering moments." Establish a work environment in which reasoned risk taking and creativity are encouraged and rewarded and people are willing to risk possible failures in order to succeed. Leaders should act as "champions" with the courage to support experimentation and risk taking and run interference when necessary.

    Resourcefulness also characterizes successful partnerships. Work together to identify and engage the abundant human talent residing in most communities to participate in and assist your partnership.

16. **ALWAYS BE COURTEOUS AND DIPLOMATIC** – Sustaining successful partnerships involves hard work, practiced effectively and consistently over time. It is essential that strong ground rules be established by the partner entities that will govern how the organizations and individuals will interact and treat each other. There is no room for disrespectful behavior. It serves only to tarnish how partners interact and work together. Honesty, respect, courtesy, tact, and diplomacy, should govern partner relationships.

    A useful partnering technique is for the partners to define all behaviors that are crucial to sustaining good relationships and then ensure that accountability measures are in place to re-enforce their ongoing practice. Successful partnerships work constantly on developing effective relationships built on trust and a shared commitment to each other's interests and success.

17. **HONOR YOUR COMMITMENTS** – Partnership works entails perseverance and follow through by each participating organization and individual. Partnerships require a shared commitment to each other's success. Sustaining any partnership requires that exciting ideas of interest to the participants actually get executed. Progress depends on each person in the partnership honoring their commitment and following up their words with deeds. When work does not get accomplished, it suggests that the work was not really that important to the individual or organization. This, in turn, builds frustration in the other participants and eats at the mutual trust factor so essential to effective partnering. Successful partnerships address these realities by putting in place reliable accountability measures and regular executive base-touching processes to stay on top of commitments and actions.

18. **CELEBRATE SUCCESS** – It is a mistake to not take time to formally and frequently celebrate successes. Successful partnerships look for every opportunity to celebrate individual project successes or key benchmarks in the evolution of the partnership. Such celebrations allow the partners to recognize good work being done that re-enforces the goals of the partnership; to gain some outside recognition of the partnership; and/or to demonstrate possibilities for the partnership to grow. People often are reluctant to take the time to celebrate but invariably are pleased when it does occur. Recognizing and celebrating accomplishments helps motivate and spur people on to new challenges. It is a lost opportunity when it does not occur. If one's goal is to build greater community awareness of the partnership, then the partners needs to take every opportunity to legitimately "toot their horns" and market their work and successes. Besides many people who pitch in on partnership do so because they believe in the cause and because it is enjoyable. Celebrating success milestones ensures everybody's "fun-quotient" stays high. Especially when results are going to take time, it is important to have some early successes and milestones to enjoy and celebrate to build a sense of accomplishment and momentum.

19. **RESPECT THE RIGHT TO DISAGREE ; ACT ON A CONSENSUS BASIS** – There are times and circumstances in partnerships where honest differences will surface and where reluctance to take action on a proposal is deeply held and where compelling reasons are presented on why an action cannot be supported. It is important that partners respect these positions with adequate dialogue and understand the basis of the concerns. In successful partnerships, ground rules are established to give each partner a veto power over proposed actions. Partnership work means reaching consensus among the partners. Homework well done should eliminate most of these differences before they become contentious. There simply is too much good work where commonality of support can be achieved for these situations to erode the core working relationship.

20. **NETWORK AND BUILD RELATIONSHIPS** – A core competency in partnership work is the ability to network and build relationships. People sell ideas to others. People lend support because people ask them to. Partnerships are by definition about people working together and reaching out to others to gain their emotional engagement. Successful partnerships establish formal systems to identify people who can add value and support. They strategically build new relationships and expand networks to accomplish their priorities. Their relationship building work is deliberate and proactive rather than reactive or coincidental. It is based on a clear strategy of engaging the specific organizations and individuals within the broader community who can advance the work of the partnership. Systematically match your needs with potential sources of support and resources to ensure that effective connections occur.

21. **PUT MECHANISMS IN PLACE TO RE-ENFORCE THE PARTNERSHIP** – To realize its full potential, a partnership needs: a clear vision, dedicated and skilled people, a rewards and recognition program, incentives that stimulate desired partnership activity, sustained management support and involvement, operational funds, and a clear understanding among supervisors and staff of the potential benefits that result from the partnership arrangements. These are complex, but essential, elements to put in place. The seriousness with which they are addressed will determine your degree of success.

It all boils down to how deliberate and strategic you and your partners are in building a “partnership culture” that incorporates these success factors and the commitments you are willing to make. Understand and adapt success behaviors, develop competencies for these behaviors to be regularly practiced, and align your partnership to succeed.

State of California – The Natural Resources Agency

Memorandum

Date: June 1, 2010

To: All District Superintendents

From: Anthony I. Perez
Deputy Director Park Operations

Subject: Cooperating Associations Guidelines Implementation

Last September, the PRC 513 Implementation Guidelines became public (see www.parks.ca.gov/associations/guidance). Since then, we have received comments regarding inconsistent application of these Guidelines as they relate to the sale of gifts and souvenirs sold by concessionaires and cooperating associations in the same park.

For years, both cooperating associations and concessionaires have sold educational gifts or souvenirs, including apparel with park names, logos, and images. Under PRC 513, when sold by associations, such items must have graphics or text that enhances the interpretive and educational value of the item.

About 40 parks have both cooperating association and concession retail sales in the same unit. Superintendents, associations, and concessionaires need to collaborate and determine the best manner in which to provide quality visitor services consistent with the Guidelines and public policy. The goal is to provide quality visitor service without creating a competitive environment between our concessionaires and cooperating associations.

I realize there are unique considerations within each park unit, and a "one size fits all approach" does not work. In some units, it may be appropriate to sell the same or similar items based on their respective locations or operational seasons/times, as long as there is no competition. As a result, proceed as follows:

1. Review the Guidelines, especially the gift and souvenirs section.

2. Recognize that for cooperating associations, interpretive gifts and souvenirs require interpretive text. Interpretive text is educational and interpretive information that contributes to a better understanding of the themes of the park unit.

3. This text may be incorporated in a variety of ways, such as:
   - On the item (visible by others when the item is worn or used)
   - On a tag or label attached to the item
   - On packaging (for small items)

If you have any questions or need additional information, please contact Donna Pozzi by phone at (916) 653-4643 or email dpozz@parks.ca.gov or Jim Luscutoff (916) 653-9463 or email at jlusc@parks.ca.gov.

