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ABSTRACT

Developmental procedures, background information, alternatives, and results of four demonstration community education programs established by the Appalachian Adult Education Center are presented in the document. Community educational programs sponsored by the Appalachian Adult Education Center, its educational objectives, and a discussion of the population and geographic area of Appalachia are summarized. General methodology for setting up new programs is discussed, and includes the identification of community needs and resources and their contribution to the program, planning sessions, written agreement of objectives, and the leadership of an outside person. The four sites are (1) Scioto Valley Local School District, Piketon, Ohio; (2) Ashland City Schools, Ashland, Kentucky; (3) Owensboro Public Schools, Owensboro, Kentucky; and (4) Montgomery County Community Schools, Montgomery County, Kentucky. Individual organization, cost, activities, community background, and program effectiveness are discussed. Each program contains home study components and offers aspects of a family learning center, including basic academic skills concentrating on the ABE and GED tests, parent education, and career education. Tables and maps supplement the discussion. Preplanning information sheets, an agenda for a two day workshop, and program related material from Ashland, Montgomery County, and Owensboro are appended and constitute about one-fourth of the document. (LH)

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RURAL-SMALL URBAN DEMONSTRATION

VOLUME II

Part I

Final Report

of the

Appalachian Adult Education Center
Department of Adult, Counseling and Higher Education
Morehead State University
Morehead, Kentucky

to the

U. S. Office of Education
Bureau of Adult, Vocational, and Technical Education

Grant No. OEG-0-73-5212
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July, 1975

CE 004 984

2/3

EXECUTIVE SUMMARY

This is a summary of the final reports of four projects demonstrating rural and small town community education development. The four sites were (1) the Scioto Valley Local School District in Piketon, Ohio; (2) Ashland City Schools in Ashland, Kentucky; (3) Owensboro Public Schools in Owensboro, Kentucky; and (4) Montgomery County Community Schools in Montgomery County, Kentucky. The community education sites were developed under a grant award from the U.S. Office of Education to the Appalachian Adult Education Center.

The purpose of the Appalachian Adult Education Center (AAEC) has been *to effect significant improvement in the efficiency and quality of adult education throughout the nation as a result of demonstration and research projects.* Located on the campus of Morehead State University in Eastern Kentucky, the Center has focused its work in the thirteen Appalachian states, where it has conducted more than 180 demonstrations in its eight years of work. The AAEC has been a nationally recognized leader and demonstration center in the improvement of adult education practices.

The AAEC's thinking has followed this developmental sequence: (1) adult basic education—the development of basic academic skills; (2) ABE/GED—the development of alternative education through high school equivalency; (3) coping skills—the process of applying basic skills to everyday problems; (4) interagency coordination—to maximize coping skills development; and (5) the linkages of all components of the sequence into community education development.

WHAT IS COMMUNITY EDUCATION?

Education in North America is presently tragically ill equipped to deal with the demanding problems of the present and future. One major deficiency is that much of formal education ends with the development of skills or with the mastery of a discipline, and does not include the necessary application of learning to solving problems.

A second deficiency is the almost total lack of cohesiveness among services, resources, and educational forces, inhibiting and fragmenting our attempts to prevent or solve problems. No one agency is capable of providing all services and information. A concerted effort must be made to develop all community resources in consort: a community education concept.

The serious nature of individual and community problems virtually prohibits our continued reliance on traditional forms of education. The solution to our problems rests in prevention. The generic base for prevention is education, not just the questionable luxury of a public educational effort geared only to successful children and youth. A rearrangement and redirection of our educational priorities must be undertaken in a design of different programs, to accommodate students of all ages, at a variety of times and places. All the educational forces within our communities must be mustered to improve the quality of life among individuals, within families, and within the community. The concepts of community education are emerging, but we desperately need a community education priority.

Community education which confines its services to a facility and to a program, which shrinks from major problems, is only a token service. ***The mission of community education is the continuous life-long improvement and merging of personal skills with community resources for the enhancement of the quality of individual and community life.***

Community education must be:

* *cross-generational*
* *cross-community*
* *based on local cultural traditions*
* *capable of strengthening and coordinating existing service delivery systems and of designing new systems*
* *capable of creating new possibilities for individual citizens*
* *devoted to helping* all *the people in the community judge what they can or want to learn, and when*

COMMUNITY EDUCATION COST

The cost of establishing a community education program will vary depending upon the community, its geographic location, the degree of disadvantagement of its population, and the number of units within the host institution, e.g., the number of schools or service areas.

Responsible leadership is essential to viable program development. General costing for program initiation should include funds for at least part-time leadership, approximately one half of a professional salary per unit. Other funds will be required for instructional programs and technical assistance until risk factors are eliminated and self-supporting structures are established. (Additional funds may be required for programs of hourly instruction or leadership until risk factors are eliminated and self-supporting structures are established.) The host institution can most often absorb additional costs: maintenance, heat, electricity, offices, and office supplies.

The AAEC "seed" monies in 1975 ranged between six and nine thousand dollars ($6,000–$9,000) per year per site and generated multiple funding, support, and resources from the host institution and cooperating agencies, local, state, and federal.

A METHOD FOR COMMUNITY PLANNING

In the course of its work, the Appalachian Adult Education Center has developed a specific system for initiating its projects. The major components of the system are: (1) *identification of community needs and resources;* (2) *planning by all community institutions, agencies, and organizations;* (3) *an intensive two-day planning session;* (4) *a written agreement of objectives, activities, persons responsible, and plans for evaluation;* and (5) *a trained "middle-man" acting as a catalyst in the developmental process.*

The system, applied to the development of local community education, would involve the following steps:

(1) development of an orientation to community education, i.e., (informal orientation discussions, films, e.g., "To Touch a Child," "A Sense of Community," discussions with decision-makers in successful programs, visits to successful exemplar programs, including a debriefing)

(2) orientation of state department personnel

(3) sanctions and support from state department

(4) seed monies for program initiation (especially important in rural, no risk money communities)

(5) orientation of local decision-makers

(6) sanctions and support from local decision-makers

(7) orientation of local staff

(8) review of community survey and status report for planning

(9) preparation for two-day community planning session

(10) two-day community planning session

Objectives outlining possible responses to community needs should answer the following questions, beginning with a noncontroversial, easily resolved problem:

a. *What are we going to do?* (Statement of objective)

b. *Why are we going to do it?* (Goal of objective)

c. *How are we going to do it?* (Chronological listing of activities to accomplish the objective)

d. *Who is going to do it?* (Assignment of staffs, institutions, or agencies responsible for each activity)

e. *What do we need to know to be able to do it?* (List of the knowledge needs of those responsible for activities)

f. *How will we know we have done it?* (Documentation for evaluation of each activity)

g. *How much will it cost?* The two-day community planning session produces a written work agreement describing a realistic community commitment to solving problems through community education activities. Implementation of the work plans requires the following:

(11) review and approval of work agreements by planning sessions participants

(12) in-service training of local staff

(13) initiation of work plan

(14) monitoring of work plan, bu the planning committee or advisory council

(15) reporting of year-end resuults (dissemination)

(16) encouraging dissemination and visitors for spread of concepts

6

RESULTS

Significant changes occurred in each of the AAEC demonstration sites, changes which are directly or indirectly related to the introduction of community education.

+ In each site, the growth of adult education exceeded all expectations and projections. Participation in ABE and GED, both formal and nonformal programs (which were nonexistent or only nominal prior to the systematic introduction of community education) increased in great proportions.

  Table 1 and 2 below illustrate the impact of a community education program upon the growth of adult basic education and GED achievement in a highly rural, sparsely populated, educationally disadvantaged community.

Table 1

FOUR-YEAR SUMMARY OF MONTGOMERY COUNTY
ADULT EDUCATION: 1971-75

	Year	Students Enrolled	Teachers and staff	GED
Before Community Education	1971-72	24	2	12
With Developmental Community Education	*1972-73	50	4	30+ (50)**
	1973-74	130	9	64
	1974-75	200	11	80

Table 2

SUMMARY
MONTGOMERY COUNTY COMMUNITY SCHOOL EDUCATION ACTIVITIES

	Year	Activities	Population Participation
Before Community Education	1971-72	4	50
With Developmental Community Education	*1972-73	30	250
	1973-74	45	800
	1974-75	70	2,700

* First year of community education

**Community education activity of the Kiwanis Club to recruit and encourage adults to take the GED

+ The Scioto Valley Local School District, after a history of repeated failures, passed a bond issue. Monies were designated for school renovation and for community school activities. The success of the campaign was directly related to community involvement and satisfaction with community school activities.

+ The Ashland City Schools expected an enrollment of 400 persons for initial community education programs. They were overwhelmed with enrollments of more than 3,500 people.

+ The Montgomery County School Board inserted the descriptive "community" into the system's title.

+ A full-time community education coordinator was employed cooperatively by the Montgomery County School Board and local recreation commission department.

+ Community involvement in Montgomery County enabled the county and city school boards to plan an important merger which might have been impossible without the community education movement.

+ Community education leadership from Montgomery County testified before the President's National Advisory Council on Adult Education.

+ The Owensboro Public Schools employed a full-time coordinator of community education, who has established linkages and cooperation among the community education services, state agencies, and local agencies.

+ The Kentucky Department of Education has created a new position in community education for state-wide coordination.

+ The Department of Education's Adult Education Unit has reinforced the adult education components in all AAEC community demonstration sites to meet the tremendous upsurge of enrollment in adult education generated through community education.

+ The four rural and small town community education programs initiated by the AAEC experienced remarkable growth. All are serving as area demonstration sites, and will continue independent of the Center.

+ The resource of federal, state, and local agencies were focused in the four sites by the AAEC, enhancing program development.

+ The community education projects were linked with other AAEC projects: the Right to Read Effort, a comparative study of strategies for GED preparation, and Kentucky Educational Television's GED series.

+ The Center provided technical assistance in many communities, e.g., to an Eastern Kentucky multi-county service center which obtained a large grant for human resource development through community education.

+ International visitors were sponsored by the Agency for International Development to visit the AAEC and AAEC non-formal community programs.

PROBLEMS

The AAEC, in initiating community education programs and offering technical assistance, encountered many problems. Foremost is the community education concept stress upon the merging of institutional resources. This is not seen as an easy matter since it means coordinating different staffs with at least the following differences.

1. different training
2. different personal goals, certification
3. different institutional goals
4. different funding sources (and, therefore, guidelines)
5. different administrative structures
6. often, different hours of services

If all these factors are taken into consideration, the sharing of resources can be accomplished. The AAEC has suggested a comprehensive strategy of collaborative planning by objectives to manage the problems, pages through .

Other problem areas, equally as difficult to resolve are the following:

Funding. Rural and small town communities and their school districts (where schools are to be the vehicle for coordinating community education) do not have risk monies to initiate programs. Federal and/or state policies and seed monies are needed.

Attitudes and circumstances of leadership. Faced with overwhelming problems of maintaining current levels of service and management, community leaders are hesitant to initiate new and innovative community education activity. Federal and state policies, careful in-service training, and demonstration programs are needed.

Isolation. Isolation of many kinds exist in every community, prohibiting participation by large segments of the population. Outreach services of all kinds, delivery of services to people where they are, and provision of special services, such as child care, are needed.

Transportation. Lack of transportation poses constraints on many potential participants—the aging, the physically isolated, and residents of rural areas. Laws and regulations are needed allowing for the utilization of vehicles paid for by taxpayers, such as school buses, for community education activities.

Poverty of people and institutions. Those areas that need community education most—improverished rural areas with few resources to begin with—are also those that do not have the expertise, leadership and "grantsmanship" to develop programs. Community education, where it is needed most, requires outside intervention and interagency planning.

In summary, community education programs can:

+ be successfully initiated in rural communities and small towns
+ focus community resources effectively and efficiently on community needs
+ assist in identifying and resolving individual and community problems
+ extend community and individual growth
+ expand individual and community opportunities
+ provide enrichment and cultural activities for the community
+ expand adult education involvement at every level
+ change the nature of individuals and communities
+ improve upon the quality of life

Community education programs are influenced by:

+ community size; political, economic, and social characteristics
+ local traditions
+ public, privite, corporate, and individual resources
+ administrative structures
+ institutions

But the resources for community education development are present in every community. The necessary components to put those resources into action are:

+ a commitment from community leadership
+ an adoption of the concept of community education
+ a recognition and understanding of community conditions, problems, and needs
+ a knowledge of community resources
+ an agreement for interagency collaboration and cooperation
+ a system of management by objectives
+ a small beginning that will guarantee success
+ a plan for expansion

+ a middleman to act as a catalyst in the developmental process

+ a community leader responsible for planning and programming

+ minimal funding, to support developing programs

+ built-in systems for reporting and evaluation

CONCLUSIONS

AAEC community education demonstration projects are successful. The process and varied programs have led to increased adult education in many dimensions and in astounding numbers. The Appalachian Adult Education Center's system for community education planning, produced action and change in both urban and rural areas, north and south. It works. What the system provides, in essence, is a roadmap, for the community to see where it is and where it wants and needs to go. And it seems to generate commitments to specific ways of getting there.

The current Community School Act, Section 405, Title IV, P.L. 93-380, should serve to hasten community education development in the United States. Needed outside intervention in planning may become a reality through state grant awards, a part of the legislation.

Local communities may benefit from the Community School Act wich also provides "seed" monies for local program leadership.

A growing number of institutions have been developed to provide community education. Most are sponsored by the Mott Foundation. However, the Community School Act previously cited will also provide for university leadership development.

Those institutions and agencies throughout the United States currently prepared to assist in community education development are listed in Table 3, "Centers for Community Education Development," pages through .

We have the new knowledge and the resources to mount a significant community education effort—to modify our educational thrusts and to significantly improve our communities and our lives.

Table 3

CENTERS FOR COMMUNITY EDUCATION DEVELOPMENT

ALABAMA

Alabama State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36104

Center for Community Education
University Station
University of Alabama in Birmingham
Birmingham, Alabama 35294

ALASKA

Refer to Oregon, University of

ARIZONA

Southwest Regional Center for Community School Development
Arizona State University
Tempe, Arizona 85281

ARKANSAS

Community Education Development and Training Center
Graduate Education Building, Room 214
University of Arkansas
Fayetteville, Arkansas 72701

CALIFORNIA

California Center for Community School Development
California State University
Los Angeles, California 90032

California Regional Center for Community Education Development
California State University
San Jose, California 95114

California Center for Community Education Development
Department of Education, San Diego County
6401 Linda Vista Road
San Diego, California 92117

COLORADO

Community Education Center
Colorado Department of Education
Sherman at Colfax
Denver, Colorado 80203

Community Education Center
Colorado State University
Fort Collins, Colorado 85021

CONNECTICUT

Northeast Community Education Development Center
University of Connecticut, U—142
Storrs, Connecticut 06268

DELAWARE

Center for Community Education
University of Delaware
Newark, Delaware 19711

DISTRICT OF COLUMBIA

Center for Community Education
Gallaudet College
7th & Florida Avenue, NE
Washington, D.C. 20002

FLORIDA

Southeastern Regional Center for Community Education
Florida Atlantic University
Boca Raton, Florida 33432

Center for Community Education
University of Florida
Gainesville, Florida 32601

Center for Community Education
University of West Florida
Pensacola, Florida 32504

GEORGIA

Community Education Specialist
Coastal Area Teacher Education Service Agency
Georgia Southern College
Statesboro, Georgia 30458

HAWAII

Refer to California State University, San Jose

IDAHO

Idaho Center for Community Education
Idaho State University
Pocatello, Idaho 83201

ILLINOIS

Center for Community Education
Southern Illinois University
Carbondale, Illinois 62901

ILLINOIS (cont.)

