



Carnegie Foundation

for the Advancement of Teaching

The Carnegie Foundation for the Advancement of Teaching Elective Classification for Community Engagement

2024 Re-Classification Documentation Framework

SECTION 1: Applicant's Contact Information

1. Official Institutional Name as Submitted in IPEDS
 - a. Is this application for:
 - i. A single campus institution applying for endorsement or A multi-campus institution applying for endorsement of multiple campuses. Note, if this application is for a multi-campus institution, evidence of institutional commitment to community engagement must demonstrate commitment on each campus of the institution.
 - ii. A multi-campus institution applying for endorsement of one campus
 - b. **IF (1)** - Enter IPEDS Unit ID
 - c. **IF (2)** - Name of specific campus for which endorsement is being sought.
2. Person Filling Application
 - a. First Name
 - b. Last Name
 - c. Email Address
 - d. Phone
 - e. Title
3. Official Institutional Mailing Contact
 - a. Institutional Mailing address 1
 - b. Institutional Mailing address 2
 - c. City State
 - d. Zip Code
 - e. Phone Number
 - f. Email Address
 - g. President/Chancellor's Name
 - i. First Name
 - ii. Last Name
 - h. President/Chancellor's Email Address

The following information will be automatically included in the application if an IPEDS Unit ID is entered in Question 1. If a campus does not have an IPEDS Unit ID (a multi-campus institution applying for one campus), then the campus will manually enter the data for their single campus.

4. Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)
5. Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)
6. # of Full-Time Equivalent Staff (as reported in IPEDS)
7. # of Full-Time Equivalent Faculty (as reported in IPEDS)

SECTION 2: Campus, Community, and Community Engagement Context

1. If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe its creation in relation to your last classification. Also discuss the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. Please identify the document or website where the institution-wide definition of community engagement appears. If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here.
2. Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), location, unique history and founding, demographics of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.
3. Describe the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that aligns with the culture and history of the community(ies) partners.
4. Describe how community engagement has been structured and shaped at your campus. This may include the institution's founding and history, community requests/demands for campus responsiveness to community issues, leadership priorities, the evolution of community engagement on campus and in communities, institutional culture (e.g., highly decentralized), or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.
5. Describe how community engagement efforts since your last classification have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.

SECTION 3: Quality of Community Engagement Relationships

1. Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity (maximum word count 1000):
 - a. how the effectiveness of those actions and strategies are shared with partners.
 - b. how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning.
 - c. how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.
2. What changes are apparent in this data since the last classification? What mechanisms for measuring the quality of community engagement does the campus still need to develop? Provide relevant web links.
3. Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is used (maximum word count 1000).
4. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?
5. Describe how community partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.

SECTION 4. Community Partnerships

This section replaces the previous “partnership grid” with a series of repeating questions for each of the partnerships you identify.

1. Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.

Campus questions for each partnership:

- a. Project/Collaboration Title
- b. Community Partner Name
- c. Community Partner Contact
- d. Campus Partner (person, program, department, center, etc.)
- e. Purpose of the Community-Campus Partnership

- f. Provide one example as to how reciprocity is enacted through the partnership
 - g. Length of Partnership
 - h. Number of faculty involved
 - i. Number of staff involved
 - j. Number of students involved annually
 - k. Titles of Courses Linked to Partnership
 - l. Grant funding, if relevant
 - m. Impact on the community
 - n. Impact on the campus
2. In comparing the partnership responses from your previous classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.
 3. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

SECTION 5: Institutional Identity and Culture

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
 - Indicates their perception of where community engagement fits into their leadership of the institution,
 - Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and
 - Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

2. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
Annual addresses/speeches (maximum word count 500):	
Published editorials (maximum word count 500):	
Campus publications (maximum word count 500):	
Other (maximum word count 500):	

3. Describe how your campus mission and vision reflect an institutional commitment to community engagement. Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.
4. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement.
5. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.
6. Describe how community engagement is defined and planned for in the institutional strategic plan and provide quoted examples from the strategic plan that demonstrate a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.
7. Describe how community engagement is emphasized as part of the institution's brand message identity or framework.

SECTION 6: Infrastructure and Finance

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

Provide any relevant links that support the narrative.

2. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with the community and whether these funds were permanent or temporary.