Attachment

cc: Phil Jenkins, Chief, OHMVR
Scott Wassmund, Chief, Northern Division
Ronilee Clark, Chief, Southern Division
Donna Pozzi, Chief, Interpretation and Education Division
Jim Luscutoff, Chief, Concessions, Reservations and Fees Division
Teresa Montijo, Concessions Program Manager
Cooperating Association Liaisons (from attached list)
John D. Mott, Cooperating Associations Program Manager
Interpretive Coordinators
DPR Legal Office

California Department of Parks and Recreation
PRC 513 Implementation Guidelines

Introduction

Effective January 1, 2009, SB 1127 amended the Public Resources Code (PRC) 513 to define cooperating associations, expand the interpretive and educational activities performed by cooperating associations and allow the sale of non-interpretive, non-educational materials and services by cooperating associations following an unsuccessful good faith effort to obtain a concessionaire.

This document outlines a process for implementing the newly amended PRC 513. These guidelines were approved by the Park Operations Policy Group (POPG) August 25, 2009.

This document includes the statutory authority, a description of interpretive and educational materials and services, and the proposed policies and procedures followed by five exhibits. Questions regarding the application of these guidelines should be addressed to the Interpretation and Education Division.

I. PRC 513 Statutory Authority

SECTION 1. Section 513 of the Public Resources Code
(a) The department, as a means of furthering the interpretive and educational functions of the state park system, may enter into an agreement to act cooperatively with a nonprofit cooperating association engaged in educational or interpretive work in a state park system unit, as the director may designate, whereby the cooperating association would furnish educational and interpretive materials, or educational and interpretive services, or educational and interpretative materials and services, for sale to the public.

(b) Pursuant to Article 1 (commencing with Section 5080.02) of Chapter 1.2 of Division 5, a concession may provide materials and services that are intended to add to the convenience, enjoyment, and safety of state park system visitors. A concession may also provide, pursuant to this section, educational and interpretive materials and services, as described in paragraphs (2) and (3) of subdivision (d), with the approval of the department.

(c) A cooperating association may provide, pursuant to this section, noneducational and noninterpretive materials and services, as described in paragraph (4) of subdivision (d), as part of its cooperating association program with the approval of the department, if the department is unable to obtain, through a good faith effort, a concessionaire to provide those materials and services.

(d) For purposes of this section, the following definitions apply:
(1) "Cooperating association" means a corporation that meets all of the following criteria:
(A) The corporation is a nonprofit public benefit corporation, organized pursuant to Part 2 (commencing with Section 5110) of Division 2 of Title 1 of the Corporations Code.

(B) The articles of incorporation of the corporation state that the specific purpose of the corporation is to provide support for educational and interpretive programs of the state park system, or portions of the programs.

(C) The corporation has a cooperating association program contract with the department.

(D) The corporation is in compliance with the department's policies and guidelines regarding cooperating associations and has obtained the department's approval for its educational and interpretive materials and services.

(2) "Educational and interpretive materials" include items that promote visitor appreciation, understanding, and knowledge of natural, cultural, and historic resources of the state park system, including educational and interpretive gifts and souvenirs.

(3) "Educational and interpretive services" include those activities and programs that focus on natural, cultural, and historic resources of the state park system and are not generally offered by the department.

(4) "Educational and interpretive materials and services" do not include lodging, food service, horse and equipment rentals, camping supplies, gifts and souvenirs, other than those described in paragraph (2), transportation, except for equipment owned by the department, recreational lessons, and the operation of specialized facilities within a state park unit such as the theater at Hearst San Simeon State Historic Monument and Old Town San Diego State Historic Park, golf courses, and marinas.

(e) The department, at its discretion, may provide the services of department personnel and shall provide space, if available, for the sale of cooperating association materials, services, or both, within a state park unit.

(f) Subject to rules and regulations that the director shall adopt, all moneys collected by the cooperating association or received by the department from the sale of cooperating association materials, services, or both, provided by a cooperating association shall be retained by or returned to the cooperating association for use in the interpretive and educational programs of the state park system unit that the cooperating association has been designated to serve.

II. Definitions

A. Interpretive and Educational Materials

Interpretive and educational materials support the Department's mission, relate significantly to the interpretive and educational themes[1] as defined in general plans, interpretive plans and other planning documents and, where applicable, to the interpretive period of the park unit where the merchandise is offered. The materials portray iconic images, objects, landscapes or words that embody a park unit's heritage or sense of place. By enhancing the visitor experience and helping promote the park or park resources, the materials provide visitors with a lasting connection to the park or region or the natural, cultural, and historic resources of the State Park System.

[1] Workbook for Planning Interpretive Projects in California State Parks, 1997, pages 49-51
http://www.parks.ca.gov/pages/735/files/InterpProjectWorkbook.pdf

Interpretive and educational materials contribute to a better understanding of major park themes, provide site orientation to visitors, and support participation in interpretive and educational activities. If the item is not related to the interpretive and educational themes of the park unit and does not have interpretive text to explain its connection to the natural, cultural, and historic resources of the State Park System or individual state parks then it may be considered non-educational and non-interpretive. See Exhibit A for some examples of common interpretive and educational materials.

B. Interpretive and Educational Services

Interpretive and educational services relate significantly to the interpretive and educational themes[2] and, where applicable, the interpretive period of the park unit where the services are offered. These services support the department's mission and reflect themes and goals identified in general plans, interpretive plans and related documents. Interpretive and educational services include those activities and programs that focus on natural, cultural, and historic resources of the State Park System and individual state parks. Such services are designed to "forge emotional and intellectual connections between the interests of the audience and meanings inherent in the resource."[3] These services may be provided by a cooperating association and include seminars, classes, tours, and events. If the service does not relate to the interpretive and educational themes of the park unit and has no connection to the park where the service is being sold or the California State Park System, then it may be considered non-educational and non-interpretive. See Exhibit B for some examples of common interpretive and educational services.

Cooperating associations shall not charge for interpretive and educational services typically offered by the Department that are part of the traditional park experience such as nature walks, Junior Ranger programs, and campfire programs. These department-provided services are included with paid entrance to a state park. Fee-based, association-provided programs must be a "value added" service.

C. Recreational Lessons

Recreational lessons involve fee-based learning of skills, such as horseback riding, off-highway vehicle activity, surfing and other water sports. These lessons are provided by concessionaires. Unlike interpretive and educational services, recreational lessons are not primarily designed to forge emotional and intellectual connections between the interests of the audience and meanings inherent in the resource.

D. Good Faith Effort

PRC 513, as amended January 1, 2009, requires the Department to make a good faith effort to obtain a concessionaire to provide non-interpretive and non-educational materials and services before it approves the sale of such items by a cooperating association. A good faith effort is a documented, reasonable endeavor to solicit competitive interest from qualified businesses.

III. Proposed Policies and Procedures

A. Interpretive and Educational Materials and Services

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[2] Ibid.