Center for Community Education
Illinois Community College Board
544 Iles Park Place
Springfield, Illinois 62718

Center for Community Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62706

INDIANA

Institute for Community Education Development
Ball State University
Muncie, Indiana 47306

Center for Community Education
Indiana State Department of Public Instruction
120 W. Market Street, 10th Floor
Department of Public Instruction
Indianapolis, Indiana 46204

IOWA

Iowa Center for Community Education
Drake University
Des Moines, Iowa 50311

KANSAS

Center for Community Education Development
Kansas State University
Manhattan, Kansas 66506

KENTUCKY

Division of Community Education
Kentucky State Department, Capitol Plaza
Frankfort, Kentucky 40601

Center for Community Education
UPO—1344
Morehead State University
Morehead, Kentucky 40351

LOUISIANA

Louisiana Center for Community Education
Southeastern Louisiana University
Hammond, Louisiana 70401

MAINE

Community Education Development Center
University of Maine
Orono, Maine 04473

MARYLAND

Community Education Center
Maryland State Department of Education
P.O. Box 8717 B.W.I. Airport
Baltimore, Maryland 21240

MASSACHUSETTS

Community Education Development Center
Worcester State College
Worcester, Massachusetts 01609

MICHIGAN

Regional Center for Community Education
Alma College
Alma, Michigan 48801

Center for Community Education
Central Michigan University
Mt. Pleasant, Michigan 48858

Center for Community Education
Eastern Michigan University
Ypsilanti, Michigan 48197

Center for Community Education
Michigan State University
East Lansing, Michigan 48824

Center for Community Education
Northern Michigan University
Marquette, Michigan 49855

Community School Development Center
Western Michigan University
Kalamazoo, Michigan 49001

MINNESOTA

Community Education Center
College of St. Thomas
St. Paul, Minnesota 55105

MISSISSIPPI

Center for Community Education
University of Southern Mississippi
Southern Station
Hattiesburg, Mississippi 39401

MISSOURI

Midwest Community Education
Development Center
University of Missouri
St. Louis, Missouri 63121

MONTANA

Refer to Oregon, University of

NEBRASKA

Center for Community Education
University of Nebraska
Lincoln, Nebraska 68508

NEVADA

Community Education Center
University of Nevada
Community College System
Reno, Nevada 89502

NEW HAMPSHIRE

Refer to Connecticut, University of

NEW JERSEY

Community Education Development Center
Montclair State College
Upper Montclair, New Jersey 07043

NEW MEXICO

Community Education Center
New Mexico State University
Las Cruces, New Mexico 88003

Center for Community Education
New Mexico State University, San Juan Branch
Farmington, New Mexico 87401

NEW YORK

Center for Community Education
Syracuse University
Syracuse, New York 13210

NORTH CAROLINA

Center for Community Education
Appalachian State University
Boone, North Carolina 28607

Community Education
North Carolina State Department of
Public Instruction
Raleigh, North Carolina 27602

NORTH DAKOTA

Center for Community Education
Department of Education
North Dakota State University
Fargo, North Dakota 58102

OHIO

Center for Community Education
Kent State University
Kent, Ohio 44242

Center for Community Education Development
Miami University
Oxford, Ohio 35056

Center for Community Education
Wright State University
Dayton, Ohio 45431

OKLAHOMA

Community Education Center
Oklahoma State University
Stillwater, Oklahoma 74074

OREGON

Northwest Community Education
Development Center
University of Oregon
Eugene, Oregon 97403

PENNSYLVANIA

Educational Development Center
Shippensburg State College
Shippensburg, Pennsylvania 17257

RHODE ISLAND

Refer to Connecticut, University of

SOUTH CAROLINA

Center for Community Education
College of Education
University of South Carolina
Columbia, South Carolina 29208

SOUTH DAKOTA

Refer to Michigan, Western Michigan University

TENNESSEE

Center for Community Education
Division of Education
The University of Tennessee at Nashville
Nashville, Tennessee 37203

TEXAS

Center for Community Education
College of the Mainland
Texas City, Texas 77590

Center for Community Education
Texas A & M University
College Station, Texas 77843

UTAH

Rocky Mountain Regional Center for
Community Education
Brigham Young University
Provo, Utah 84602

Center for Community Education
Utah State Department of Education
Salt Lake City, Utah 84111

VERMONT

Community Education Development Center
College of Education
University of Vermont
Burlington, Vermont 05401

VIRGINIA

Mid-Atlantic Center for Community Education
University of Virginia, School of Education
Charlottesville, Virginia 22903

Cooperative Extension Center for
Community Education
Virginia Polytechnic Institute & State University
Blacksburg, Virginia 24061

Center for Community Education
c/o Division of Secondary Education
Virginia State Department of Education
Richmond, Virginia 23216

WASHINGTON

Center for Community Education Development
Old Capitol Building
Office of the State Superintendent of
Public Instruction
Olympia, Washington 98504

WEST VIRGINIA

Center for the Study of Community Education
West Virginia College of Graduate Studies
Institute, West Virginia 25112

Community Education
Bureau of Vocational, Technical & Adult
Education
Charleston, West Virginia 25305

WISCONSIN

Refer to Michigan, Western Michigan
University

WYOMING

Wyoming Center for Community Education
Development
The University of Wyoming
Evanston, Wyoming 82930

C.S. Mott Foundation
510 Mott Foundation Building
Flint, Michigan 48502
(313) 239-9441, 232-9500
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1017 Avon Street
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Information Clearinghouse

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INTRODUCTION

The Appalachian Adult Education Center herein transmits a portion of a final report, COMMUNITY EDUCATION: COMPARATIVE GED STRATEGIES, covering a scope of work for the period July 1, 1973, through June 30, 1975, conducted under the auspices of the U. S. Office of Education, Bureau of Adult, Vocational, and Technical Education, Grant Award: OEG-0-73-5212, P. L. 92-230, Adult Education Act of 1966 (as amended).

The multi-project activity is reported in four distinct volumes:

Volume I: COMPARATIVE GED STRATEGIES

Volume II: RURAL COMMUNITY EDUCATION

Volume III: KET/GED PREPARATION SERIES, AN ADMINISTRATORS' UTILIZATION HANDBOOK

Volume IV: KET/GED SKILLS PACKET

Volume I, COMPARATIVE GED STRATEGIES, describes achievement of adults in their efforts to obtain certification of a high school diploma by preparing for the General Educational Development Examination (the GED). Strategies include a variety of educational delivery systems with special emphasis upon educational television.

Volume II, RURAL COMMUNITY EDUCATION, reports on developmental procedures, alternatives, and results of demonstrating community education programs in three Kentucky sites and one Ohio site.

Volume III, KET/GED PREPARATION SERIES: AN ADMINISTRATORS UTILIZATION HANDBOOK, provides systematic program planning for adult education administrators who wish to initiate an adult educational television delivery system in "open broadcast" and/or in local sites via cassettes or cable.

Volume IV, KET/GED SKILLS PACKET, is a counselor/student handbook which provides for the individualization and placement of adult students in needed instructional portions of the Kentucky Educational Television/General Educational Development Preparation Series broadcast and related Study Guides. The system has been based upon content analysis of the 34 broadcast segments and Study Guides linked with an item analysis of several major adult education assessment instruments currently used in diagnosing learning needs.

Volume II, RURAL COMMUNITY EDUCATION, is herein presented in two parts: Part I, a collation and summary of all community education programs sponsored by the AAEC; Part II, Community Education site final reports:

1. Final Report, Montgomery Community Education Demonstration Project
2. Final Report, Owensboro Public Schools, Community Education Project
3. Final Report, The Scioto Valley Local School District, Community Education Project

4. Final Report, Ashland City Schools, Community Education Project

Appalachian Adult Education Center (AAEC)

Background

The Appalachian Adult Education Center is located on the campus of Morehead State University in eastern Kentucky, the heart of the Appalachian Region. The Center has served the thirteen-state Appalachian region since June of 1967 in the conduct of more than 180 demonstration and development projects. It has effected significant improvement in the efficiency and quality of adult education practices throughout the nation as a result of projects, research, training of professionals, paraprofessionals, and volunteers, and the provision of technical assistance.

The credibility of the Center is substantiated by both national and international recognition received. In 1972, the Center was cited by UNESCO, receiving an honorable mention for "meritorious work in world literacy," the Mohammad Reza Pahlavi Prize.

In a national study by Teachers College, Columbia University, the AAEC was found to have the highest impact on practices in adult basic education nationally when compared with all of the demonstration projects funded under the Adult Education Act.

More recently, the AAEC was nominated and selected as one of seven U. S. adult literacy programs for presentation along with

seven projects from around the world at the Multi-National Workshop for Functional and Basic Education for Adults, January 5-10, 1975.

In 1967, in its first phase, the AAEC was concerned about the functional literacy of adults (adult basic education or ABE). At that time functional literacy was considered less than eighth grade skills as measured on common standardized tests. (Many people even today believe this an accurate measure of functional literacy.) However, the term *functional* indicates usefulness. The Adult Performance Level Study at the University of Texas has found that fifty-five percent of the adults in the United States cannot comprehend, i.e., they cannot function in relation to the print they meet in everyday life. The AAEC then settled on the tested tenth grade level as nearer functional literacy and the end but not the primary Center goal. The AAEC, therefore, in its second phase, changed its focus from ABE to ABE/GED. (The GED is the high school equivalency examination. It is mostly a critical reading test with the addition of grammar and computation. It tests high school level skills, not content.)

However, during its second phase the AAEC did a long-range follow-up study of ABE/GED participants to ascertain the impact of their education on their and on their children's lives. It was found that, generally speaking, the graduates were not using their skills and were losing them. Whatever had brought them to ABE/GED (filling out applications, etc.) still brought a responsive use of

skills. But their skills had not generalized to other parts of their lives as expected. Lifelong patterns of relying upon their ears and a few trusted others for information persisted.

At this point the AAEC entered its third phase, becoming a proponent of the teaching of the application of developing skills to everyday individual problem-solving as well as teaching the development of those skills. In its third phase the AAEC began to develop two priorities which have grown stronger with exploration: (1) the development of the concept and instruction of coping skills; and (2) the necessary interagency liaisons to accomplish (1).

The major *categories or content* of the coping skills in the AAEC's thirteenth revision are *aging, children, community, education, family, free time, health, home, jobs, law and government, money management, insurance, taxes, transportation, understanding self and others.*

The coping *skills* are seen by the AAEC to be:

1. recognizing an information need
2. finding the information
3. processing the information
4. applying the information

The coping skills approach as defined above is as appropriate for community problem-solving as it is for the individual, operationally, in community problem-solving. The second component

of necessary interagency liaisons can only be achieved in collaborative understanding and planning.

In a fourth phase, the AAEC chose to study for demonstration purposes two major approaches to the achievement of interagency collaboration: (1) a global approach based upon community education concepts with a primary focus in developing rural and small town community schools; and (2) an indepth coordination of the services of two agencies: public school adult basic education and public library services to undereducated adults.

1. Community Education

Although community education concepts have permeated all the work of the AAEC--the Center director has and continues to be an early leader in the movement--little opportunity has been possible when adult basic education demonstration of improved practices was the single Center goal.

The Center, in its early years, had become a leading exponent of needed differentiation in all facets of adult basic education--in delivery systems, materials, curriculum, time, instruction, and costing. It was able to convince the U. S. Office of Education that community education demonstration programs could provide cost effective adult education with the needed differentiation, with increased services of all kinds and with a reduction of costly duplication.

Community education development in the United States has experienced a remarkable upsurge in growth in the last decade.

This growth will be further enhanced by the Community School Act Title IV, amended to the Elementary and Secondary Education Act, P.L. 93-380, Section 405.

Of the more than 500 school districts currently involved in community education program development, few can be identified as "rural" and none can be identified as "mountain rural," attacking the related and unique problems of isolation and life style. The AAEC demonstration was designed to study rural and small town community education program development and related impact upon adult basic education.

Adult education is a major component of the community education movement. Successful adult education programs encourage the success of the total community education concept. In rural America, and in Appalachia too, few schools have exhibited the capability or leadership to provide even minimum community education programs, such as ABE. Part of the poverty of these communities is the poverty of the schools.

The extent to which rural people have been denied equality of educational opportunity is evident from both the products of the educational system and the resources that go into the system. Although property taxes may be lower in Appalachia, the percentage of per capita income devoted to education is higher than the average for the rest of the country. Unfortunately, equality of effort does not yield equality of expenditure. While Appalachia expends a higher percentage of its income on its pupils, the Appalachian child

still has almost $200 less per year spent on his or her education than the average pupil in the country. The Appalachian school districts, however, do not have the discretionary income to supplement their state minimum foundation, and are forced to spend great portions on transportation covering vast and sparsely populated service areas. Risk program capital is nonexistent.

The AAEC Community Education Project mobilized the human and institutional resources of four communities so that public facilities and leadership are used to maximum efficiency in serving the educational needs of the community.

The traditional role of the public school--the smallest element in American communities capable of serving the needs and interest of all the community--has been expanded from that of a formal learning center for just the young, operating six hours a day, five days a week, thirty-nine weeks a year, to a total community education center for the young and the old, operating virtually around-the-clock, around-the-year.

Schools make excellent community education centers because:

1. they are located to best serve local communities;
2. they have facilities adaptable to broad community uses;
3. they are owned and supported by the public;
4. they are nonpolitical;
5. they have trained professional leadership;
6. they are capable of serving all people and all ages;
7. they represent communities with common goals and common interests;

8. they are capable of the most direct line of communication;

9. in rural communities the school is often the only public service and facility available.

10. they are often the institution with the most influential leadership and with the greatest potential for initiating the interagency collaboration necessary for successful community education.

2. Interrelating Public Libraries and Adult Basic Education

The primary focus of Volume II, Part I, is upon AAEC community education demonstrations, but it cannot be easily separated from other AAEC projects and activities.

In planning and management activities and in monitoring projects, the AAEC followed its usual practice of introducing new knowledge gleaned from other experiences and projects. The most important input to the community education projects was derived from the AAEC's second major study of inter-agency collaboration, cited on page 14 as "an in-depth coordination of services of two agencies: public school adult basic education of services of two agencies: public school adult basic education and public library services to undereducated adults", a three-year project funded under the auspices of Title IIb Demonstration, Higher Education Act, P. L. 92-318 from the Office of Libraries and Learning Resources.

The experiences stemming from over eighty (80) AAEC public library-ABE program coordination studies have been used to strengthen the collaborative planning and management techniques of community education program development. An article published in the

Community Education Journal, September/October, 1975, entitled "Interagency Collaboration . . . The Keystone to Community Education" by George W. Eyster, details the application of the AAEC experience to community education program development. See Appendix A.

Briefly, the AAEC stresses the merging of institutional resources as a top priority--the keystone to successful community education. This is not seen as an easy matter since it means coordinating staffs and programs with many differences.

Despite the obvious benefits of interagency cooperation, little actual collaboration has been documented in the United States. Collaboration does not occur naturally. It requires careful and long-range planning and constant effort. The community educator, as a catalyst, must be sensitive to the possible obstructions to collaboration in the community. Some of the obstructions of collaboration which the AAEC has encountered are:

* passive resistance from the community
* culture-transfer aspects
* organizational differences
* differences in staffing
* marginality of some programs (such as ABE)
* misunderstandings of institutional goals
* time constraints
* territorialism

* place-boundness
* resistance to specialized services
* anti-outreach orientations
* minimally trained staffs
* differences in accreditation
* varying leadership authority
* fiscal constraints
* varying personalities among professionals
* varying degrees of commitment to services
* weak local government commitment to services
* political nature of some institutions and agencies
* variable numbers of units
* lack of compulsory accountability
* lack of awareness of the problems and the resources of the community

However, if all of these factors are taken into consideration, are understood, and are appropriately recognized in program planning implementation, the sharing of resources can be accomplished. A true community education program can be initiated with a *service mission* as opposed to a status, credential, or (in the case of libraries) custodial mission.

OBJECTIVES

Principal Objective

To effect significant improvement in the efficiency and quality of adult education throughout the nation as a result of demonstration projects generated through interagency cooperation, with special focus upon eastern Kentucky and portions of Appalachia.