For re-classification, describe the most recent internal budgetary allocations dedicated to supporting institutional engagement with the community, and what has changed, if anything, with the budgetary allocations since the last classification. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

3. As evidence provided for your earlier classification, you described strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement.

For re-classification, describe the most recent strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

4. Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Provide at least two but not more than four examples from the following practices (maximum word count 1000):
 - a. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.
 - b. Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.
 - c. Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.
5. Describe the ways that your campus provides unencumbered financial resources to local communities of color and/or other historically marginalized communities.

SECTION 7: Institutional (Campus-Wide) Tracking Monitoring, and Assessment

1. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for assessment of community partner perceptions does the campus still need to develop? Provide relevant web links.
2. Describe how the institution maintains systematic campus-wide tracking or documentation to record and/or track engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.
3. For your institution, what are the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the process, and how are they implemented)?
4. Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution.
5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed,

how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for aggregating assessment data does the campus still need to develop? Provide relevant web links.

SECTION 8: Outcomes and Impacts

1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describe one key finding. How have the results of student learning outcomes changed since your last classification? Provide relevant links.
2. Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description. How have the strategy and mechanism for assessment of curricular student learning outcomes changed since your last classification? Provide relevant links.
3. Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment since your last classification. Describe the process for making the changes. Provide relevant links.
4. Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged, and describe one key finding of each. What has changed in the results of student achievement of co-curricular community engagement outcomes since your last classification? Provide relevant links.
5. Provide an example of a systematic, campus-wide, assessment mechanism for assessing community engagement outcomes and impacts on community indicators and describe one key finding of each. How have the results of impact on the community changed since your last classification? Provide relevant links.
6. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty and describe one key finding of each. How have the results of impact on faculty changed since your last classification? Provide relevant links.
7. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus and describe one key finding of each. How have the results of impact on the campus changed since your last classification? Provide relevant links.

8. Describe how the institution uses and disseminates data from the mechanisms described in questions 4-7 above and provide an example.
9. According to data from the National Survey of Student Engagement (NSSE), community engaged teaching and learning (service learning, community-based learning) is the only “high impact” practice in which students of color have higher participation rates than white students. Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ.
10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.

SECTION 9: Faculty and Staff

1. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who seek to develop or deepen community engaged approaches and methods. For re-classification, describe what currently is in place and what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last classification? What have been the results?
2. In the context of your institution’s community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement (maximum word count 1000):

Professional development programs

Facilitation of partnerships

Remote/on-line community engagement

Student teaching assistants

Planning/design stipends

Support for student transportation

Eligibility for institutional awards

Inclusion of community engagement in evaluation criteria

Program grants

Participation on campus councils or committees related to community engagement

Research, conference, or travel support

Support for peer-reviewed publishing about community engagement

Training to understand diversity, inclusion, and equity related to community engagement

3. Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example.
4. Describe the campus approach to faculty tenure and promotion: (Check all that apply)
 - My campus has a contract structure rather than a tenure and promotions structure.
 - My campus has a tenure and promotion structure defined at the department level.
 - My campus has a tenure and promotion structure defined at the school level.
 - My campus has a tenure and promotion structure defined at the institutional level.
5. Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and clinical faculty, please describe those as well.
6. Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay (and tenure at tenure-granting campuses) from any level of the institution that specifically reward faculty for the following. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.):
 - a. Community engaged teaching and learning (maximum word count 500):
 - b. Community engaged research and creative activity (maximum word count 500):
 - c. Community engagement as a form of service (maximum word count 500):
7. Describe the pervasiveness of the policies outlined in question six. For example, are they practiced across the institution? By most departments? By a few?
8. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service.
9. In the period since your last classification, describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (tenured/tenure track, full time non-tenure track, and part time faculty, etc.).

10. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (tenured/tenure track, full time non-tenure track, and part time faculty, etc.).
11. Provide 5-10 examples of **staff** professional activity (conference presentation, publication, consulting, awards, etc.) that has taken place since your last classification - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).
12. Provide 5-10 examples of **faculty** scholarship from as many different disciplines as possible that has taken place since your last classification - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).
13. Describe the ways in which the tenure and promotion process, and the staff reward process, accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color.