[3] Refer to the National Association for Interpretation, http://www.interpnet.com/ for a definition of interpretation

1. Cooperating association sales generally occur at a visitor center, entrance station, museum or other visitor information facility. Concession sales generally occur at snack bars, camp stores or other facilities that are traditionally operated for the safety and convenience of the public in the use and enjoyment of the State Park System.

2. Association-provided services may not supplant or replace department employees per Government Code section 19130.

3. The District Superintendent/designee makes the determination if a material or service is interpretive and educational consistent with Exhibit A *Sample Interpretive and Educational Materials* and Exhibit B *Sample Interpretive and Educational Services*.

B. Non-interpretive and Non-educational Materials and Services

The Department may authorize a cooperating association to sell non-interpretive and non-educational materials and services if the Department is unable to obtain, through a good faith effort, a concessionaire to provide such materials and services. The following procedures demonstrate a good faith effort to obtain a concessionaire for non-interpretive and non-educational sales and services. The good faith effort must be documented prior to authorizing a cooperating association to engage in such activities to ensure that these sales are justified. (See Exhibit C, Good Faith Effort Process.)

Good Faith Effort Procedure

1. On-site concessionaires shall receive first right of refusal for the sale of non-interpretive, non-educational materials and services within the respective state park unit.

2. If the cooperating association sells materials purchased from an on-site concessionaire, the good faith effort has been satisfied and the cooperating association may sell the non-interpretive, non-educational merchandise.

3. If a cooperating association's non-interpretive and non-educational sales and services revenue in an individual park unit is under $50,000 in gross sales and not a majority of the overall sales activity the District will:

a) In parks with a Concessionaire
Solicit the interest of the on-site concessionaire(s) in offering sales of the non-interpretive and non-educational materials or services. If the on-site concessionaire(s) is not interested, the District shall document the lack of interest by written communication. The good faith effort has been satisfied and the cooperating association may sell the materials and services until the termination of the cooperating association agreement or the existing concession contract, whichever occurs first. A future concession contract may include the non-interpretive, non-educational materials/services as approved by the Chief of Concessions, Reservations and Fees Division and the District Superintendent in consultation with the Chief of the Interpretation and Education Division.

b) In parks without a Concessionaire
The District shall document the solicitation of interest from at least three (3) business entities within a reasonable distance of the park unit that engage in sales or services activity similar to that desired by the park unit for the sale of non-interpretive, non-educational materials or services. These solicitations will be recorded on the Solicitation of Business Interest form

(Exhibit D). If one or more contacted businesses express interest, the Concessions, Reservations and Fees Division may negotiate a concession contract or engage in the Request for Proposal (RFP) process consistent with Public Resources Code Section 5080.01 et seq. If there are negative responses, including no response, the good faith effort is satisfied and the cooperating association may sell the materials/services with DPR approval until the termination of the cooperating association agreement.

In lieu of the business solicitation described above, the Cooperating Association may sell non-interpretive, non-educational merchandise purchased from the State Park E-store to satisfy the good faith effort.

c) The $50,000 non-interpretive and non-educational limit shall be adjusted to reflect changes in the Consumer Price Index of the United States Department of Labor, Bureau of Labor.

4. If a cooperating association's gross receipts from the sale of non-interpretive and non-educational materials and services exceed the limitation described in 3 above, the following will apply.

a) The District Superintendent shall consider sales space availability, critical visitor services, business feasibility and other relevant factors to determine whether an operation for the sale of non-interpretive and non-educational materials or services separate from the sale of interpretive and educational materials and services is feasible.

b) If non-interpretive and non-educational materials and services are feasible as a separate sales operation, the Concessions, Reservations and Fees Division shall negotiate a concession contract or engage in the Request for Proposal process consistent with Public Resources Code 5080.01 et seq. for the sale of the non-interpretive and non-educational materials and services, and the cooperating association may continue to sell interpretive and educational materials and services pursuant to its cooperating association agreement.

c) If non-interpretive and non-educational materials and services are not feasible as a separate sales operation, the Concessions, Reservations and Fees Division shall negotiate a concession contract or engage in the Request for Proposal process consistent with Public Resources Code 5080.01 et seq. for the sale of both the non-interpretive and non-educational materials and services and the interpretive and educational materials and services.

C. <u>Firewood Sales</u>

The Department recognizes that camp fires are a part of the traditional park experience. Easily accessible firewood sold within the park unit has helped visitors realize this experience for more than 30 years. The accessibility of firewood near camp and beach sites also discourages wood gathering, destruction of trees, and vandalism of wooden structures. The objective of firewood sales within the park unit must continue to yield resource management, aesthetic and economic benefits to state parks while enhancing the visitor experience with minimum vehicular traffic.

The following guidelines govern the sale of firewood in state parks:

1. On-site concessionaires have first right of refusal to sell firewood in state parks.

2. A cooperating association may sell firewood if:

    a) there is no on-site concession, or
    b) the on-site concession is not interested in selling firewood, or
    c) the on-site concession can only sell firewood during limited times of the year or day, (the cooperating association may sell at other times), or
    d) the on-site concession is not able to provide firewood convenient to visitors.

3. The District Superintendent/designee makes the determination regarding location of firewood sales in accordance with these guidelines, in consultation with the Chief of Concessions, Reservations and Fees Division.

D. <u>Financial Reporting</u>

Gross receipts from the sales of a cooperating association's non-interpretive and non-educational materials and services shall be accounted for on the DPR 973, Cooperating Association Annual Report, Financial Statement, Exhibit E.

Exhibit A

Sample Interpretive and Educational Materials

Materials that could be sold by association as interpretive and educational with DPR approval	**Interpretive and educational justification** related to the interpretive themes and/or period
Print Media Publications (such as books, brochures, maps, calendars, etc.) Posters, art, post cards, gift notes with text that interprets natural or cultural history, or are park-specific Hiking/touring guides Field guides	• Promotes visitor appreciation, understanding, and knowledge of natural, cultural, and historic resources of the State Park System or a specific park/site • Helps convey appreciation for and understanding of a site or park program • Encourages personal discovery of park resources • Allows purchaser to gain new insights into park resources • Connects resource values with visitor interest and explains the meaning of the resource through interpretive text • Does not include newspapers and periodicals that are generic and not specific to the State Park System or individual state parks
Audio-Visual Media CD/DVD/other media w/ interpretive programs, park-related images or information, music or lyrics about park resources, animal calls or sounds, historical songs, or stories Movies (modern and historic) made in or about the park	• Promotes visitor appreciation, understanding, and knowledge of natural, cultural, and historic resources of the State Park System or individual state parks • Supports a connection between the tangible and intangible elements of park resources • Explains connections to places in state parks through interpretive text or other media • Does not include modern media with marginal interpretive connections
Gift or souvenirs with DPR, park or association name/logo and interpretive text/graphics Clothing (shirts, hats, caps, vests, patches, visors) Drink containers (mugs, cups, glasses, refillable water bottles) Tote bags, medallions, pens, pencils, key chains, compasses	• Interpretive and educational text/graphics/images stimulate the public's interest, and help further awareness of and build support for park resources, thereby furthering the interpretive and educational mission • Written text explains the connection of the item to park-specific resources and values • Knowledge about park resources can be better remembered and shared through materials with park names, graphics, and images • Viewing park names and images increases the purchaser's awareness of park resources and remembrance of park experiences, helping further the State Park System mission and the mission of the association. Such objects stimulate public interest in parks and build greater support for and awareness of the park and the association • Does not include images and names that are generic and not specific to the State Park System or an individual state park