Based on past practice, the AAEC designed a 309 (b) special experimental demonstration project with multiple modules which focus upon four of the six priority areas outlined by BAVTE for Section 309 (b) for F. Y. 1973 and 1974. The four priority areas were:

1. Models for Adult Secondary Education
2. Exemplary Programs for Educationally Disadvantaged Parents
3. Adult Education Programs for Educationally Disadvantaged Parents
4. Adult Career Education Models

All or some of the modules or experimental programs include the areas of:

1. comparative GED preparation programs
2. parent and career education
3. public community schools

The scope of work was projected as a two-year project through F. Y. 1974 to coincide with the production of a major

component of the project, a new GED preparation series developed by Kentucky Educational Television and scheduled for airing in September, 1974.

Subordinate Objectives

Subordinate Objective 1. To test methods of GED preparation in rural and urban sites.

Subordinate Objective 2. To continue development of two rural and two urban family learning centers, i.e., community schools, with home study components which will serve subordinate objective 1 and will offer all aspects of a family learning center, including (1) basic academic skills (ABE/GED), (2) parent education, and (3) career education.

Subordinate Objective 3. To involve interagency cooperation and support in the organization and conduct of subordinate objectives (1) and (2), and in improved services to all educationally deficient adults.

Subordinate Objective 4. To continue technical assistance to local, state, and national adult education interagency programs.

Part I, Volume II, has a special focus upon "subordinate objective 2," the community education component, but is inextricably linked with subordinate objectives 1 and 3. Furthermore, the AAEC with multiple funding sources deliberately developed direct linkages with other projects. The funding sources were:

APPALACHIAN RIGHT TO READ COMMUNITY BASED PROJECTS
(Kentucky and Ohio)

Authority: Right to Read Community Based Programs

Funding: $80,000 and $72,000

Periods: September 1, 1973-August 31, 1974
September 1, 1974-August 31, 1975

Objective: The provision of paraprofessional home instruction to severely isolated educationally disadvantaged adults

Impact: The R-2-R activity was introduced as a part of the community education/community school development. Paraprofessionals became a unique and an important outreach effort of the community school program serving adults and families who could not or would not attend formal programs. In addition to academic skills instruction, parent and career education materials were packaged along with a variety of coping skills information and introduced in individualized instruction and problem solving.

This outreach component enabled the community school to more accurately assess needs and to more efficiently apply resources or provide referrals.

In 1973-74 the R-2-R component served 349 adults.

In 1974-75 the R-2-R component served 428 adults.

Related R-2-R demographic data as well as achievement data has been summarized in Table 1 , page 22.

THE INTERRELATING OF LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS: A DEMONSTRATION OF SEVEN ALTERNATIVE WORKING MODELS--AL, GA, KY, OH, SC, TN, WV

Authority: Bureau of Libraries and Learning Resources
P. L. 89-329 Title II(b)

Funding: $252,418 and $108,008

Period: July 1, 1973-June 30, 1975

Public libraries were directly linked to community education programs in sites where the potential existed with R-2-R components, coping skills material, and interrelated and coordinated outreach services.

AAEC INSTITUTE SERIES IN TRAINING FOR PUBLIC LIBRARY SERVICES TO DISADVANTAGED ADULTS--AL, KY, SC, WV, TN, OH, GA, MS

Authority: Bureau of Libraries and Learning Resources
P. L. 89-329 Title II (b)

Funding Period: July 1, 1973-June 30, 1975

Grant No: OEG-0-73-5341

The Kentucky Adult Education Unit has added additional units of instruction in most AAEC sites and has employed at several sites additional paraprofessional home instructors and part-time learning center coordinators.

POPULATION AND GEOGRAPHIC AREA
NEED FOR THIS ASSISTANCE

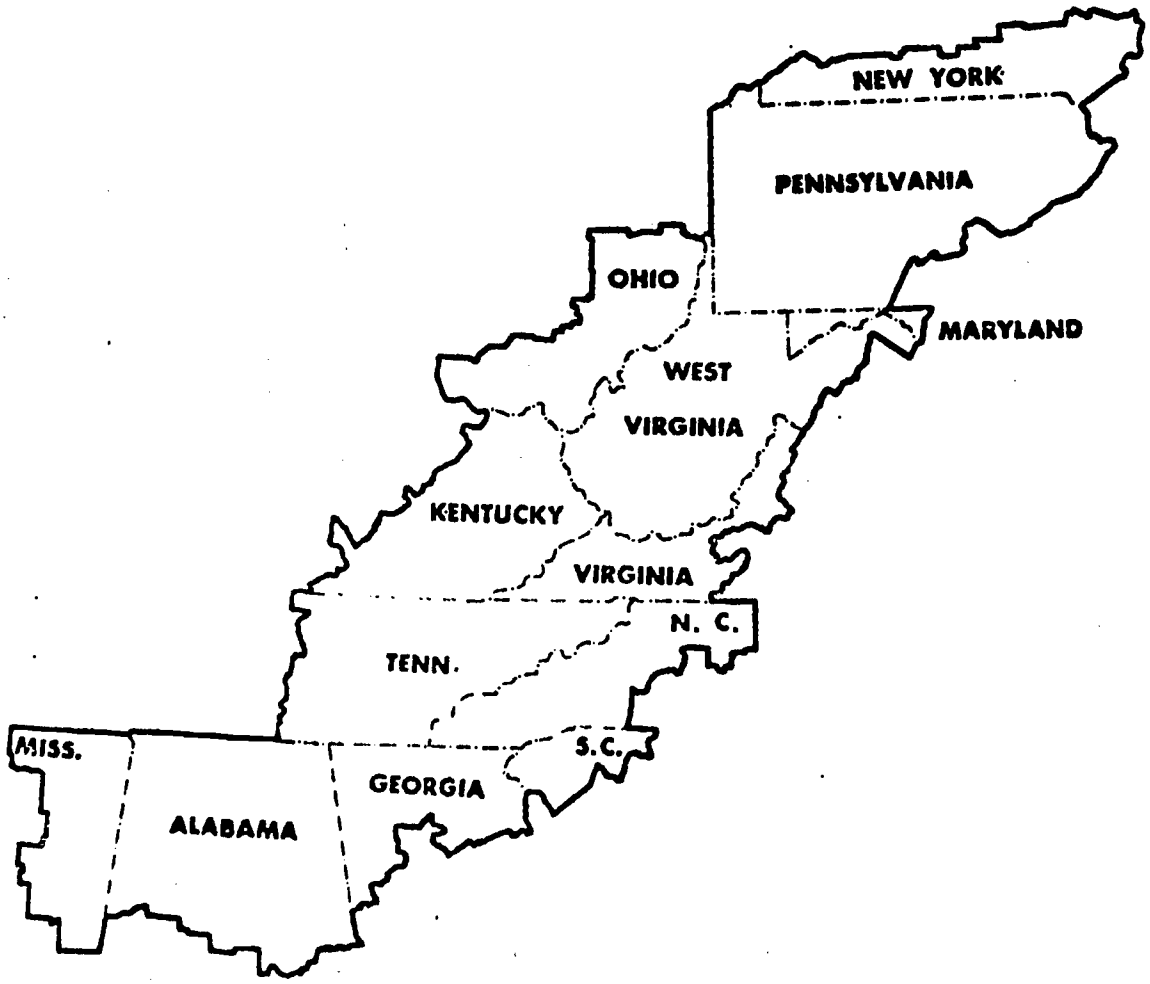
People

The primary focus of this adult education proposal is the Appalachian people. The Appalachian population resides in more than 400 counties in thirteen states stretching diagonally from New York to Alabama, Georgia, and Mississippi. (Reference: Map of Appalachia, page 16-a.) The inhabitants of Appalachia, isolated for centuries by the mountains, are one of the most destitute of the various undereducated populations.

Appalachia is a region apart, both geographically and statistically. The Appalachian terrain, 90 percent of which is mountainous and often inaccessible, has helped nuture and preserve for almost 300 years a cultural isolation which renders its inhabitants' way of life somehow out-of-step with twentieth century Appalachia.

Only one-third of Appalachia's residents reside in metropolitan areas and for the most part these are not major urban areas. Of the adults in Appalachia 27 percent are black. The rest are mostly mountain white people whose ancestors settled the Appalachian chain before the Revolutionary War. Historically, the Scotch-Irish Appalachians were an education-valuing people; but as a result of their loyalty to the Union during the Civil War, their mountain schools were closed by the Confederate symphathizers in power for several generations, creating a heritage of illiteracy for whites and blacks alike that has never been overcome.

THE APPALACHIAN REGION



Fifty-seven percent of the Appalachian adults over twenty-five years old had not finished high school in 1970. The region has a high functional illiteracy rate--30 percent had eight or less years of schooling in 1970 as compared to 27 percent nationally. In some counties in the region, the dropout rate has reached seventy-one percent, double the national rate. By 1980, the loss may total one million adults.

The Appalachian's individual distress is a national liability. On almost any available indicator of modernity, no section of Appalachia reaches the national norm in public services or personal achievement which compares with the rest of the United States--a whole system is disadvantaged whether the measure is education, health care, housing, or employment opportunities. It is difficult for Appalachian people, being handicapped educationally and isolated physically, socially, and psychologically, to adjust to a society becoming increasingly urbanized. Isolation from opportunity and from a knowledge of opportunity merges with a passive fatalistic acceptance of the current state of affairs.

Were the Appalachian people content with their present living conditions, perhaps the need to intervene would not be so urgent. Some Appalachian people, indeed, seem to be the "happy natives," content to forego material posessions and even necessary social services for the privilege of living close to the land in a close-knit family or kinship structure. But there is too much alienation,

murder, suicide, infant mortality, and short-life expectancy--people still die of starvation in Appalachia--and the many youth leaving for the cities lowers the educational level of both their home areas and the cities of their destinations since they are the better educated of their area, but less well educated than their city counterparts. The world outside Appalachia impinges upon the Appalachians through returning family members and the media, and comparisons are inevitable between what *is* in Appalachian and what *seems* to be outside. The Appalachians cannot be ignored. Their cultural ethic of hard work, resourcefulness, and independence are qualities the nation needs. Their desperate living situation is a national disgrace.

Limited resources, human, technological, and corporate, do exist to attack the educational, economic, and social deprivation in Appalachia. The problem is how to use those limited facilities in the most effective fashion. State departments of education providing education to educationally deficient adults in Appalachia and non-Appalachian counties have experienced particular difficulty in serving the Appalachians.

Community education is seen as the process whereby the problems of Appalachia--of rural America--can be brought into focus and resolved. The most prominent vehicle--often the only vehicle in rural America--is the *public community* school.

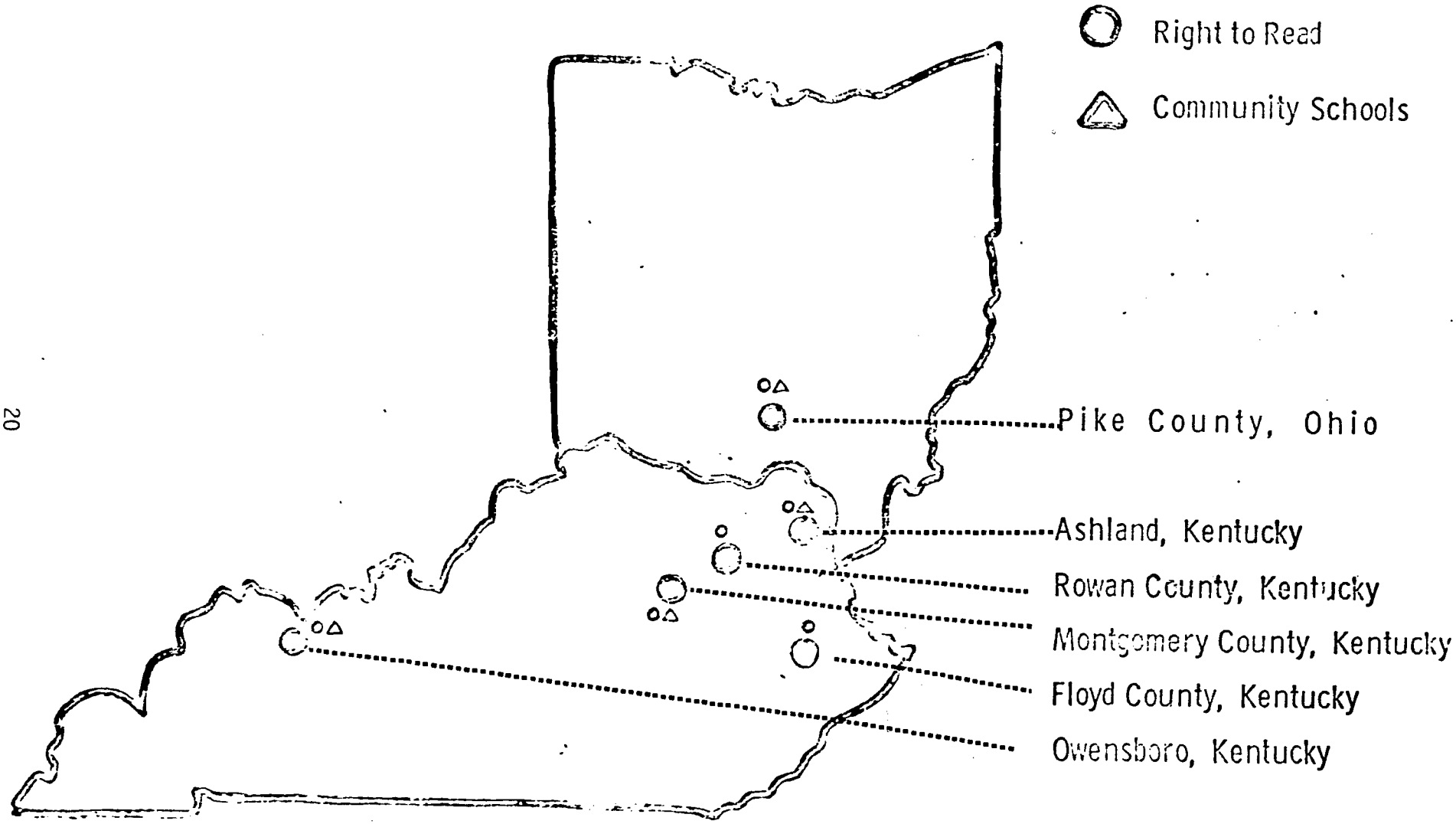
Rural and small town demonstration sites were chosen by the AAEC with the advice and assistance of the state directors of adult education in Kentucky and Ohio.

Map 1, page 20, is a display of the states of Kentucky and Ohio with the AAEC community education and Right to Read demonstration projects.

Map 2, page 21, is a display of the Commonwealth of Kentucky and those sites cooperating with AAEC demonstration sites in all related AAEC activities and studies.

Table 1, page 22, summarizes the populations served by the community school programs and includes a summary of populations gleaned from cooperating sites for the purposes of the study of comparative GED strategies, presented in Volume I of this final report.