SECTION 10: Curricular Engagement

The questions in this section use the term “community engaged courses” to denote academically based community engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

1. As evidence provided for your earlier classification, you described an institution-wide definition of community engaged courses used on campus. For re-classification, provide the current definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses. What, if anything, has changed since your last classification with the definition of community engaged courses? What, if anything, has changed with the process for identifying or approving a designated community engaged course as part of a campus curriculum? Explain the purpose of the revisions.
2. Complete the table below. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly. Please also indicate what academic year the data represents:

<i>Number of for-credit community engaged courses UG/G</i>	<i>Change in number of for-credit courses since last Application UG/G</i>	<i>Percentage of total courses UG/G</i>	<i>Percent change in courses since last Application UG/G</i>

<i>Number of departments represented by community engaged courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>

<i>Number of faculty who taught for-credit community engaged courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>

<i>Number of tenured and tenure-track faculty who taught for-credit community engaged courses</i>	<i>Change in number of tenured and tenure-track faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of tenured and tenure-track faculty since last application</i>

<i>Number of full-time, non tenure-track faculty who taught for-credit community engaged courses</i>	<i>Change in number of full-time, non tenure-track faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of full-time, non tenure-track faculty since last application</i>

<i>Number of part-time faculty who taught for-credit community engaged courses</i>	<i>Change in number of part-time faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of part-time faculty since last application</i>

<i>Number of students participating in for-credit community engaged courses UG/G</i>	<i>Change in number of students since last application UG/G</i>	<i>Percentage of total Students UG/G</i>	<i>Percent change since last application UG/G</i>

What academic year does this data represent? (Select One)
 [Dropdown Menu: 2018-19, 2019-20, 2020-21, 2021-22]

- Describe how the data in the table above were derived. How was it gathered, by whom, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.
- Describe how community engaged courses are noted on student academic transcripts.
- Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories. Also, describe what has changed since the last classification (maximum word count 1000).

Core Courses
 Capstone (Senior-level project)

First-Year Sequence
General Education
In the Majors
In the Minors
Graduate courses
Medical education/training/residencies

6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories. Also, describe what has changed since the last classification.

Student Research
Student Leadership
Internships, Co-ops, Career exploration
Study Abroad/Study Away
Alternative Break tied to a course
Campus Scholarship Program

7. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

SECTION 11: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories. For each example, describe what has changed since the last classification (maximum word count 1000).

Social Innovation/entrepreneurship
Community service projects - outside of the campus
Community service projects - within the campus
Alternative break - domestic
Alternative break - international
Student leadership
Student internships/co-ops/career exploration
Student research
Work-study placements
Opportunities to meet with employers who demonstrate Corporate Social Responsibility
Living-learning communities/residence hall/floor
Student teaching assistants (provided the TAs are not receiving credit)
Campus Scholarship Program
Athletics
Greek Life

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.
-

SECTION 12: Pathways for Student Development and Learning Through Community Engagement

1. Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time.
2. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.
3. Describe how your campus has designed new programs and initiatives, or re-designed existing ones, to both increase students' *access to and participation in* community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

SECTION 13: Community Engagement and Other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (Check all that apply).
 - a. campus diversity, inclusion, and equity goals (for students and faculty)
 - b. efforts aimed at student retention and success
 - c. encouraging and measuring student voter registration and voting
 - d. development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
 - e. social innovation or social entrepreneurship that reflects the principles and practices of community engagement
 - f. the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research
 - g. efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students
 - h. outreach activities
 - i. lifelong learning (non-credit)

- j. campus food security programs (internal and external)
 2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years (maximum word count 1000).
 3. Provide a narrative describing and trends that have taken place related to alignment of institutional priorities since the last classification. In your narrative, address the trajectory of alignment of community engagement with the institutional priorities – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.
-

SECTION 14: Reflection and Additional Information

1. Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?
2. During the process of completing the application, did your campus work with a consultant, attend a workshop/webinar, or utilize other resources? If yes, what resources were utilized? This is also an opportunity to provide feedback on those resources.
3. (Optional) Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.
4. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).
5. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.
6. (Optional) Please provide any suggestions or comments you may have on the application process for the Elective Classification for Community Engagement.
7. Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for the Carnegie Foundation, its administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

A. I consent to having the information provided in the application used for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.

B. I consent to having the information provided in the application used for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

C. I do not consent to having the information provided in the application used for research purposes.

8. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, but you may include additional partners up to a total of 15 (see guide for partnership survey information).

- a. Partner Organization Name
 - b. Partner Organization Contact Full Name
 - c. Partner Organization Contact Email Address
-