Educational Toys and Games Puppetry and iconic images that illustrate connection with park resources Games, puzzles, playing cards about park issues and resources Cultural toys and games of historic figures, traditions and customs	• Stimulates public interest in park resources and helps increase awareness of interpretive and educational themes and topics • Games can support positive attitudinal and behavioral changes • Images reflect or represent park resources/icons and text that explains the connection with park resources • Toys and games make information more meaningful • Does not include generic animals/images/objects that are not a significant part of the park experience
Authentic reproductions, representations, and scale models Historic/cultural replicas Museum object replicas Iconic natural resources Ethnic crafts and jewelry Modern jewelry depicting park images and resources "Park-made" soap, candles, crafts Herbal cachets made from park plants USGS benchmark replicas	• Provides a tangible connection with important interpretive resources, events or experiences • Important connection with the essence of the interpretive experiences • Jewelry images must reflect or represent park resources/icons • Interpretive text explains connections with park resources and enhances interpretive value

Exhibit B

Sample Interpretive and Educational Services

Services that could be sold by association as interpretive and educational with DPR approval	**Interpretive and Educational Justification** related to the interpretive themes and/or period
Lectures Seminars, classes, workshops • day or night • daily/weekly/monthly • weekend or overnight • special school/youth programs Tours (when vehicles or transportation devices/animals are owned by the participants or by the department) example: foot, bicycle, canoe, kayak and other human-power crafts or vehicles	• Provides opportunities for more in-depth discussion and experience • Meets one or more of the definitions in section II(B). • May need a separate special-event permit or other agreement to govern each different type of activity or service • Helps park visitors better understand and appreciate the resources and values inherent in the park that define or illustrate a park unit's heritage or sense of place • Contributes to a better understanding of major park themes • Provides site orientation to visitors • Supports participation in interpretive and educational activities

Exhibit C

Good Faith Effort Process

for sales of non-interpretive and non-educational materials and services

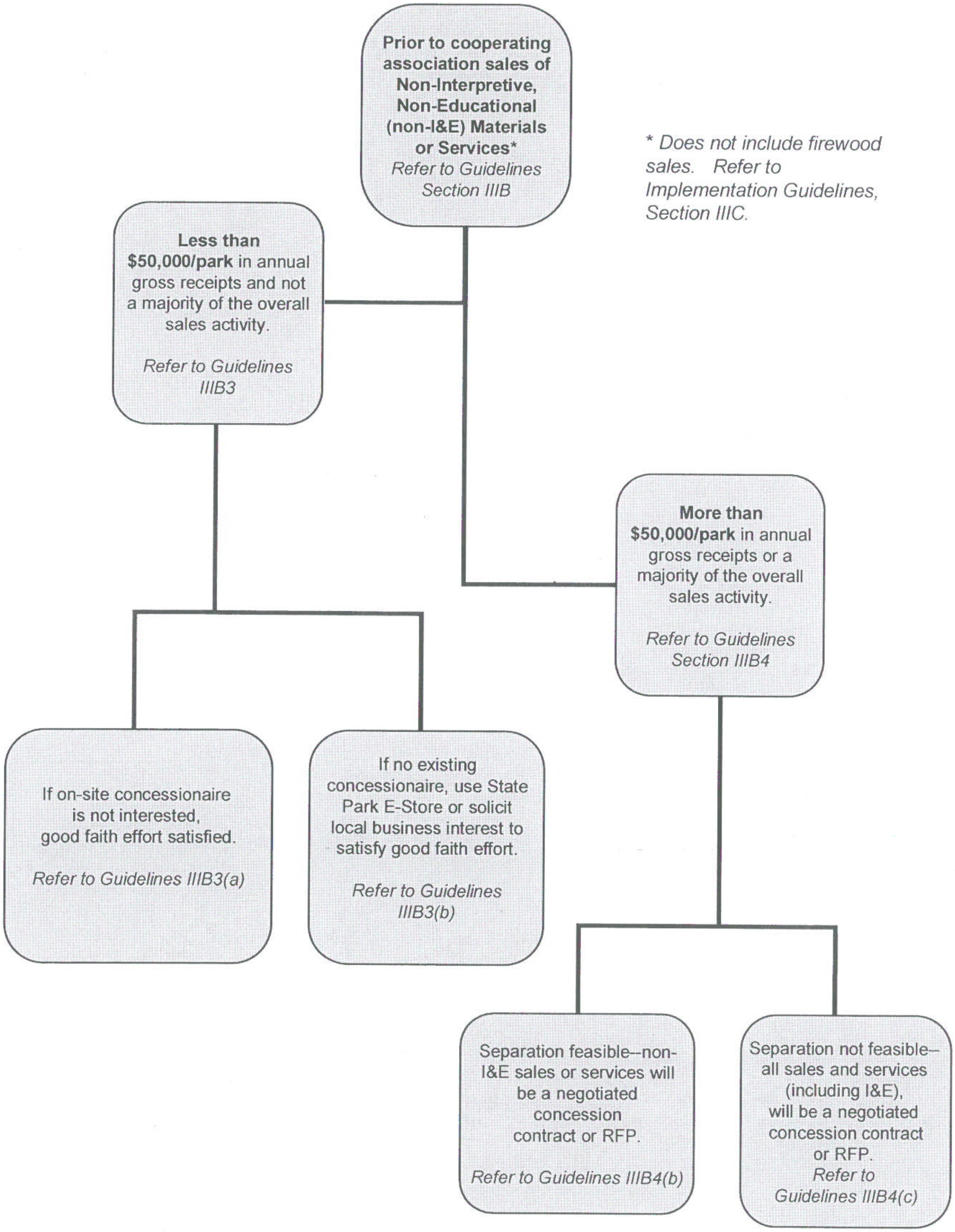

Exhibit D

California Department of Parks and Recreation (DPR)
Solicitation of Business Interest
(Instructions on reverse)