MAP 1


Right to Read
Community Schools
Pike County, Ohio
Ashland, Kentucky
Rowan County, Kentucky
Montgomery County, Kentucky
Floyd County, Kentucky
Owensboro, Kentucky

MAP 2

Kentucky Counties and County Seats

AAEC/GED Cooperating and Demonstration Sites

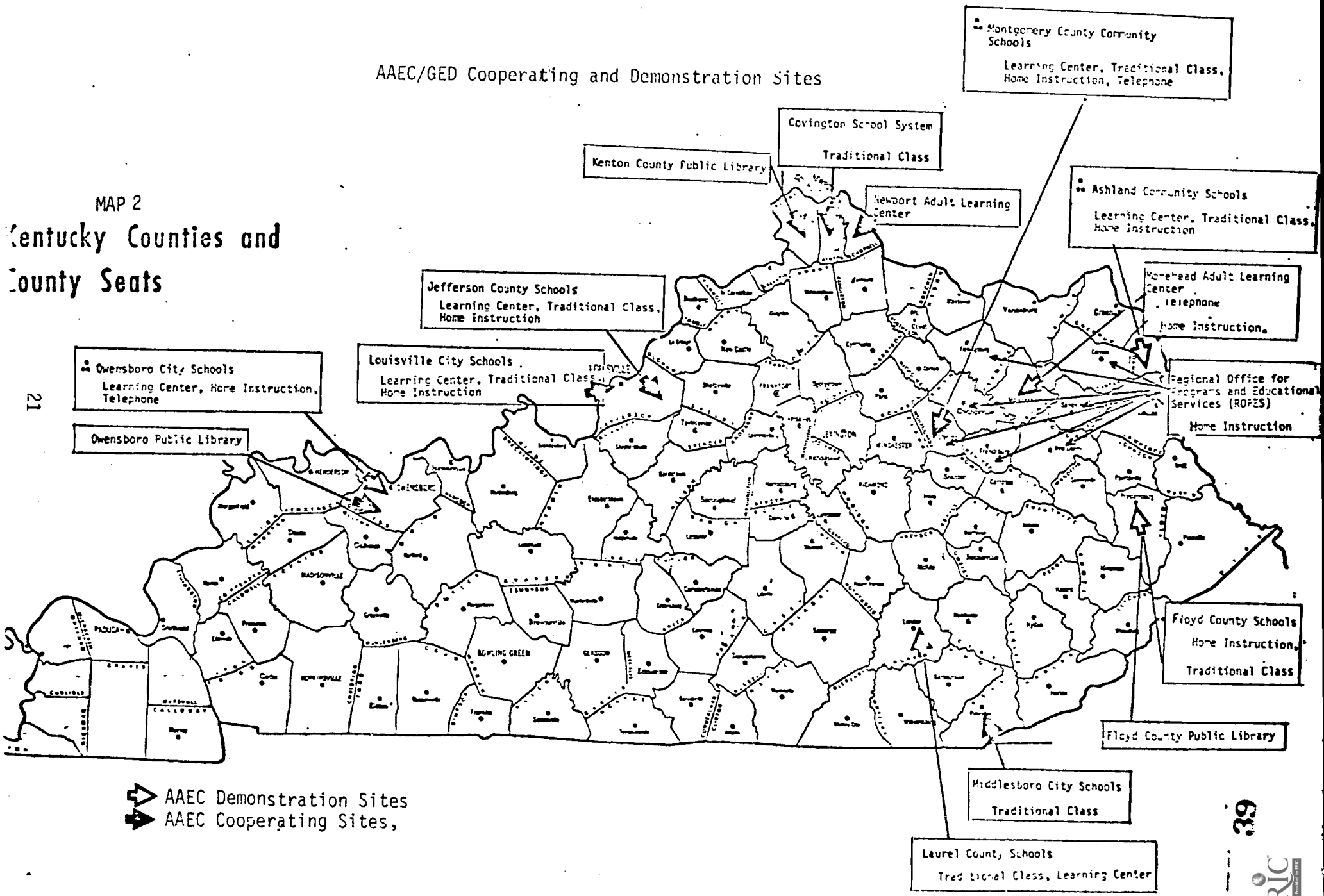


TABLE 1

AAEC POPULATION SUMMARY

Phase	Site	Community Education # Activities	Community Education Population	Right to Read # Parapros	Right to Read Population	ABE/GED and ETV L.C. & Classes	ABE/GED and ETV Population	Total Population and Data
I 1973-74	AAEC							
	*Montgomery County	34	1,178	2	56	2	36	1,270
	*Owensboro	43	812	2	34	1	93	939
	*Ashland	25	3,617	2	54	2	50	3,721
	*Scioto Valley	17	2,000	3	108	1	27	2,135
	Floyd County			2	35	2	20	55
	Morehead			2	62	-	-	62
	COOPERATING							
	Covington					-	-	-
	Newport					1	27	27
	Laurel County					2	46	46
	Middlesboro					1	6	6
	Jefferson County					-	-	-
	Louisville City					2	254	254
	TOTALS	119	7,607	13	349	14	559	8,515
II 1974-75	AAEC							
	*Montgomery County	65	2,698	2	51	3	53	2,802
	*Owensboro	123	2,500	4	109	2	22	2,631
	*Ashland	43	2,000	4	134	2	14	2,148
	*Scioto Valley	70	2,300	3	96	-	-	2,396
	Floyd County			2	38	-	-	38
	Morehead			-	-	1	3	3
	COOPERATING							
	Covington					1	6	6
	Newport					-	-	-
	Kenton Library					1	14	14
	Middlesboro City					1	14	14
	Laurel County					1	7	7
	Jefferson County					3	88	88
	Louisville City					2	31	31
	Owensboro Library					-	-	-
	All Others (AAEC recruited)					no support three sites	172	172
	TOTALS	301	9,498	15	428	17	424	10,350
	*Community Education Programs							

GENERAL METHODOLOGY

The AAEC has developed what it considers to be an effective methodological system for mounting new programs in institutions--new demonstration programs and/or the adaption of improved practices. The system has been used with increasing sophistication over a period of eight years of center operation and has been essential to the success of the Center as an important change agent in adult and community education.

The first step calls for the involvement in planning of decision-makers. They do, after all, control the organizations and finances from which the program must be built. Their sanction is essential in initiation, but equally important for growth, spread, and dissemination to other units within their jurisdiction.

Involving users in the development of these plans makes the plans more realistic and often educates the decision-makers. However, in the real world, administrators often need some persuasion to take the advice of their users and even more to involve the latter in making decisions.

Once the program has proven itself, however, administrators are much more likely to see the value and strength of user participation in planning to encourage spread--especially if methods of decentralization have been carefully planned and tested.

In some instances the program becomes so useful that it is taken over in part by private "lay" groups. That is, volunteer

teachers become available in the community. This is notably so in the case of literacy instruction, but also in other cases such as nutrition instruction, consumer education, family planning, first aid, voter education--the real test of an effective community education program.

Although it is especially important to describe, quantify, and select community education personnel with mistica (drive, enthusiasm, and leadership) to link community skill development and other activities to the local community education effort, the AAEC has learned the hard way not to rely on individuals in an entrepreneurial role to develop new programs. Such programs tend to last just as long as salaries for those individuals can be found. Also, the programs are not generalizable to other situations, since so much depends on the personal characteristics of the program developer.

The human catalyst is essential but more important is the collaborative (interagency) planning and management by objectives system from which the situation specific community education program is derived--the agreement and commitment of the planners.

Community education at the local level must develop from the particular needs and resources of the local community--all organizations concerned with the education, service, and information needs of all the people in the community.

The Appalachian Adult Education Center system for community planning is producing action and change in both urban and

rural areas, north and south. It works. What the system provides, in essence, is a roadmap, for the community to see where it is and where it wants and needs to go. And it seems to generate commitments to specific ways of getting there.

The system includes (1) identification of community needs and resources; (2) imput from as many community institutions, agencies, and organizations as possible; (3) an intensive two-day planning session; (4) a written agreement of objectives, activities, roles, knowledge needs, documentation, and evaluation; and (5) a trained outside "middle-person" acting as a catalyst in the developmental process.

Identification of Community Needs and Resources

The AAEC uses a form for gathering and organizing information about community needs and resources, including demographic information on community residents, for use in the planning session. (See Appendix B.)

Input from as Many Community Resources as Possible

The Center insists upon the involvement of the decision-makers and those that control the funding of the institution hosting the community education program, representatives from service agencies, and community residents, including representatives of minority groups and the disadvantaged. Agencies, institutions, and people are far more likely to contribute to

community education efforts when they have been involved in the initial identification of problems and planning for solutions.

An Intensive Two-day Planning Session

The first day, the participants review community demographic information, identify community and problems needs, and the resources available to meet them. A recorder should note (1) what participants foresee in the community climate and in the potential community education development; (2) what they can and want to do; and (3) who offers staff time, fiscal resources, and facilities. A careful listing of discussion topics, needed resources, and offered cooperation can be used in developing objectives the second day.

The overnight break allows participants to rethink their priorities, resources, and constraints. The group should then start to develop objectives, beginning with a noncontroversial one, by answering the following questions:

1. What are we going to do? (Statement of objective)
2. Why are we going to do it? (Goal of objective)
3. How are we going to do it? (Chronological listing of activities to accomplish the objective)
4. Who is going to do it? (Assignment of staffs, institutions, or agencies responsible for each activity)
5. What do we need to know to be able to do it? (List of the knowledge needs of those responsible for activities)

6. How will we know we have done it? (Documentation for evaluation of each activity)

7. How much will it cost?

A Written Agreement of Objectives

The answers to those questions for each objective yield community commitments to a realistic work agreement, the first step in developmental community education. The "work agreement" outlines specific objectives, activities, responsibilities, costs, anc contains a built-in self-evaluation system. See Appendix C, The Montgomery County Community Education Project, Objectives and Work Agreement. Careful monitoring of progress and data collection systems agreed upon in work agreements provide continuous assessment and final reports which have meaning to decision-makers.

An Outside Middle-person Acting as a Catalyst in the Developmental Process

This planning system does require leadership--preferably an outside "middle-person" with no vested interests in the community. Carefully trained AAEC technical assistants performed this function at the local level in the four sites herein described.

DEVELOPMENTAL PROCESS OF RURAL COMMUNITY EDUCATION PROGRAMS ASHLAND, MONTGOMERY COUNTY, OWENSBORO, PIKETON

Introduction

The AAEC over a period of years became an exponent of needed differentiation in all aspects of adult education. The AAEC opposed the single traditional class, single test, fixed time, fixed cost, and average daily attendance approaches which permeated the national adult education program and which seemed to serve only the most highly motivated.

The AAEC was highly successful in reaching and serving the previously unreached adult by diversifying the delivery of adult basic education through the learning center and home instruction demonstration programs. Although effective, such diversification still factionalized programs and seemed still to limit needed community services. It seemed apparent that all educational program efforts needed to be linked into a coordinated whole with the development of community education programs interrelating all community efforts.

The AAEC generated a proposal to the U. S. Office of Education, Bureau of Adult, Vocational, and Technical Education in which community education demonstration was to be advanced.

Strategies

Following usual AAEC procedures the proposal concept was reviewed and discussed with the state directors of adult education.

The state directors recommended proposal sites or verified those suggested by the AAEC. Mutual agreement and the sanction of the state authority is crucial to proposal success and insures state leadership support in linkages with existing adult education programs. Furthermore, the chances of continuation and spread of successful demonstrations are greatly enhanced with the vested interest of the state authority.

Upon mutual agreement of site location, the AAEC contacts the superintendent of schools explaining the community education demonstration project possibilities and explores the interest of the superintendent, drawing heavily upon the fact that conversations with the state department of adult education recommended our contacting him. If interest is confirmed as positive, then an appointment is set up for an in-depth orientation about what is involved in developing a demonstration project. He is requested to have present at this meeting key leadership from his central administrative office, and the local and regional coordinators of adult education.

The Orientation Meeting

The concept of a developmental community education demonstration project is explained in depth, i.e., full utilization of a school or schools in the system, assessment of community needs, utilization of community resources, interagency coordination,

expanding the existing adult education program, etc.--question/ answer/discussion.

Often the superintendents interest may be high but he may require an orientation session for his local board. The AAEC has found that in the interest of time, orientation sessions include the use of expressive community education films. e.g., "To Touch a Child," produced by the Mott Foundation of the Flint Board of Education.

The AAEC asks the superintendent to forward to the AAEC a letter of endorsement and commitment to the development of a demonstration project, and agree to commit staff leadership and time in conjunction with the AAEC and SDE for a two-day planning session for the development of a work statement/objectives of the project activities and documentation (see Appendix D, letter from Ashland Superintendent.)

The Planning Session

The benfits derived from such a session are significant because: working situation-specific objectives are established and designed by the community to serve the community. The structure and products of a planning session have been outlined and discussed under general methodology, pages 23 through 27.

The work agreement product directs the community education program development. An example is appended, Appendix C. It includes: the responsibilities and commitments of school

personnel; the plan for school facility utilization; provisions for maintenance and utilities; requirements for record keeping and fiscal affairs. The work agreement is made a part of the AAEC subcontract in terms of staff time, school board monies and inkind contribution. The AAEC agrees to provide the demonstration seed monies, a minimum amount in comparison to the inkind contribution of the local school system and community resources agreed upon in the planning session.

The AAEC also agrees to provide staff and resources for community education demonstration project personnel and community leadership, i.e., visitations to exemplary programs in Flint, Michigan, summer workshops at Morehead State University (See Appendix E), formal community education graduate course work through the Department of Adult, Counseling, and Higher Education, plus periodic monitoring visits to enhance, encourage, and provide technical assistance to the developing project.

IMPLEMENTING THE OBJECTIVES AND WORK AGREEMENT

Staffing

Establishing a full-time community education director in a developing rural/small urban community education program was almost impossible. Thus, a fragmented structure or part-time (not half time) leadership was initiated in the four demonstration projects. A federal program coordinator would be responsible (in addition to regular duties) for directing the project with existing school principals given designated responsibilities for two evenings a week, and Saturday morning. One must agree this is *marginal*; but to get the concept of community education into the hopper and off the ground in a rural/small urban setting, one must look for alternatives, begin small with realistic obtainable objectives.

Ashland Community Education--Small Urban

Let's take a look at the beginning and implementation of the Ashland, Kentucky, demonstration project as written in a brief report to the Appalachian Adult Education Center by Mrs. Karen Moore and Mr. John Durhan early in 1974--the first program year. All of the preceding steps discussed in this report had been initiated by the AAEC.

In October of 1973, Dr. Tilman L. Juett, Superintendent of the Ashland City School System, was contacted (after AAEC's discussion with the State Department of Education, Adult Education Unit) concerning his and the Board of Education's interest in conducting a Community Education Demonstration Project in Ashland in conjunction with the Appalachian Adult Education Center under the direction of Mr. George W. Eyster.

Following a series of discussions (two-day planning sessions resulting in work statements) on this subject and notification of interest on the part of the Ashland Board of Education in this project, the AAEC staff invited Dr. Juett, Superintendent of the Ashland School System, Mr. James Webb, Major of the City of Ashland, Mrs. Karen Moore, Federal Programs Coordinator, Mrs. Hope Lipstiz, YMCA Director, and Mr. John Durham, Ashland City School System's Social Service Director, to accompany them on a visitation of the Flint, Michigan, community school system.

After the Flint, Michigan visit, optimism was high with the Ashland group; and work was begun on a survey (included is their objectives and work statement) of the various agencies, organizations, parents, children, and other citizens of the community to ascertain the needs and wants of the community at large. The results of this survey strongly indicated wide interest in various areas of instruction, activities and services which might be available through a community school project.

In December, a community school project subcontract in the amount of $6,700 was entered into between the Ashland Board of Education and the Appalachian Adult Education Center, Morehead State University. The following Ashland part-time community school staff was then employed: Karen Moore, Project Director (Mrs. Moore was the Federal Programs Coordinator and directed this project part-time.), Fred Rigsby, Community School Liasion Coordinator (Mr. Rigsby was a retired assistant superintendent of schools. He worked a few hours each week in the project.), John Durham (Mr. Durham was a social worker with the schools and worked three evenings a week as did Mr. Conley, an elementary principal.), Crabbe Community School Coordinator, and James Conley, Wylie Community School Coordinator.

Meetings with AAEC staff members, as well as local citizenry, were held. Talks were given before all school personnel, civic clubs and organizations to inform them of project developments.

The target date for registration was set for January 31, 1974. Publicity consisted of brochures to parents, phone calls to civic and agency heads, door-to-door information services, articles in Ashland, Kentucky, and Huntington, West Virginia, papers, as well as community service announcements on four local radio stations.

Registration was held on January 31, 1974, and February 5, 1974. Our target goal was 350 people during the first eight-week session. On the first registration night, it was "a sea of people," totaling 2,337 people. Following the second registration night, an additional 1,280 people registered for classes, thus making a total for the two nights of 3,617 people. (The reader should note this is a town of 25,000.)

Our course offerings at the present time are available at two community schools: Crabbe Community School, which is located at 17th and Central Avenue, is under the direction of Mr. John Durham; and Wylie Community School, which is located at Bath Avenue and 30th Street, is under the direction of Mr. James Conley. Baby sitting services were available at both community school sites during the entire evening.

At the beginning we had anticipated only five course offerings, but more than 600 people signed up for courses not on the cards. Consequently, all courses with 75-300 people or more registered justified a course offering--more than twenty were finally formed.

Public opinion expressed in these two evenings of registration was fantastic. Parents were pleased that "at last" in Ashland free or inexpensive family services, activities, and instruction were being offered. Young people commented that they now had something to do. But rampant throughout the evening were comments that the schools are being used and taxpayers are seeing the benefits of true community education.

> Our first night of actual operation was Thursday, February 7. An additional 367 people registered for our courses. Our plans now call for full operational status every Monday, Tuesday, and Thursday evenings for eight weeks.
>
> Morehead State University's Recreation Department under the direction of Dr. Rex Chaney, (a result of the AAEC planning sessions) provided invaluable assistance both in manpower and technical advice. In Ashland, we are providing native foreign language teachers. Babysitting services have been essential.
>
> The success of our program would never have been possible had it not been for Dr. Tilman Juett, Superintendent of Schools, leadership, understanding, and guidance. Mrs. Sharon Moore and Charles J. Bailey, AAEC staff members, provided us with their patience as a novice community school staff, but above all were there when we needed their assistance.

The Ashland community could be classified as small town urban with a population of 25,000 serving several rural counties in eastern Kentucky.

Part II of this report includes a complete set of Ashland objectives and work statement and a final report from which the preceding discussion emerged and became a reality. At the end of their first year, Dr. Tilman Juett, Superintendent, expressed the following:

> During the evaluation of the Ashland Community Education Project, it was evident that one factor contributed more than any other to its success. This factor was the unification of efforts by local, state, and federal agenices, local businesses, groups, organizations, and institutions. Their unified efforts contributed substantially to the development and promotion of the community school concept throughout our area.

The project's acceptance and strength was evidenced by the number of participants during the project's operation. A total of 3,943 persons availed themselves of the activities and instruction.

The cooperation and assistance provided by the Appalachian Adult Education Center, the Morehead State University, the Ashland City School Recreation Commission, minority citizens, labor union organizations, the State Department of Education, YMCA, YWCA, the FIVCO staff, the Ashland Public Library personnel, the Ashland Area Chamber of Commerce and the Ashland Board of Education has a marked impact on the program's overall operation.

Aspects of the project which we feel were noteworthy are as follows: improved public relations, cooperation with other on-going programs from all walks of life together for the same cause, developing and increasing city-wide volunteer participation in a project, discovering and tapping previously unused resources, and the involvement of persons representing all segments of the community in operational functions of the program.

All who have been involved in the program's operation this year feel strongly that the purpose and ultimate goal of community education "development of community espirit 'de corps " had a real and lasting start this year in Ashland.

Ashland Community Education Project in its second year as a developing demonstration project can cite the following as major accomplishments:

* An Ashland Adult Learning Center was established by the Kentucky Department of Education, Unit of Adult Education, as a result of increased recruitment and enrollments

* additional paraprofessional home instructors were provided by the Unit of Adult Education and added to the corps of AAEC Right to Read paraprofessionals providing an important community school outreach

* Mental health patients--from the Landsdown Mental Health Center--are provided instruction in the adult learning center

* Planned community council breakfast or dinner on a regularly scheduled basis. Include the following:

Senior Citizens	Park Board
YMCA	Girl Scout Council
YWCA	Camp Fire Girls
City-School	Ministerial Association
Joint Recreation Board	Principal
City Commissioners	Teacher
Labor Council	Student Body
Chamber of Commerce	

* Community Education Director was elected president of FIVCO Area Development District Community Education Advisory Council

* Community Education Director was elected to Ashland Public Library Board of Trustees (It was an objective to work with the public library.)

* The KSDE Adult Education Unit funded the proposal for the establishment of an adult learning center including two positions

* Army recruiting station referring recruits who fail to meet educational standard to the adult learning center

* Mayor of Ashland proclaimed the week of October 14-October 18 Community Education Week in the City of Ashland (See Appendix F.)

* Registration for beginning of second year numbered 2,000 (See Appendix G for brochure of activities.)

* Operation Change Project--an experimental program in juvenile delinquency prevention and rehabilitation was submitted by Ashland Community Schools, City of Ashland, to the Kentucky Crime Commission--with support letter from Landsdown Mental Health Center--was funded

* Community education personnel are working very closely in a united effort with the adult homemaking program and the Ashland City-School Recreation Commission

* Students enrolled in adult education has increased from 25-30 to over 300

The following letter from Superintendent Juett sums up the community demonstration project's impact, after two years, in his school system and community.

TELEPHONE 606 · 325 · 6714

ASHLAND CITY SCHOOLS
2601 Lexington Avenue
ASHLAND, KENTUCKY 41101

TILMAN L. JUETT
SUPERINTENDENT

June 30, 1975

Mr. George Eyster, Director
Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Re: Community School Project # OEG 0 73-5212

Dear Mr. Eyster:

On behalf of the Ashland Board of Education and Administrative Staff, I want to express our appreciation for the assistance rendered by your staff in the development of the Ashland Community School Program.

We have recently extended the program to operate during the summer months. The director has developed a plan to broaden the program during the 1975-76 school year.

Without the assistance of the Appalachian Regional Center, FIVCO and the Institute for Community School Development at Ball State University it would have been impossible to have sponsored the Community School Program in the Ashland Area.

Mr. Eyster, anything that you can do to continue the support by the Appalachian Regional Center of the Ashland Community School Program would be appreciated by the Board and general public of this community.

Sincerely yours,

Tilman L. Juett

TLJ:lj

Education Is An Investment In The Future

Montgomery County Community Education--Rural

The Montgomery County Community Education Demonstration project began three years ago with a structure which consisted of three part-time coordinators working two evenings per week and Saturday mornings--all in addition to their regular responsibilities. The Superintendent and Board of Education had adopted the community education concept in conjunction with the AAEC and Kentucky State Department of Education, Adult Education Unit, a set of objectives and work statement were developed. Part II of this report contains the Montgomery County work statement and final report. The first year showed and proved that the community did indeed welcome the additional activities provided through the program. The Superintendent wrote a proposal to the Kentucky State Department of Education, Adult Education Unit, for development of two adult mini-labs and four salaries for paraprofessional home instructors. It was funded. Their adult education program in the second year grew and became impressive to surrounding counties of the state and to the state director of adult education. So much, in fact, that the home instruction concept was initiated by the state director in two Regional Offices for Programs and Educational Services (ROPES) including more than twenty counties.

The second year of the community education project did not change from the first year's structure--at least on the surface, but unforeseen developments were to occur which would test the commitment of the school system to the concept of community

education. The part-time community education director resigned. His replacement was designated to continue directing the community education project. During this second year, members of the board of education changed; but the concept of community education was retained. During the latter part of the second year, the superintendent announced he would resign; but as the board of education conducted interviews for a new superintendent, they were concerned about the prospective candidate's views on community education. The concept was working--the voter/citizens of the community had, by actually participating in the program, shown the administration that they had bought the idea and weren't about to give it up!

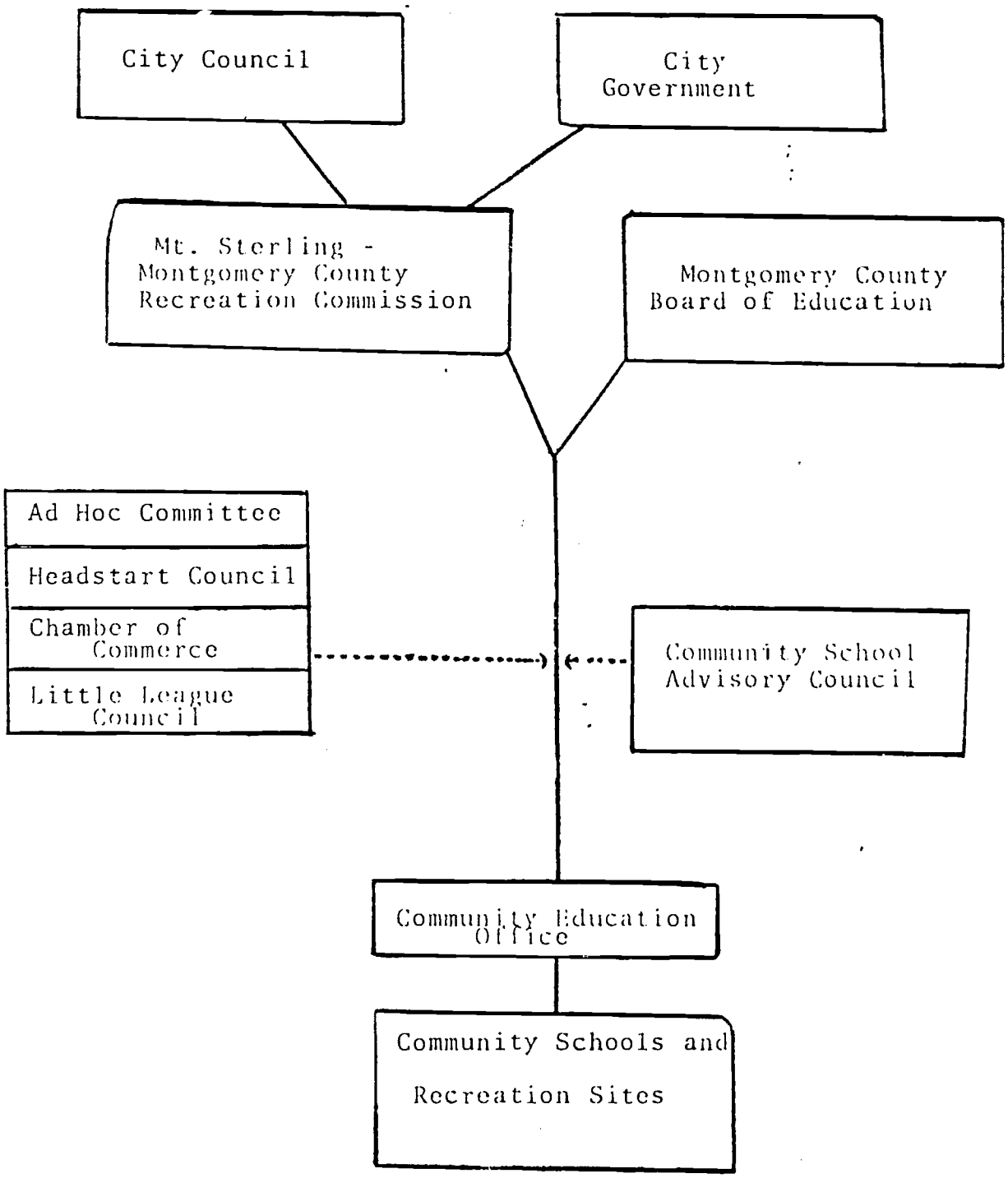
All during this second year, there had been planning and strategies underway to establish a stronger community education structure--mainly the efforts of the superintendent and chairman of the newly emerging Mr. Sterling-Montgomery County Parks and Recreation Commission. The Recreation Commission could afford salary for a part-time director which was also true of the school system. Thus, in April of this second year, the Board of Education and the Recreation Commission entered a contract agreement to employ a Community Education Director. One-third of the director's salary was to be paid by the Recreation Commission and two-thirds by the Board of Education. Included in the agreement was a job description for the Community Education Director. (See Appendix H for contract agreement and newspaper article announcing the position.)

As a result of this agreement, the following Administrative Structure was developed and provided the community education project its staffing and leadership for the third year of operation.

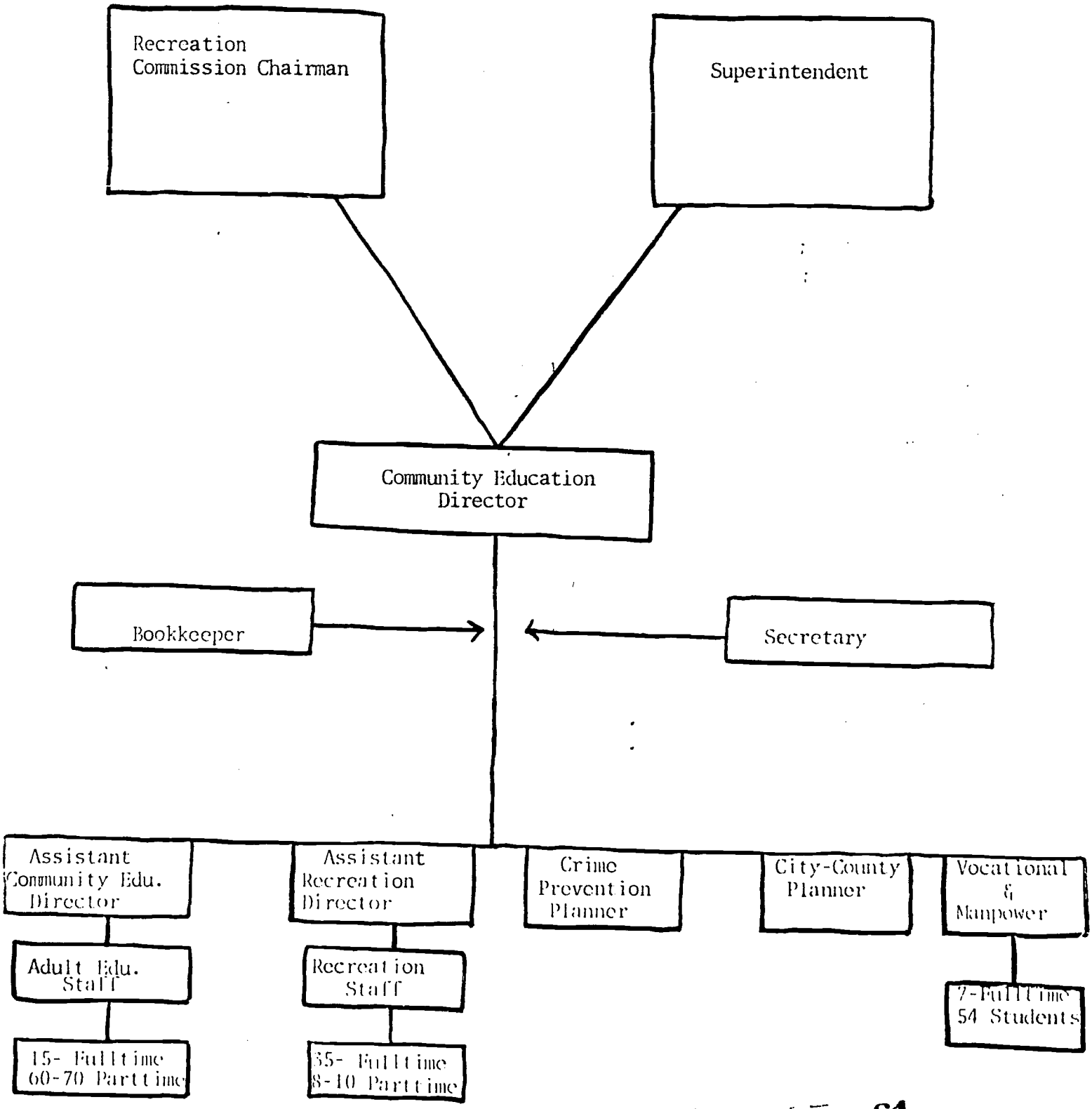
Organizational and administrative structure for the Montgomery County Community Education Program, including staffing, financing, and facilities is included in Part II, Montgomery County Final Report, and provides a model which may be of use in developmental programs in other rural areas.

MONTGOMERY COUNTY COMMUNITY SCHOOLS

Administrative Structure



Staff Organization



Accomplishments

The Montgomery County Community Education Demonstration Project has just completed its third year in the development and conduct of a community education program. Its major accomplishments have been:

1. The board of education and the county-city recreation commission combined their programs through contractual agreement for the establishment of a full-time community education director.
2. Local business and industry provided staff and support to community education activities. (See Appendix I.)
3. A working Community Education Advisory Committee was established.
4. The Adult Education Unit of the Kentucky State Department of Education recognized the success and innovation of the program, and helped expand the adult education program from two traditional classes serving 15 to 20 students, to an adult learning center, home instruction, and additional class units serving more than 160 adult students.
5. Participants in the community education activities grew from 300 to 500 adults and youth in the first year, to more than 2,000 by the end of the third year. (See newspaper article, Appendix J.)