A General Information (*Completed by DPR Staff*)

Park Unit:	Supplier Name:
Park District:	Supplier Address:
District Superintendent or Designee:	Supplier Contact/Phone Number:

B Solicitation Description *(Completed by DPR Staff)*

Types of Materials or Services:			
Minimum Requirements of Provider (i.e. special equipment or experience):			
Bond Requirement:			
Insurance Requirements:	Liability	Workers Comp	Property
Projected Annual or Monthly Gross Receipts:			
Minimum Rent to State: Greater of $	month/year or	% of gross receipts	

C Business Solicitation by Phone *(Completed by DPR Staff)*

I certify that I completed this solicitation and accurately reflected the business supplier's response below.
Date of Solicitation:
District Superintendent/Designee Signature:

D Business Solicitation Response

______Yes, I am interested in this sale or service opportunity and meet the minimum requirements described above.	
______ No, I am not interested and/or unable to meet the minimum requirements of this sale or service opportunity.	
Supplier Signature:	Date:
Business Name:	

(Front)

Exhibit D

Instructions for Completion of
Solicitation of Business Interest Form

The purpose of this form is to comply with PRC 513(c). It documents a good faith effort to solicit interest from local businesses to provide non-interpretive and non-educational materials or services within a specific park unit through a concession contract. **This form is applicable when non-interpretive, non-educational sales are less than $50,000 in annual gross receipts in an individual park unit and not a majority of overall sales activity**. It may also be used to document that an on-site concessionaire is not interested in a particular sales opportunity.

Part A General Information

1. District Superintendent/Designee identifies three (3) local business entities that engage in similar sales or service activity as desired in the park unit.
2. District Superintendent/Designee may complete the form through phone contact, in person or by mail. Certify phone solicitations in Part C.
3. Use one form for each business contact.

Part B Solicitation Description

1. Types of Materials and Services. District Superintendent/Designee generally defines the types of non-interpretive, non-educational materials or services desired to meet park visitor needs or interest.
2. Minimum Requirements of Provider. District Superintendent/Designee defines the minimum requirements of a prospective operator. Consideration includes location, hours of operation, equipment, expertise, and experience when applicable.
3. Bond/Insurance Requirements. District Superintendent/Designee inserts the minimum bond/insurance amounts required for State contracts. Property/Fire insurance is required if a prospective vendor will take possession of a State-owned building structure to operate the business.
4. Projected Gross Receipts: District Superintendent/Designee projects either monthly or annual gross receipts based on prior similar operations in the area.
5. Minimum Rent to State. District Superintendent/Designee indicates the minimum amount of rent payable to the State based on projected gross receipt information.

Part C Business Solicitation by Phone

DPR staff sign and date if appropriate.

Part D Business Solicitation Response

1. If there is feasible interest in the sales opportunity, District Superintendent/Designee will work with Concessions, Reservations & Fees Division to negotiate a contract.
2. If there is no expressed interest, the District Superintendent/Designee may authorize a cooperating association to engage in the non-educational, non-interpretive activity in accordance with PRC 513 Implementation Guidelines.
3. A non-response to a documented Solicitation of Business Interest is noted as a negative response.
4. Maintain the completed forms on file at the district office until the cooperating association is no longer authorized to provide the non-interpretive, non-educational materials or services, or until a concessionaire begins providing such materials or services pursuant to Part D (1) above.

Exhibit E Annual Statement of Sales Income

Park Name:__________________________ **Association Name:**________________________

(All figures must be accounted for by state park unit)

Interpretive and Educational Sales

Materials

1 Gross Sales - materials
2 Less: returns and refunds
3 Less: cost of goods (COG)sold
4 Gross Profit or (Loss) from sales of materials

Services

5 Gross Sales - services
6 Less: returns and refunds
7 Less: cost of services sold
8 Gross Profit or (Loss) from sales of services

Materials and Services

9 Total Gross Sales (add lines 1+5)
10 Less Total Returns and COGs (add lines 2, 3, 6, 7)
11 Total Gross Profit or (loss) for Interpretive and Educational Sales

Non-Interpretive and Non-Educational Sales

Materials

12 Gross Sales - materials
13 Less: returns and refunds
14 Less: cost of goods sold
15 Gross Profit or Loss) from sales of materials

Services

16 Gross Sales - services
17 Less: returns and refunds
18 Less: cost of services sold
19 Gross Profit or (Loss) from sales of services

Non-Interpretive and Non-Educational Materials and Services

20 Total Gross Sales (add lines 12+16)
21 Less Total Returns and COGs (add lines13, 14, 17, and 18)
22 Total Gross Profit or (Loss) for Non-Interpretive Sales (add lines 15 & 19)

Firewood Sales

26 Gross Sales – firewood
27 Less: returned/damaged firewood
28 Less: cost of goods sold
29 Gross Profit or (Loss) for Firewood Sales

Total for All Sales

30 Total Gross Sales (add lines 9+20+26)
31 Total Gross Profit or (Loss) for All Sales (add lines 11+22+29)

Best Practices of Effective Organizations: ON ONE PAGE

BY MARIANNE PHILBIN

Donors and volunteers are part of the "means" that help nonprofits reach their programmatic "ends," and the roles they play increasingly require them to make complex decisions affecting nonprofit growth, stability, and effectiveness. Committed as they may be to their favorite organizations, however, few donors, volunteers, or board members actually have time to research current standards in the sector, interview more seasoned peers, carefully follow nonprofit trends, or read textbooks intended for full-time nonprofit professionals.

The day-to-day existence of nonprofits may indeed be dependent on the passionate involvement of civic leaders and community members, but their passion does not necessarily come with extensive background in nonprofit operations or organizational development — or with unlimited time for their nonprofit work.

Sometimes it seems that the more decisions we need our board and volunteers to make, the less time we have to fill them in on what they really ought to know in order to make those decisions properly.

As one business owner newly appointed to a nonprofit board said to me recently, "Okay, tell me everything I need to know about running an effective nonprofit…but keep it to a page." He was only half-kidding.

In an attempt to rise to that challenge, here is a chart — on one page, as requested — designed to help nonprofit supporters quickly familiarize themselves with the strategies, structures, and best practices that contribute to the development of healthy organizations.

More could be said, of course, about all that contributes to the development of a healthy and effective organization. Over the course of my work with nonprofits, however, I've noticed that it's not the details that tend to be lost on program officers, board members, major donors, and nonprofit staff. We all do surprisingly well on the details. Mo re often than not, when an organization hits a bumpy patch, it's because of a misstep back at square one, a fundamental misreading of what's necessary and appropriate, a wrongheaded notion — in some cases a downright delusion. (The frustrated executive director of one nonprofit I was working with, for example, told me he wanted to "explore alternative models" for his agency. As I worked with him, I learned that what he was looking for was "an organizational model" that wouldn't require the agency to fundraise or work with a board of directors.)

The chart on the following page offers a quick sketch of the underlying attitudes and approaches that determine the direction of nonprofit organizational growth, and that can often signal whether an organization is headed towards chaos or stability. With our donors and boards, we tend to discuss what we believe about program, but rarely do we discuss what we believe about the rest of our day-to-day work. On what assumptions and around what ideas are we building (or not building) our fundraising program, our communications program, our management and operations strategies? The business of becoming effective organizations requires an awareness of where we stand on all these issues and an understanding of the practices that can best support our development. GFJ

MARIANNE PHILBIN IS A CHICAGO-BASED CONSULTANT. HER BOOK, *HOW EFFECTIVE NONPROFITS GET THE JOB DONE: A BRIEF GUIDE FOR OVERLOADED DONORS, VOLUNTEERS AND BOARD MEMBERS* (WRITTEN WITH MARCIA FESTEN), WILL BE PUBLISHED THIS SPRING BY NEW VENTURES IN PHILANTHROPY.

LESS EFFECTIVE	CHARACTERISTICS OF NONPROFITS	MORE EFFECTIVE

Mission, Vision, Program

Prompted by individual charitable impulse	Prompted by thoughtful, collective decision-making
Program shaped exclusively by service *providers*	Program shaped equally by service *recipients*
View of work is broad, mission is vague	Mission is clear, strategic, niche-specific
Tends to serve private interests	Focused on serving public interest
Programs don't tie into mission	Clarity of mission seen in programs

Team, Structure, Governance

Board and staff roles unclear, melded	Board and staff roles defined, separate
Board micro-manages all functions, even after start-up phase is over	Board sees chief duties as policy-setting, Overall stewardship and financial health
Volunteer development haphazard	Volunteers trained, managed, rewarded
Board believes policies are "implicit"	Board makes policies "explicit" in writing
Decision-making dominated by founders or other small group of stakeholders	Decision-making by board as whole, following established channels and protocols
Board gets involved in hiring all staff	Board only hires ED; ED hires others
Does not keep up with nonprofit standards, or follow widely recommended best practices	Regularly consults and updates policies and practices
Nominations are eccentric and random	Nominations process follows clearly established procedures

Resource Development, Financial Management, Operations

Budgeting often begins with what the organization thinks it can or should *spend*	Budgeting begins with assessment of needs, and with what the org. thinks it can or should *raise*
Organization regularly spends outside budget	Organization uses budget as management tool
Fundraising is scattershot, whimsical, afterthought; often heavy reliance on a few	Fundraising is staffed, annualized, maintained by clear systems and multiple

core donors	strategies
Organization hesitant to invest in fundraising, infrastructure or communications; fears spending on anything but program	Organization understands it must invest in itself to survive and grow; to publicize & deliver programs properly, and to reach out to new constituents
Sees fundraising only as means to budget goal	Also sees fundraising as public education & communications, a way to reinforce program
Exclusive reliance on government and foundation grants	Individual contributors also part of the mix, as well as earned income, corporate support
Few board members make financial contributions, think volunteering is enough	100% board giving, no matter what the level
Frequent crisis cash flow borrowing	Short and long-term financial planning and Cash management policies in place
No one reads, understands the budget or audit	Leadership oversees annual budget, understands what audit conveys
Lives within inadequacies of existing space, often tailoring program to the space	Develops facilities plan so that space can ultimately be tailored to program needs

Evaluation and Planning

Operates "on instinct" day to day	Operates with board-approved Strategic Plan
Progresses by fits and starts, project to project	Develops & regularly consults strategic plan; uses planning as a tool for direction setting
Sees evaluation as a one-time "final report"	Sees evaluation as an ongoing feedback mechanism
Asks only the evaluation questions that a funder wants answered	Determines the questions to answer with input from board, staff, constituents and donors
Describes activities conducted, but never gets to the stage of drawing conclusions	Draws conclusions and makes adjustments in program as a result
Uses only the same people who are directly involved in running operations to evaluate operations	Is as objective as possible, drawing on outside perspectives as well as insider knowledge

Source: *LEVEL BEST: How Grassroots Organizations Can Tackle Evaluation*, by Marianne Philbin and Marcia Festen, Chardon Press. Wiley Publishing, October 2006.

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.

PARTNERSHIP SKILL BUILDING GROUP 16
March 9-13, 2011

Wednesday
March 9

1500-	REGISTRATION: (Check-in at Asilomar Administration Building)	All

Thursday
March 10

0800-0815	Program Orientation/MPC Registration	Skinner
0815-0900	Class Introductions/Overview/Class Theme	Mott
0900-1000	Interpretive Trends and Opportunities	Pozzi
1000-1100	Cooperating Association Program Overview/Components	Mott
1100-1200	Legal Authority, Roles, and Relationships	Mott
1200-1300	Lunch	
1300-1400	PRC 513 Implementation Guidelines	Mott/Pozzi/ Montijo
1400-1500	Interpretive and Non-Interpretive Materials and Services	Mott/Montijo
1500-1630	Authority and Organizational	Davis/Steele
1630-1700	Parking Lot Issues	Mott

Friday
March 11

0800-0805	Course Objective Review	Mott
0805-0950	Demystifying Strategic Planning	Jones/Dennis
0950-1200	Best Practices and IRS Reporting	Phelps
1200-1300	Lunch	
1300-1500	Board Development	Kegebein
1500-1640	Fundraising 101	Wildera/ Kegebein
1640-1700	Parking Lot Issues	Mott
1900	CALPA Reception (Optional)	CALPA Board

Saturday
March 12

0800-0815	Course Objective Review/Partnership Philosophy	Mott
0815-0950	Spending Money and Promoting Parks	Mott
0950-1050	Cultural Resource Stewardship	Franklin
1050-1200	CSPF – Money, Motivation, and Members	Keller
1200-1300	Lunch	
1300-1350	Interpreting Insurance Certificates	Mott/TBA

PARTNERSHIP SKILL BUILDING GROUP 16
March 9-13, 2011

Saturday
March 12

1350-1500	Information Security: Awareness and Compliance	Harvey
1500-1630	Annual Report Preparation and Analysis	Mott
1630-1700	Parking Lot Issues	Mott

Sunday
March 13

0800-0820	Course Objective Review	Mott
0820-0900	Department Employee Participation in Association Fundraising	Mott
0900-1100	Developing a Partnership Culture	Jackman
1100-1130	Removing Barriers/Building Commitment	Skinner
1145-1200	Evaluation and Adjourn	Skinner