6. The Board of Education officially changed the school system's name from Montgomery County Schools to Montgomery County Community Schools.
7. The Kentucky State Department of Education, Regional Office for Programs and Education Services, ROPES IX, and other local school systems have recognized the Montgomery County Community Education Program as an exemplary program for demonstration purposes and in-service training.
8. A community project is underway to establish Pribble Park, a complete recreational complex with an indoor swimming pool, adjacent to both city and county community school campuses, as an integral part of the educational curriculum. (See newspaper article, Appendix K.)
9. One hundred and eighty adult students received support from home instruction, adult learning center, traditional class, and vocational education evening classes as part of the KET/GED Comparative Strategies Study.
10. A crime prevention program was added to the community education curriculum, using a "mini-bike program" to work with potential juvenile delinquents referred by various crime agencies.
11. A National Right to Read Community Based Home Instruction Program provides outreach from the community education program, taking reading, basic skills, and coping skills instruction into the homes of undereducated adults, and

providing referral services to the community education program and to other service agencies.

12. The Montgomery County Community School's Superintendent and Board of Education work to establish a public library in Montgomery County, with written support from the county judge, commissioners, and the Mt. Sterling private library.

13. The two local industries counsel their employees to enroll in adult education to increase their opportunities for advancement.

14. Community education bulletin boards are located in all industrial sites.

15. Community education activities and course announcements are enclosed in all industries' employee paycheck envelopes.

16. The Right to Read Home Instruction program received national recognition in "Techniques," a publication of NAPCAE.

17. The community received international recognition as the result of visitation from foreign educators: Indonesia educators engaged in non-formal educational systems as a part of the Institute for International Studies and educators from five other foreign countries co-sponsored by the American Association of colleges for Teacher Education. (See newspaper article, Appendix L.)

18. Community education personnel from Montgomery County testified before the President's National Advisory Council on Adult Education. (See newspaper article, Appendix M.)

19. The Montgomery County Community Schools and the Mt. Sterling Public Schools are to merge as one school district. The plan and transition would have been far more difficult or impossible without the level of community involvement/understanding provided through the massive community education program and activities.

Mr. Bobby Joe Whitaker, Superintendent of Montgomery County Community Schools, shared some of his impressions in the following letter.

BOARD MEMBERS
J. B. CUNNINGHAM
LEO DANIEL
LARRY LEE
J. B. McNABB
LEWIS WINGATE

Montgomery County Board of Education

Bobby Joe Whitaker, Superintendent
Mt. Sterling, Kentucky 40353

ADMINISTRATIVE STAFF
E. G. JONES
Asst. Superintendent
BUEFORD RISNER
Federal Programs Director
CALVIN HUNT
Director of Pupil Personnel
HAROLD WILSON
Supervisor
DONALD PATRICK
Community School Director

May 19, 1975

Mr. C.J. Bailey
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear Mr. Bailey:

I have only had the past year to observe the operation of the Community Education project, but I am very much pleased with the overall results. My specific observations are these:

A. The program has created a tremendous amount of good-will for the school system in terms of acquainting people with the schools because of their involvement on a weekly basis.

B. The program has been especially beneficial at the time of merger of the two school systems here because it brought people from both systems together in an informal setting.

C. The Community School operation has not placed an undue financial drain on the school budget. To the contrary, the Community School program has served as a channel for several other agencies to use their funds to benefit school children. Generally, the cost per adult or student served has been minimal and even these costs have been covered by outside sources to the major extent.

D. The general attitude of our staff has become a "community spirited" one and the cooperation between agencies, governments, schools and people has been pleasing.

We wholeheartedly are committed to the concept of community education and plan to explore all avenues of funding and further development of the program in future years. We greatly appreciate the assistance that Morehead State University has given us on the effort and look forward to working with you in expanding this project and others.

Yours very truly,

Bobby Joe Whitaker

Bobby Joe Whitaker
Superintendent

BJW/lw

Owensboro Community Education--Small Urban

The community education concept in Owensboro was initiated in early winter of 1973 and was developed from a set of objectives and work statement specified to fit the community of Owensboro. (See Part II, Owensboro Work Statement and Final Report.) In the developmental/implementation strategies, Owensboro's approach was to reorganize and expand all phases of its adult education program. The primary objectives for this were: (1) to reduce replication of services; (2) to more effectively coordinate and integrate existing adult programs both within and outside the school system; (3) to provide new adult programs; (4) to reorganize or discontinue those adult programs which are not achieving to expectations; (5) to expand existing adult programs; and (6) to more effectively utilize the services of all personnel involved in adult programs.

In keeping with these overall adult education objectives, the community education concept became an integral part of the total adult education concept in Owensboro. The Owensboro's direction was to strongly center their community education activities around their adult education program and incorporate community education within. The reader is referred to Appendix N for a listing of course offerings for community education under adult education descriptives. The community education concept was initiated in Owensboro as an extension of adult education.

One very significant accomplishment of the Owensboro demonstration project was the extent to which interagency cooperation was developed in terms of staff, money, and commitment to a cooperative effort. This was not by chance, but was originally set down as an objective in the work statement developed in the two-day planning session.

The community education director contacted the following agencies for the purpose of: (1) identifying existing activities and functions and (2) determining how these agencies and community education office could more efficiently serve the needs of the citizens of Owensboro.

Senior Citizens
Green River Comprehensive Care Center
Green River Area Development District
Municipal Parks and Recreation
Chamber of Commerce
Owensboro Area Museum
Cliff Hagen Boys Club
Community Recreation Center
Daviess County Area Vocational School
Owensboro-Daviess County Health Department
Owensboro Public Library
Family Y
YMCA

The contacts made with the personnel who represent the above organizations resulted in a number of cooperative services. Some examples follow.

The Daviess County Health Department offered four six-week prenatal classes. The Owensboro Community Education Program had intended to offer a similar class under the auspices of the Adult and Consumer Homemaking Program, but redirected these funds to other

adult classes. As a part of the cooperative effort between the Owensboro School System and the Daviess County Health Department, the prenatal sessions were financed and staffed by the Health Department, while the sites and much of the publicity was provided by the Owensboro School System. Through the cooperative efforts of these two agencies a more efficient delivery and dispersion system was established with a minimum of duplication of effort by the respective agencies.

The executive director of the Green River Comprehensive Care Center, Mr. Gene Hakanson, assigned Dr. Stan Bittman, Clinical Psychologist, and three other staff members to work with the community education director in planning adult classes. Some of the classes offered were: Drugs and Youth, Parent Effectiveness Training, Psychology of Human Relations, and Family and Marital Therapy.

Senior citizens Centers were contacted and fifteen classes were offered that were specifically designed for Senior Citizens.

Mr. Paul Moore, Executive Director of Green River Family Services Incorporated, agreed to offer a class entitled "Understanding Human Sexuality and Contraception."

The Mayor and City Commissioners of the City of Owensboro were contacted concerning providing financial assistance for the recreation component of the community school at Estes Middle School. Finances were secured for adult recreation programs. Mr. John Mills, Director of Parks and Recreation, agreed to plan companion

recreational activities for children and their parents at Chautauqua Recreation Center and the community school, respectively.

The director of adult and consumer homemaking classes in Region III, Mrs. Lynn Heady, and the community education director have jointly planned the adult homemaking budget. A total of eighty classes were offered. This was an increase of thirty-two classes.

In conjunction with the business and office and agriculture adult programs at Owensboro High School, the twelve classes were offered--ranging from Typing I to Home Gardening.

The Owensboro Board of Education agreed to provide some classes and programs that could not be funded under any other program. Some of the tentative classes are listed below.

Everyday Law	Basic Math
Investments	Algebra I
Speed Reading	Beginning Oil Painting
Beginning Woodworking	Dynamics of Speech
Advanced Woodworking	Driver Training

The director of the Owensboro-Daviess County Public Library was contacted concerning providing audio visual materials, coping skills materials and hands-on reading materials for learners whose reading level was fourth grade or below. Further, a meeting was conducted with the coordinator for the adult learning center, the head librarian and her assistant, the library services specialist (AAEC), and the community education director for the purpose of expanding services to disadvantaged adults. Under discussion was training guides, coping skills and bibliographies that pertain to reading materials for adults with low reading levels.

The Owensboro demonstration project in its second year of developmental activities achieved other significant accomplishments. They are as follows:

1. The Owensboro Board of Education officially adopted the community education concept and initiated a community education program.
2. Based on its first year results, the Board of Education funded the community education program for twice the amount of the initial demonstration grant.
3. The Board of Education created positions for--and hired--a full-time community education director, a secretary, and part-time instructors.
4. Eight hundred and twelve adults and youth enrolled in forty-three community education activities in the first year. More than 2,500 adults and youth enrolled in 123 activities in the second year.
5. The community education director assisted in the development of an alternative high school for in-school and out-of-school youth ages 15 to 18, referred by their high school principals. The alternative high school was the product of cooperation among the Board of Education, Daviess County, Daviess County Parochial and Owensboro, the Mayor and city commissioners, and the Kentucky Crime Commission.

6. The community education work with service agencies in the community resulted in those agencies starting community education instructional activities now serving 270 people.
7. The adult education program eliminated its traditional night classes and added a full-time certified position and six full-time paraprofessionals to the adult learning center.
8. Adult education enrollment increased from 297 to 450 in the second year, a 65 percent increase. Seventy adult learners are enrolled in home instruction.
9. Consumer homemaking classes grew from 38 classes serving 412 adults to 83 classes serving more than 700 adults. Second semester enrollments reached more than 1,500.
10. Business and office classes, supported by local business and industry, served 35 people the first year. Second year enrollment was 195.
11. Adult horticulture classes enrolled 27 people the first year, 50 people the second year.
12. At the invitation of the community education program, the Owensboro Board of Realtors and the Savings and Loan Association conducted a community education program on "How to Buy a House."

13. Henderson Community College offered a real estate appraising class through the community education program, with optional college credit.

14. The community education program, health department, and Teenage Parent Program offered a class for expectant parents; 90 enrolled.

15. The Owensboro Chamber of Commerce distributed and supported the schedule of community education activities.

16. The Adult Homemakers Drop-in Center, a part of Kentucky's vocational education program, has grown from 30 to 58 enrollees since coordinating with the community education program.

17. Two Owensboro utility companies enclose community education activity schedules in billing envelopes to customers.

18. Seventeen local industries distributed community education activities schedules to their 9,000 employees, and several included community education activities in their newsletters. (See Appendix O for example of newsletter.)

19. Local industries encourage their employees to enroll in the adult education GED program.

20. Two local industries that do not employ applicants with less than high school or GED diplomas refer applicants to the adult learning center; 25 enrolled.

21. The Owensboro Parks and Recreation Commission financed programs for adults through the community education program.

22. The Owensboro Public Library worked with the community education program and provided support, staff, and facilities for adults studying with Kentucky Educational Television's GED Series.

Dr. James C. Hilliard, Superintendent of Owensboro School System has expressed his attitudes regarding the community education concept in the Owensboro Schools System and community in the following letter.

OWENSBORO PUBLIC SCHOOLS
1335 WEST ELEVENTH STREET
P. O. BOX 740
PHONE (502)685-3081
OWENSBORO, KENTUCKY 42301

OFFICE OF THE SUPERINTENDENT

May 28, 1975

Mr. George Eyster
Executive Director
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear Mr. Eyster:

Please consider this correspondence as an enthusiastic endorsement of the Owensboro Public School's Community Education Demonstration Project. As a result of this program, many classes and activities have been offered to our citizens that would not have been possible without the human and financial resources provided by the community education project. Our adult education enrollment has shown an increase of over 400 percent since the inception of the community education concept. Much of this increase in enrollment can be attributed to the publicity, inservice, and staff provided by the community education grant.

It has been a pleasure to work with your staff. They have been most helpful and cooperative.

Please know that the Owensboro Public School System is always interested in participating in worthwhile projects such as the Community Education Demonstration Project.

Sincerely yours,

James C. Hilliard
Superintendent

JCH:gmo

F - 75

Scioto Valley Local School System--Community Education

The Scioto Valley Local School District is situated in Pike County, Ohio. Pike County includes 428 square miles of Southern Ohio hills and fertile Scioto River bottom land. The county ranks among the lowest per capita income in Ohio. Most of its citizens live in rural areas. The Scioto Valley Local School District is centered in Piketon, Ohio, a small village with a population of 2,500, the second largest settlement in Pike County. The population of the school district is 6,000 which includes 1,500 children between the ages of 5 and 18 and a large number of senior citizens. There are 8 nursing homes in the district. There are 5 elementary schools, 3 of which are in the process of consolidating into a centralized elementary. There is one high school with 500 students. The per pupil expenditure is $650.

The Scioto Valley School System, Piketon, Ohio, has been associated with the AAEC for several years in conducting numerous demonstration projects in adult education. In its conduct of a community education demonstration project, it has provided experienced leadership in the community education outreach component and home instruction for adults utilizing trained indigenous paraprofessionals. This home instruction program has received numerous awards and recognition, i.e., the International Reading Association selected Piketon as one of five to be spotlighted in a slide/tape presentation for international distribution. Also,

the USOE designated the home instruction program in Piketon to be one of four in a 30-minute 16mm film presentation on adult education entitled "The Sound of My Own Name" in the United States for national distribution to be used in training of staff development, community, and city activities.

The project was developed around objectives and work statements. (See Part II, Scioto Valley Local School District Objectives and Final Report.) A summary of the demonstration project follows.

COMMUNITY EDUCATION DEMONSTRATION PROJECT, 1972

In the fall of 1972, the district received a Community Education Demonstration Project Grant through the Appalachian Adult Education Center of Morehead State University. A part-time Community Education Director, Mr. John Allen, was employed to assist in expanding and improving local community education programs. During this year, major efforts were made to develop local building advisory councils and to conduct a needs assessment in each of the local communities.

The major outcome of this year's efforts was a district wide awareness and acceptance of the need for improved school facilites in the district. Plans were made to expand the two large elementary schools to provide adequate facilites for both public school program and community education activites. These plans included the closing of three small elementary schools which lacked any special program facilities.

Closing of schools in a rural area, such as the Scioto Valley District, always meets with opposition since the schools historically have been the focal point of the very small communities they serve. It can be said, however, that the promise of improved and new facilities, for use by both youth and adults through community education programs, was instrumental in keeping opposition at a low level.

In the fall of 1973, the citizens of the district voted in favor of a bond issue to provide funds for improving and expanding facilities at the Zahn's Corner, Jasper Elementary Schools, and Piketon High School. Unlike previous failure in bond issue drives

the 1973 issue was successful and much of the success is directly related to the growth of community education programs which created a positive climate of understanding and support of all school programs.

COMMUNITY EDUCATION DEMONSTRATION PROJECT, 1973

During the second project year, a new community school's director, Mr. Andrew Frowine, was employed. The second year's activities involved expanding activities in the rural elementary school areas; developing community education activities outside the school setting; and developing an outreach program in community education through the home instruction program.

Outcomes of the second year's program included:

a. The formation of a Pike County Community Services Council which has been instrumental in helping to create an awareness of the many social and personal services available to citizens of Pike County and assisting in the coordination of referrals to these services.

b. Expansion of the community education program to include primitive arts and crafts and community restoration in preparation for the bicentennial year. Much of this activity was a cooperative venture with the Dogwood Festival Planning Committee and the Pike County Commissioners.

   Pike County was recently proclaimed a bicentennial community as a result of this cooperative effort.

c. Expanded community education services to the isolated rural population. Nutrition aides through the auspices of the County Action Agency, and various social agencies have all cooperated in providing expanded services to home bound adults and their families.

d. Preplanning for day-care, early childhood education, and home-start programs was initiated. Plans included the use of a part of the Piketon Elementary School for day-care and E.C.E. programs.

COMMUNITY EDUCATION DEMONSTRATION PROJECT, 1974

Activities and evaluation as they relate to the objectives for the 1974-75 project year are:

Three sites were utilized for community education activities during the 1974-75 school year. Expanded facilities at the Jasper and Zahn's Corner Schools (multipurpose art and music rooms in particular) were utilized evenings, Saturdays, and Sundays for community education activities.

New facilities at Piketon High School were not completed. However, a complete program and daily utilization of the existing facilities for community education programs was affected.

Two part-time coordinator/directors were employed.

Efforts to organize the three councils were initiated. Initial organizational meetings disclosed a belief that a single district committee would be more affective and would require fewer meetings. Also, it was anticipated that specific programs, other than recreational, would be located only at one of the sites and would need cooperative planning.

A district advisory council composed of representatives from various sectors of the community was formed and met monthly throughout the school year.

The beginnings of a fine arts and performing arts program were initiated during this project year. Included were:

a. Painting and sculpture classes utilizing new facilities

b. Formation of a community chorus

c. Modern and social dance classes

d. Production of musical "Oklahoma" which ran five performances and played to more than 5,000 persons. This activity generated tremendous enthusiasm for future productions

e. Expansion of the primitive arts program to include quilting, weaving, and other arts and crafts

f. Photography classes were not too successful but new facilities available during the next year should improve the program offerings

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It is estimated that from 1,200 to 1,500 adults were involved in the Scioto Valley Community Education programs during the year. An estimated 500 to 700 school age youth participated in after school, Saturday, and Sunday activities.

New programs developed and functioning during the year include:

a. A county-wide day-care center for children of low income working parents located at Piketon Elementary school facilities

b. Initiation of a year round Head Start program. Scioto Valley provided facilities and assisted with training staff

c. Initiation of Home Start program utilizing home visitors working with parents of pre-school age children. Scioto Valley provided facility and assisted with training of paraprofessional staff.

Former adult basic education students have been employed in these three programs. Children of current ABE students both home bound and center participants are participating in these programs.

d. Cooperation between libraries in 11 Southeastern Ohio counties "OVAL," initiated through the auspices of AAEC, Morehead University. The Scioto Valley adult basic education program enjoys excellent cooperation and service from libraries in Jackson, Pike, and Ross Counties. More than 300 ABE students are currently using "Mail a Book Services."

e. A Senior Nutrition Program is utilizing Piketon Elementary # 1 kitchen and other facilities for walk-in nutrition program. A mobile Senior Nutrition Program will be initiated in July of 1975.

f. RSVP and Green Thumb organizations provide services and transportation to elderly. These services are now working at the limit of personnel available.

g. WIN and Mainstream programs continue to channel recipients into skill training classes and adult basic education programs. A number of the former participants have gained employment as a result of skills and educational achievements gained through participation in local programs.

h. Scioto Valley program has served 47 employees of Goodyear Atomic Corp. in a plant site program this year.

   Applicants for jobs at Goodyear not having a high school diploma are referred to the districts ABE program.

Cooperation with other local businesses and industry has been related to developing apprenticeship programs, recreational programs, and job referrals. An adult basic education program has been established on plant site at J-Vac Industries in Jackson County and is currently serving more than 30 persons.

More than $10,000 in local inkind or other contributions was generated this year.

The Piketon Village Council has expressed interest in assisting with the construction and maintenance of a proposed community recreation area adjoint to Piketon Elementary School. This facility would include tennis, basketball, horseshoe pitching, and volleyball courts as well as a rustic childrens playground.

1. Local efforts to disseminate program information include presentation to nine service clubs.

2. Training sessions for other programs in the area of home instruction and use of paraprofessional adult education personnel included seven school districts.

3. A number of representatives from other Ohio school districts have visited the Scioto Valley program during the year. These included representatives from six Ohio school districts.

Conclusions: Scioto Valley Local School District

Community education activities, during the 1974-75 program year, increased in scope and numbers of participants. New and better facilities in the two elementary schools contributed much to the program's growth.

Increased participation in skill training, adult basic education and GED preparation can be directly related to economic conditions, unemployment plus local opportunities for skilled persons.

While certain phases of the program--local needs assessment and greater community involvement in planning--did not materialize as anticipated, there was an increased awareness of the community education concept and a general acceptance of the idea that local commitment would be needed to provide for continuation and growth of the program.

The Scioto Valley Local School District has demonstrated that the community education concept can be developed in a rural area. The degree to which the community embraces the concept can be directly related to the acceptance of the administration, the board of education and the teaching staff of the local school system.

As was previously stated, the schools are a vital part of rural community activities. Encouragement of broader usage of facilities as well as the initial planning and supervision of community education programs and activities by those entrusted with school operation is essential in the beginning phase of a rural community education program.

It is highly feasible that a viable program can be operated with little additional funding. Ideally local revenues would enhance the opportunities for a broad and comprehensive program.

It is the intent of those responsible for the operation of the Scioto Valley School District to continue to operate, and if possible, expand and improve its community education program.

Does the community education concept have potential in a rural setting? From previous discussion and citings in this report, the AAEC believes that from our three years of experiences in developing and monitoring four community education demonstration projects--the answer is affirmative, yes! Superintendent of Scioto Valley Local Community Schools, Mr. Clarence Anderson, agrees and says so in the following letter.

"Our Boys and Girls First"

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

Piketon, Ohio 45661

Ruth Botkin
Clerk

Clarence B. Anderson
Local Superintendent

June 10, 1975

Mr. George W. Eyster
Morehead State University
U.P.O. Box 1353
Morehead, Kentucky 40351

Dear Mr. Eyster:

In a rural community such as ours it is difficult to measure the effectiveness of a community education program.

It is a tragedy when any community closes its school doors at the close of the regular school day. In our community we have noticed a marked decrease in night time vandalism since we have been utilizing our buildings. Community Schools have also opened lines of communication with people who no longer have children in school. First hand observation by these people has led to a better understanding of school problems. Skill courses have been very popular and beneficial for those taking such courses. Hobbies and craft would rate a strong second.

One very important aspect of the Community School is that it acts as a kind of clearing house or referral between it and all other agencies; be it county, state or the private sector. In this or through this we have been able to help or find help for those who need it.

We are not all things for all people but we have tried to help, and I believe that we have had a measure of success.

Respectfully submitted,

Clarence B. Anderson
Local Superintendent

CBA:rim

Cost

The costs of a community education demonstration, although somewhat variable from one site condition to another, has a range equivalent to approximately fifty percent of an instructional salary plus four hundred instructional hours at the rate of $5 per hour or $2,000. AAEC sponsored programs ranged between six and eight thousand dollars. Boards of Education contributed heat, electricity, maintenance, materials, and equipment. Monies, inkind contributions, and services from other agencies more than quadroupled seed monies introduced by the AAEC.

Site final reports, Part II, Volume II, detail variable costs and resources.

Community Education Development Strategies

The understanding and sanction of state department authority--actual authority may vary in degree from one agency to another but understanding and involvement are important to potential support and dissemination.

The understanding, sanction, and direct involvement of the local site authority, the decision-maker (the head library, the school superintendent)

Carefully planned orientation sessions are necessary with decision-makers as well as institutional staffs, agencies, and community groups. Tools used by the AAEC and the order in which they occur:

1. Informal discussions

2. Films--particularly those produced by the Mott Foundation of the Flint Board of Education--an exemplar community school program

   "To Touch a Child"

   "A Sense of Community"

3. Formal discussions and interviews with superintendents or librarians of successful community education programs

4. Similar orientation sessions if not combined with officals of Boards of Trustees

5. Visitation to exemplar community education programs. If at all possible a visit or workshop in Flint, Michigan, (providing a reinforcement of film presentations) and/or a visit to nearby community education programs in a site more like the developing community.

   Visitation teams representative of community leadership, institutions, boards, business, and industry have greater potential for successful initiation of community education.

The orientation and understanding of proposed community education program plans should then be undertaken with all institutional staff and personnel, community groups, and service clubs.

The institution should then undertake a community study of existing conditions if a study is not already available. The material should be prepared in a usable form for review, challenge, and analysis.

A two-day community planning session should be scheduled and carefully planned to involve a cross section of the community and its agencies and its leadership. (See pages 63-69 for a potential list of participants.)

SUGGESTIONS FOR RURAL COMMUNITY PERSONNEL TO BE INVOLVED IN TWO-DAY PLANNING SESSION

Head librarian

Library Staff including:
- All Librarians
- Bookmobile Librarian
- Clerks

Library Trustees

Regional Librarian

State Library Representative

ABE Area Supervisor

Local ABE Director

ABE Teachers

ABE Graduates and Students

ABE Teacher Aides

Superintendent of Schools

Board of Education Member

Welfare Representative

Manager of Local Business and Industry

Personnel Representative from Local Business and Industry

Laubach Representative

Director, Area Vocational School

Council on Aging Representative

Employment Security Representation

Expanded Food and Nutrition Program Aides

Volunteer Organization Representative
- ACTION
- VISTA
- RSVP

Health Educator

Adult Work and Training Program Representative

Education for Disadvantaged Youth (EDY) Representative

Head Start Director

Vocational Rehabilitation Representative

Family Planning Director

Community Action Agency Director

Comprehensive Care Representative

Radio Representative

TV Representative

Editor of Paper

Senior Citizens Representative

Minister(s)

Home Economist

Union Representative

Federal Program Officer

Planning Commission Representative

Visiting Health Nurse

Cooperative Extension Representative

Mayor

County Court Representative

Day Care Representative

Concerned Citizens

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351
Revised: July 11, 1975

SUGGESTIONS FOR URBAN COMMUNITY PERSONNEL TO BE INVOLVED IN TWO-DAY PLANNING SESSION

Head Librarian

Library Staff including:
- All Adult Services Librarians
- All Branch Librarians
- Clerks Working at Main Desk
- Bookmobile Librarians

Library Trustees

State Library Director

Local ABE Director

Area ABE Supervisor

ABE Teachers

ABE Graduates and Students

ABE Teacher aide(s)

Learning Center Coordinator

ABE Counselor

Family Planning Representative

Director, Recreation Department

Newspaper Representative

Radio Representative

TV Representative

College or University Staff:
- Adult and Continuing Education Department and Library Science Department

Community Education Director

Health Department Representative

Senior Citizens Representative

Laubach Literacy Representative

Head Start Director

Director, Salvation Army

Tenants Rights Representative

Child Care Director

Minister(s)

Welfare Representative

Vocational Rehabilitation Representative

Planning Commission Representative

Union Representative

Personnel Director for Business and Industry

Representatives from Ethnic or Cultural Identity Center

Urban League Representative

OIC Representative

Volunteer Organization Representatives:
- ACTION
- VISTA
- RSVP

Vocational School Director

Employment Security Representative

Food and Nutrition Program Director

Community Action Agency Director

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351
Revised: July 11, 1975

A two-day community planning session should be conducted with a protocol similar to that outlined on pages 23 through 27 . It is often wise to place the conduct of the meeting in the hands of an outside catalyst free from the constraints of local agencies or programs. (See pages 72-74, listing of university resources.) Records of the planning are carefully reviewed in development. The product of the meeting, a "work agreement," representing statements of collaborative management by objectives is then reproduced for distribution and final review.

A community education program is then initiated according to the specifics of the work agreement, beginning usually with a high priority, easily achieved activity and building upon successes.

Program growth should be insured eventually if not immediately by the employment of a dynamic, highly trained, commited community education leader.

Often, especially in rural communities, the absence of risk funds in limited budgets prohibits full-time employment of community education leadership.

Part-time leadership has proven to be a successful way to initiate program leading to full-time professional positions. Part-time persons can be provided in service training in several ways: by visiting successful on-going programs for extended periods or by attending in-service training workshops conducted by universities engaged in these activities. See pages 72-74 for a listing of institutions providing in-service training. (The Mott

Foundation, Flint, Michigan, also provides periodic training for community educators usually of three week duration.)

Community education activities and the work agreement should be monitored by the original planning committee and/or by local community advisory committees often established in the work agreement.

Year end results should be reported back to the community and all agencies and groups involved in planning.

Successful community education sites should welcome visitors with regularity and those persons engaged in community education activities should be given the responsibility of interpreting programs. Conscious planning in visitations serves two purposes: (1) the spread of community education concepts and development; and (2) the clarification of the values of community education in the expression and minds of those community persons who respond to the questions of visitors.

PAGES 72-74 OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

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PAGES Appendix A OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

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Appendix B

Preplanning Information
for
Expanding Services for Disadvantaged Adults

STATE _____ TOWN _____ DATE _____

Instructions: Please describe your community by answering the following questions as completely as possible.

Area of Information	Information to Include	Source of Information	Fill in Here
A. Population Statistics	How many people in your service area?	1970 U.S. Census State Departments of Education School Boards	_____
	Age of population No. of children 0-18 years No. of adults 18-64 No. of adults 65+		 _____ _____ _____
B. Educational Levels of Population	Percent and number of out-of-school adults over 25 who have less than 8 years of schooling	1970 U.S. Census, or Area Supervisor of Adult Basic Education	%_____ No._____
	Percent and number who have not completed high school		%_____ No._____
	Median school years completed		_____

Area of Information	Information to Include	Source of Information	Fill in Here
C. Economic Levels of Population	Percent of families whose income is $3,000 or below	1970 U.S. Census Employment Security	% _____
	Median Income Family Per Capita	Welfare agencies Community Action Programs	_____ _____ _____
	Percent of unemployment of adults over 16		% _____
	What are the chief employers for your service area?	Employment Security Mayor's Office Local Planning Commission Community Action Program	NAME KIND OF WORK PRESENTLY _____ _____ _____ _____ _____ NEW _____ _____ _____ _____ _____ _____

Area of Information	Information to Include	Source of Information	Fill in Here
D National and racial background of population	Give percent of racial and national groups which make up the population of your service area	1970 U.S. Census City, County, or Area Supervisor of Adult Basic Education NAACP	CITY / COUNTY White ____ ____ Black ____ ____ Non English-Speaking ____ ____ Indian ____ ____ Oriental ____ ____ Other ____ ____
E. Geographic area you serve	Square miles		_____
F. Annual Income of the library	Total cash	Head Librarian	_____
G. Library card holders		Head Librarian	_____
H. Educational offerings in community for disadvantaged	List of adult basic education and other educational activities available to your service area	City or County Supervisor of Adult Education Community Action Program Public Schools Private Schools Area Vocational Schools Bureau of Rehabilitation Services	KIND/SITE/NO. ENROLLED _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Area of Information	Information to Include	Source of Information	Fill in Here
		MDTA (Manpower Development Training Act) WIN (Work Incentive) NYC (Neighborhood Youth Corps) CEP (Concentrated Employment Programs) New Careers Program Voluntary Groups	
I. Other Community services available to disadvantaged adults	List of community services available to disadvantaged adults	Health Department Welfare Department Social Security Community Action Programs Comprehensive Care Food & Nutrition Services Child Care Programs Housing authorities Voluntary Groups Planning Commission Mental Health Family Planning Clinic Radio Stations Newspapers Senior Citizens Home Demonstration Agent Agricultural Extension Agent	SERVICE/AGENCY

Area of Information	Information to Include	Source of Information	Fill in Here
J. Information and referral services available	Is there a central source of community agency and organization in your community	United Fund Public Library Planning Commission Comprehensive Health Care	
Additional Information			

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351
Revised October, 1974

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Appendix D

ASHLAND CITY SCHOOLS
2601 Lexington Avenue
ASHLAND, KENTUCKY 41101

TELEPHONE 606 - 325 - 9644
9711

TILMAN L. JUETT,
SUPERINTENDENT

October 18, 1973

Mr. George W. Eyster
Executive Director
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear Mr. Eyster:

It was good to have the opportunity to confer with you and others from the Appalachian Adult Education Center and Harlan Stubbs, Kentucky Department of Education.

This is to confirm the interest of the Ashland Independent School District in expanding our Adult Education Program by what ever means of support we are able to muster through your office and the Kentucky Department of Education.

For sometime I have been interested in the community school concept.

I will plan for four or five citizens and/or school officials to make the trip to Flint, Michigan on November 11 - 13, 1973.