Check-out of room before 1100

PARTNERSHIP SKILL BUILDING

32 HOURS

PROGRAM OUTLINE

INTRODUCTION AND WRAP-UP	5.0
Cooperating Association Program Overview/Components..........................	
INTERPRETATION, PARTNERSHIPS, AND COLLABORATIONS............	9.5
Interpretive Trends and Opportunities...	
Interpretive and Non-Interpretive Materials and Services............................	
Cultural Resource Stewardship..	
Removing Barriers/Building Commitment..	
Department Employee Participation in Association Fundraising	
Developing a Partnership Culture	
BUSINESS PLANS, BOARDS, AND LEGAL EASE....................................	17.5
Legal Authority, Roles, and Relationships..	
PRC 513 Implementation Guidelines	
Authority and Organizational Integrity	
Demystifying Strategic Planning..	
Best Practices and IRS Reporting...	
Board Development...	
Fundraising 101	
Spending Money and Promoting Parks...	
CSPF Money, Motivation, and Members..	
Interpreting Insurance Certificates	
Information Security: Awareness and Compliance......................................	
TOTAL HOURS	**32**

PARTNERSHIP SKILL BUILDING

OVERALL COURSE OBJECTIVES

Purpose: Describe the organization of legal authority for, and policy parameters governing the Cooperating Associations Program and how this major statewide program relates to their local operations. Define the critical factors needed to maintain and enhance effective relationships between California State Parks and nonprofit organizations. Acquire information that can be shared to implement positive changes within their organization.

Learning Objectives: By the close of the class the participant will

1. Describe current laws governing the Cooperating Associations Program and how these laws apply to their local situation.

2. Define the roles and responsibilities between the paid staff and volunteers of California State Parks and a local cooperating association.

3. Identify board of director's governance and management issues including board development and fundraising methodologies.

4. Identify the tools available to bring resources to their organization.

5. Increase effective communication and build greater resiliency between the cooperating association and the department.

SESSION LEARNING OBJECTIVES

ORIENTATION/REGISTRATION

Purpose: General orientation and introduction to attendance procedures, meals, lodging, and other details of the Mott Training Center.

Learning Objectives: By the close of the session the participant will

1. Review the Training Center guidelines applicable to attending the program.

2. Be formally registered through Monterey Peninsula College.

3. Be prepared to participate fully in class activities.

CLASS INTRODUCTIONS/OVERVIEW/THEME

Purpose: To build trust and teamwork and understand the major components of the class.

Learning Objectives: By the close of the session the participant will

1. Receive an overview of the Partnership Skill Building (PSB) course.

2. List the major sections and elements of the class.

INTERPRETIVE TRENDS AND OPPORTUNITIES

Purpose: To provide an overview of major challenges facing California State Parks interpretive programs and ways cooperating associations assist the Department in meeting these challenges.

Learning Objectives: By the close of the session the participant will

1. Describe what interpretation is and highlight interpretive trends in California State Parks.

2. Define how cooperating associations can best help California State Parks.

PROGRAM OVERVIEW/COMPONENTS

Purpose: To give participants understanding of the current nature and structure of the Cooperating Associations Program.

Learning Objectives: By the close of the session the participant will

1. Describe the roles of government, the private sector, and the nonprofit sector.

2. Describe the similarities and differences between a cooperating association and other 501(c) (3) organizations.

3. Describe the major Cooperating Association Program components, awards, and incentives in the program.

4. State the authority and responsibility of the CAL function.

5. Describe program evolution, history, and authority.

6. Describe the major laws enabling the Cooperating Association Program and the major reforms in PRC 513 brought by SB 1127.

LEGAL AUTHORITY, ROLES, AND RELATIONSHIPS

Purpose: To clarify the rights and responsibilities of State Parks and cooperating associations.

Learning Objectives: By the close of the session the participant will

1. Describe the three-way relationship that exists between the California State Parks (CSP), cooperating associations, and state volunteers.

2. Describe ways the state may receive donations of cash and material gifts from nonprofit organizations and other donors.

3. Describe how state park services may be funded through a cooperating association.

4. Describe the similarities and differences between the “sales areas” staffed by park staff and those staffed by association personnel.

PRC 513 IMPLEMENTATION GUIDELINES

Purpose: To understand the key directives in the PRC 513 Guidelines and how to apply them to local situations.

Learning Objectives: By the close of the session the participant will

1. Find the text of PRC 513.

2. Describe the purpose and function of the guidelines.

3. Describe the three types of materials and services that may be sold.

4. Describe the similarities and differences between the “sales area at a visitor information facility” and a “gift shop” and why this is important.

5. Describe the annual reporting process.

INTERPRETIVE AND NON-INTERPRETIVE MATERIALS AND SERVICES

Purpose: To understand the similarities and differences between interpretive and non-interpretive materials and services.

Learning Objectives: By the close of the session the participant will

1. Describe and be able to recognize interpretive and educational materials and services.

2. Describe and be able to recognize non-interpretive materials and services.

3. Describe materials and services that may only be provided pursuant to a good faith effort.

4. Describe good faith effort methodology and why it is necessary.

5. Evaluate the appropriateness of a sales item for a particular parks sales venue.

PARKING LOT ISSUES

Purpose: To provide an opportunity to more fully address critical issues that were inadequately covered in prior sessions.

Learning Objectives: By the close of the session the participant will

1. Identify key issues that need more discussion and explanation.

2. Prioritize the issues.

3. Identify these key issues and evaluate how they will relate to their own circumstances.

BOARD AUTHORITY AND ORGANIZATIONAL INTEGRITY

Purpose: To develop an understanding of the theory and practice of board governance.

Learning Objectives: By the close of the session the participant will

1. Describe the major responsibility and liability of the board of directors.

2. Describe the legal challenges and protection afforded board members and how these can be managed.

3. Describe the major governance documents and tools to help an association board avoid legal conflicts.

4. Describe the pros and cons of members and nonmember organizations.

5. Describe some key governance issues facing a board of directors, including reporting requirements to external entities.

6. Describe when favors can become conflicts of interest and how to mitigate them.

7. Describe the Attorney General's Office authority for enforcing California non-profit laws and governance mandates.

8. Describe how an attorney may be used most effectively by an association.

DEMYSTIFYING STRATEGIC PLANNING AND SHARED VISIONS

Purpose: To develop an understanding of the theory and practice of strategic planning, and vision setting between cooperating associations and state parks.

Learning Objectives: By the close of the session the participant will

1. State how strategic planning drives board development and fundraising.

2. State what a shared vision/mission is and why it is valuable.

3. Describe factors to consider in initiating a strategic planning effort.

4. Describe the process for developing and maintaining a shared vision/mission between a cooperating association and a state park district.

5. Describe how to ensure that a strategic plan is implemented (and not "left on the shelf").

6. Describe how a strategic plan may be used in board recruitment, to smooth-out working relationships, and assist with organizational assessments.

BEST PRACTICES AND IRS REPORTING

Purpose: To understand the day-to-day planning and practices necessary for effectively running a nonprofit organization.

Learning Objectives: By the close of the session the participant will

1. Define the theory and practices of internal controls and project based budgeting.

2. Incorporate budgets into the decision making process.

3. Describe the major changes to the IRS reporting process.

4. Identify perils and pitfalls to avoid.

BOARD DEVELOPMENT

Purpose: To provide an overview of the importance of developing an association's board of directors to meet specific needs. To explain the role and function of the board of directors of a cooperating association and the major policy and governance issues facing a nonprofit organization. To inspire participants to take steps to apply this information to their organization upon their return.

Learning Objectives: By the close of the session the participant will

1. State how strategic planning drives board development and fundraising.

2. Describe the typical cycle of a nonprofit organization.

3. Describe how to recruit board members with specific skills and talents.

FUNDRAISING 101

Purpose: Using practical examples provide insight and direction regarding sales, fundraising, and gaining support for parks.

Learning Objectives: By the close of the session the participant will

1. State how strategic planning drives board development and fundraising.

2. Describe how to plan for any fundraising activity.

3. Explain the difference between retail sales and fundraising.

4. Describe practical techniques and tools for retail sales, membership, and interpretive events.

5. Describe tools and techniques to increase sales through appropriate selection, display and merchandise.

6. Develop a program to increase membership in an association.

7. Identify techniques and describe some perils and pitfalls in increasing underwriting and community support for special events.

8. Participate in a discussion of Unrelated Business Income Tax (UBIT).

SPENDING MONEY AND PROMOTING PARKS

Purpose: To understand the policies and sideboards that shape how money may be spent in a cooperating association relationship.

Learning Objectives: By the close of the session the participant will

1. Explain and discuss key criteria for developing appropriate sales items.

2. Identify appropriate and inappropriate ways for spending money in conjunction with a cooperating association.

3. Describe how a contingent fund and reimbursable may be used.

4. Identify a methodology for spending money on park projects.

CULTURAL RESOURCES, OPPORTUNITIES, AND CHALLENGES

Purpose: To introduce cultural resources and explain their stewardship in a park environment, particularly as this relates to cooperating associations.

Learning Objectives: By the close of the session the participant will

1. Describe the nature and extent of DPR cultural resources – archaeological sites, historic buildings and structures, and museum collections.

2. Define the principles of cultural resources stewardship and their application by DPR cultural specialists.

3. Identify the opportunities afforded by the cultural resources in our parks for cooperating associations.

4. List the responsibilities of cooperating associations in protecting and managing cultural resources in our parks.

MONEY, MOTIVATION, AND MEMBERSHIP

Purpose: To provide participants with an overview of how the California State Parks Foundation, cooperating associations, and the Department work together to build support and advocate for California State Parks.

Learning Objectives: By the close of the session the participant will

1. Describe the general role of the California State Parks Foundation.

2. Learn about the general advocacy issues related to state parks and their associations.

3. Describe the Ranger Lane Fund and how to apply for grants from this fund.

4. Describe how the Foundation and cooperating associations have combined efforts to generate support for California State Parks in other projects and venues such as Earth Day.

RISK MANAGEMENT AND INSURANCE

Purpose: To understand the purpose of risk management and insurance associated with activities and the barriers to effective risk management in the relationship.

Learning Objectives: By the close of the session the participant will

1. Apply risk management and insurance principles to their day to day operations.

2. Describe the common type of insurance nonprofit organizations should consider purchasing.

3. Define the difference between product liability and general liability insurance.

4. Describe the standard ACORD insurance certificate form.

INTERPRETING INSURANCE CERTIFICATES

Purpose: To explain the purpose of and highlight significant aspects of insurance certificates required of all cooperating associations.

Learning Objectives: By the close of the session the participant will

1. Explain the function and importance of an insurance certificate and requirements for these certificates.

2. Recognize the components of a properly prepared certificate, including minimal insurance amounts, and the required endorsements.

3. Describe the difference between an insurance premium notice and an insurance certificate.

INFORMATION SECURITY: AWARENESS AND COMPLIANCE

Purpose: To emphasize the importance of Information Security as a whole and to provide basic education on the most important aspects of compliance with laws, regulations, guidelines, and reporting in regards to information security. To educate cooperating associations on penalties involved in not pursuing compliance. To assess the current practices of the cooperating associations in regards to Information Security and what they would like further guidance on.

Learning Objectives: By the close of the session the participant will

1. Describe the expectations of State Parks regarding information security.

2. Identify the types of data you may deal with and how to begin the path to compliance with major regulations like PCI-DSS, HIPPA, FIPS, and SOX.

3. Locate self-help sources on information security.

ANNUAL REPORT – PREPARATION AND ANALYSIS

Purpose: Explain the purpose of and highlight significant aspects of the Cooperating Associations Annual Report.

Learning Objectives: By the close of the session the participant will

1. Explain the function and importance of the Cooperating Association Annual Report (DPR 973) and how to properly complete the report and necessary attachments.

    a. Recognize the components of a properly prepared annual report.

    b. Describe the requirements for preparing the Calendar Year Financial Summary, IRS 990.

    c. Describe the use of annual reports in tracking and evaluating performance.

DEPARTMENT PARTICIPATION IN FUNDRAISING

Purpose: To understand the possibilities and limit of Department participation in fundraising activities of the association.

Learning Objectives: By the close of the session the participant will

1. Identify sections in the standard contract that allow for Department personnel to assist in association personnel fundraising.

2. Describe where to locate the Department's incompatible and prohibited activities policies.

3. Avoid real or perceived incompatible or prohibited activity.

DEVELOPING A PARTNERSHIP CULTURE

Purpose: To explore the best practices and necessary components to maintain successful ongoing relationships with an association and between an association and a CAL.

Learning Objectives: By the close of the session the participant will

1. State the 8 "S" Strategy of effective partnerships.

2. Identify 5 elements of partnership agreements.

3. Describe key components of quickly achieving consensus.

REMOVING BARRIERS/BUILDING COMMITMENT

Purpose: In a safe environment process thoughts, knowledge, and feelings into a realistic plan.

Learning Objectives: By the close of the session the participant will

1. Identify specific actions that could be taken to increase effectiveness.

2. Identify barriers and develop a strategy for overcoming them.

location map for
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PACIFIC GROVE, CALIFORNIA 93950