Sincerely yours,

Tilman L. Juett

Tilman L. Juett

TLJ:lj

cc: C. J. Bailey
Sharon Moore
Harlan Stubbs
Ted Cook
Karen Moore

Education Is An Investment In The Future

(Complete reverse side)
PRE-REGISTRATION

Name _____ Date _____

Position _____ Business Phone _____

Business address _____ Home Phone _____

Home address _____

City _____ State _____

Return by June 1 to: George W. Eyster
Appalachian Adult Education Center
UPO 1353, Morehead State University
Morehead, KY 40351

JOINT SPONSORSHIP

MOREHEAD STATE UNIVERSITY
Department of Adult and Continuing Education

Appalachian Adult Education Center

BALL STATE UNIVERSITY

Morehead State University
UPO 1353
Morehead, Kentucky 40351

99

Orientation to COMMUNITY EDUCATION for Superintendents School Boards Agency Representatives

two day
SUMMER WORKSHOP
JUNE 17 and 18
1974

Appendix E

THE WORKSHOP

All eastern Kentucky school administrators, school board members, and interested agency representatives are cordially invited to attend a special workshop: *Orientation to Community Education.*

Growing interest among public school people in the concepts of community education and the promise of legislation for program development warrant your attention and participation in the Workshop.

The Workshop will help you

To understand community education

To identify the role of public schools in community education

To study the human and cost benefit of community education to public schools

To become acquainted with potentials for Kentucky public community school development through federal legislation, state and local efforts

To consider community education development strategies

WORKSHOP STAFF

George W. Eyster, Executive Director
Appalachian Adult Education Center

C. J. Bailey, Training Specialist
Appalachian Adult Education Center

Harold Rose
Department of Adult and Continuing Education

Steve Taylor
Department of Adult and Continuing Education

Representatives from the State Department of Education

Representatives from Ball State University, Institute for Community Education Development

THE SCHEDULE: TWO DAYS

1st Session: Wednesday, June 17, 1974

8:30 a.m.	Registration
9:00	Convene
12:00	Luncheon (on own)
1:30	Reconvene
4:30	Adjourn
6:30-9:00	Films & Discussion (optional)

2nd Session: Thursday, June 18, 1974

8:30	Reconvene
12:00	Luncheon (on own)
1:30	Reconvene
4:00	Conclusion (Exam for academic credit)
4:00-5:00	Consultant Services, Staff

THE CONTENT

Welcome: President Adron Doran
Purpose: George Eyster

MAURICE SEAY, Author, *Community Education: A Developing Concept*
"Orientation to Community Education"

Role of Public Schools—PANEL
"Rural and Urban Community School Development"

Staff Development—Specialists
Ball State University—Training
Department of Adult and Continuing Education—Training and Simulation
Appalachian Adult Education Center

Pay-off of Community Education
"Human and Cost Benefits"

Legislation and Developmental Potentials
Overview—George Eyster
Kentucky State Department of Education
Local—FIVCO, ROPES, etc.

Developmental Strategies in eastern Kentucky
General Strategies
Morehead State University Services

REGISTRATION AND INFORMATION

ALL KENTUCKY school-related administrators and agency representatives are invited. Pre-registration will permit Morehead State University to provide comfortable accommodations.

The Workshop can be taken for academic or audit credit. (Please check appropriate box.)

One hour credit: Graduate @ $27 ☐
Undergraduate @ $18 ☐

Academic Credit ☐
Audit Credit ☐

Academic or audit credit requires registration with the University.

--Time and place of registration:

Graduate credit—**Monday, June 10, 7:30 a.m.-3:30 p.m.**
Undergraduate credit—**Tuesday, June 11—all day**

Place: LAUGHLIN HEALTH BUILDING

HOUSING

If checked ☐, overnight dormitory accommodations will be arranged at $3.00 per evening.

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University

Monday, June 17

8:30 Registration: **ORIENTATION TO COMMUNITY EDUCATION WORKSHOP**

9:10 "Welcome to Morehead State University"

9:30 "Workshop Purpose" - GEORGE EYSTER, Executive Director, Appalachian Adult Education Center

9:40 "Orientation to Community Education" - MAURICE SEAY, Professor Emeritus, Western Michigan University
Author, Community Education: A Developing Concept

10:40 Workshop Break - Coffee

11:00 "Roles of Public Schools" - PANEL

C. J. BAILEY, Chairman, Training Specialist, Appalachian Adult Education Center, MSU
JOHN DURAM, Community School Director, Ashland City Schools, Ashland, KY.
JAMES WILSON, Community School Director, Frost Community School, Valley Station, KY.
BILLY CHANDLER, Director of Community Education, Owensboro Public Schools, Owensboro, KY.

12:00 LUNCHEON BREAK

1:30 "Staff Development: Training, Simulation and Demonstration"

PETER MURK - Institute for Community Education, Ball State University
STEVE TAYLOR, - Associate Professor, Department of Adult and Continuing Education, MSU
C.J. BAILEY, Training Specialist, Appalachian Adult Education Center, MSU

Tuesday, June 18

9:00 "Pay-off of Community Education - Human and Cost Benefits" - PETER MURK, Ball State University

10:15 Walking Break - Coffee in the Adron Doran University Center

10:45 "Legislation and Developmental Potentials" - GEORGE EYSTER, Executive Director, AAEC, MSU

12:00 LUNCHEON BREAK

1:30 "Local Developmental Potentials in Community Education in Eastern Kentucky"

GLENN COLLINS, Regional Industrial Coordinator, ROPES Region IX, Morehead, KY.
ERNEST ROBINSON, FIVCO, Ashland, KY.
OTHERS .... Questions and Problem Solving

2:45 Walking Break - Coffee, Adron Doran University Center

3:00 "Developmental Strategies"

"Generalized Strategies" - GEORGE EYSTER, Executive Director, AAEC, MSU
"Model Cities Strategies" - DON BUTLER, Director, Model Cities Community Education Program
Bowling Green-Warren County, KY.
"Morehead State University Services" - HAROLD ROSE, Chairman, Department of Adult and Continuing Education, MSU

4:00 Workshop Conclusion and Assessment: Evaluation / Content (Persons accepting University Credit)

WHEREAS, this week marks the beginning of the second year of the Community School Program in the City of Ashland;

WHEREAS, during the first year's operation, the Ashland Community School Program, sponsored by the Ashland Board of Education through the cooperation of the Applachian Adult Education Center at Morehead State University, FIVCO Area Development District and the Institute for Community Education Development at Ball State University served more than 3,900 residents of the Ashland Area, by offering recreational activities and educational courses of general interest;

WHEREAS, the program has expanded through the continued support of the Appalachian Adult Education Center at Morehead State University, FIVCO Area Development District and the Institute for Community Education Development at Ball State University;

WHEREAS, the growth of the Community School Program has been due in large part to the cooperative efforts of the Ashland Board of Education, the Applachian Adult Education Center at Morehead State University, the FIVCO Area Development District, the Institute for Community Education Development at Ball State University, the Joint City/ Board of Education Recreation Commission and the support of citizens in the Ashland Area.

NOW, THEREFORE, BE IT RESOLVED, that as Mayor of the City of Ashland, I hereby proclaim the Week of October 14 - October 18, 1974 as COMMUNITY EDUCATION WEEK in the City of Ashland.

James J. Webb
Mayor
City of Ashland

Community-School is an educational, recreational and cultural program designed to serve the needs of Ashland area residents. Facilities of several Ashland City schools are being utilized, after regular school hours, for a variety of classes and activities. People of all ages, ethnic and socio-economic backgrounds are encouraged to participate in this area project.

The school program is provided free of charge for all participants. Community education provides an opportunity for all citizens to work to achieve a real sense of "community" and self-improvement.

Please join with us . . . become *involved* by participating in these classes. You may register or receive further information by calling 325-4155 or 324-1331.

COURSE OFFERINGS
SPRING TERM 1975
JANUARY 27 – APRIL 10

ART (beginning)
Tuesday 7-9 Wylie Center

ART FOR SENIOR CITIZENS
Thursday 10-12 Rigsby Paint Box

ASTROLOGY
Thursday 7-9 Wylie Center

BALLROOM DANCING (single & single couples)
Thursday 7-9 Wylie Center Gym

BRIDGE
Tuesday 7-9 Paul G. Blazer High School

DECOUPAGE
Wednesday 7-9 Bill's Hobby Shop

DRAPERY
Tuesday 7-9 Coles Junior High School

DRIVERS' EDUCATION
Tuesday and Thursday 7-9
Paul G. Blazer High School

ESTATES AND WILLS
Tuesday 7-9 Paul G. Blazer High School

FIRST AID
Monday and Thursday 7-9 Poage School

G. E. D.
Tuesday and Thursday 7-9 Wylie Center

GYMNASTICS
Thursday 7-9 Coles Junior High School

INCOME TAX PREPARATION
Tuesday 7-9 Wylie Center

INTERIOR DECORATING
Thursday 7-9 Wylie Center

JUDO
Tuesday 7-9 Coles Junior High School

NEEDLEPOINT
Tuesday 10-12 YWCA

PREPARING CHILDBIRTH
Wednesday 7-9 Red Cross Center

SHORTHAND
Thursday 7-9 Wylie Center

SLIMNASTIC
Monday 7-9 Poage School

SPANISH
Tuesday 7-9 Paul G. Blazer High School

STRETCH AND SEW KNITS
Tuesday 10-12 and 1-3 Wylie Center

STRING INSTRUMENTS
Thursday 7-9 Wylie Center

TABLE GAMES
Tuesday 7-9 Wylie Center

TYPING
Tuesday 7-9 Paul G. Blazer High School

UNDERSTANDING LOCAL COMMUNITY ISSUES
Thursday 7-9 Wylie Center

UPHOLSTERY
Monday, Tuesday, Wednesday, and Thursday
Wylie Center

New Position County Board To Accept Applications For Director

The Montgomery County Board of Education voted to accept applications for a Director of Community Education; employed substitute teachers and bus drivers; empowered Supt. John Brock to negotiate with the Recreation Bowl Committee concerning use of the county school's football field, and transacted routine business at its regular monthly meeting.

The Director of Community Education is a new position in the county school system, established to coordinate activities of the community schools, now directed by the principals of those schools. Applications may be made to Supt. Brock.

Merry Kay Stegner and James A. Morton were employed as substitute teachers; Frances Moore as a teacher aide, succeeding Lena Gilvin; Daniel Bradley, George L. Blevins and Jim Jolly as substitute bus drivers.

Supt. Brock, or his representative, will meet with the Recreation Bowl Committee to work out details for the Recreation Bowl games to be played at the Montgomery County High School football field.

The board asked Asst. Supt. E. G. Jones to get cost estimates on a concession stand to be located on the "home" side of the football field, and report back with his recommendations at the next meeting.

The board allocated $1,500 toward the purchase of a weights machine with from 14 to 16 stations for physical conditioning. Bids will be asked on this equipment.

On the recommendation of Asst. Supt. Jones the board approved a contract with Gateway Service Corporation for garbage disposal at the school for $100 a month until May 31.

The board accepted a recommendation by Jones that the purchase of up to 48 school bus tires be included in the 1974-75 school budget, and accepted the settlement of Sheriff Raymond Schultz, Sr. for school taxes collected during 1973.

Approval was given to a request by the Mt. Sterling Lions Club for use of the high school auditorium for its minstrel show April 18-20 for $150 plus the cost of janitorial services. Also approved was a request by the Chamber of Commerce to use the football field this spring and summer for music concerts, and a request by the Jaycees to use the junior high school cafeteria and gymnasium for a banquet and dance, with the cost and other terms to be worked out with the superintendent and principal.

The high school will be allowed one 36-passenger bus to take cheerleaders and basketball players to the state tournament, with the gasoline to be purchased off the school grounds. Ronald Mason Pergrem was awarded a G.E.D. diploma on recommendation of Supt. Brock.

Buford Risner, Director of Federal Programs, gave a report on the final allocation of federal funds.

2-11-74

CONTRACT AGREEMENT

By and between the Montgomery County Board of Education, Party of First Part and the Mt. Sterling-Montgomery County Recreation Commission, Party of the Second Part on this 11th day of April 1974 concerning the share arrangement of a Community Education Director's salary and services:

In accordance with the terms of this agreement the Montgomery County Board of Education will assume the following responsibilities:

1. The Board of Education, Party of the First Part, will employ a Community Education Director and will totally underwrite the salary and fringe benefit costs of the position based on current salary schedule for school administrators for one year commencing July 1, 1974. Said Director will enjoy the same benefits such as tenure, retirement, and sick leave as any other certified employee in the school system.

2. The Board will furnish the office space and other physical facilities necessary to the Director of Community Education to perform his functions.

3. The Board will cover the approved and necessary travel expenses of the Director that are clearly and definitely related to his functions. His travel will be regulated by those guidelines governing staff travel in general for the school system.

4. The Community Education Director will be under the direct supervision of the Montgomery County School Superintendent at all times for direction and guidance in the performance of his duties. The Director will account for his time and performance of duties in a manner requested by the Supertintendent of Schools.

5. In the event that the Montgomery County Board should become dissatisfied with this arrangement with the Recreation Commission, the Board may terminate the arrangement as provided for in this contract by giving the Recreation Commission 30 days notice by mail. In this event, also, the Community Education Directors' full-time duties and responsibilities would revert to the School Board who would reassign him solely to school functions with full pay and benefits from School funds.

In consideration for the above stipulations and agreements, the Mt. Sterling-Montgomary County Recreation Commission, Party of the Second Part, agrees to the following provisions:

6. The Recreation Commission will pay one-third (1/3) and matching teacher retirement of the Communtiy Education Directors' salary as set by the School Board for one year commencing July 1, 1974.

7. The Recreation Commission will be entitled to approximately one-third (1/3) of the Directors time and service throughout the entire year for the planning, direction and evaluation of community recreation activities.

8. The Recreation Commission may reserve the right to require record keeping necessary by the Director to ascertain that the Commission is getting full dollar value in services for the 1/3 share of his salary paid by them.

9. The Recreation Commission will cover whatever travel and related costs incurred by the Director that can be determined to be directly related to the Commission's functions and not directly school related.

10. In the event that Recreation Commission chooses not to continue this agreement and arrangement beyond the first year or any year thereafter, they should notify the Montgomery County Board of Education not later than April 30 prior to the ending of the contract year.

11. The Recreation Commission shall deliver monthly or at least quarterly to the Montgomery County Board Treasurer a sum of money that is equal to at least 1/3 of the Directors' salary plus benefits.

Community Education Director Job Description

The Montgomery County Board of Education, Party of the First Part, and the Mt. Sterling-Montgomery County Recreation Commission, Party of the Second Part, also agree that the duties of the Community Education Director will include but not be limited to the following:

A. The Director will have total responsibility to operate an effective community recreation-community education programs for the entire County. His direct responsibilities will be limited to preschool programs, adults programs, and other out-of-school programs but may be assigned other duties and functions at the discretion of the School Superintendent.

B. The Director will plan activities that involve use of both school and City-County recreational and educational facilitiesafter school hours, weekends, and during the summer months.

C. He will plan recreation and education programs around the interests and needs of young and elderly citizens, secure facilities, equipment, supplies, and personnel.

D. He will provide a continuous program of information and education to various community and government organizations and to the general public.

E. He is the liaison person with local, State, and Federal agencies whose functions bear a relationship to the Community Education and Recreation system.

F. He prepares grant applications, plans fund-raising campaigns, and seeks funds from all available sources for operation of the above described programs and activities.

G. He will be responsible for the supervision of all Recreation Commission facilities such as offices, equipment and parks.

H. He will perform the duties of Secretary-Treasurer and Executive Director of the Recreation Commission keeping sound financial records, minutes, and documents as necessary.

I. He will account to the Superintendent of Schools for all funds, expenditures, budgets connected to the Community Education program.

J. His work week, holidays, vacation time, sick leave, etc. will be set by the Superintendent of Schools.

K. Disciplinary action may be taken against the Director by the Superintendent of Schools in the same manner as any other school employee.

All Parties of the Montgomery County Board of Education and the Mt. Sterling-Montgomery County Recreation Commission do hereby promise to faithfully perform and execute each item in the above agreement.

Signed: J.B. Cunningham
Chairman, Montgomery County Board of Education

Signed: Anthony R. Sapp
Chairman, Mt. Sterling-Montgomery County Recreation Commission

State of Kentucky

Montgomery County

The foregoing instrument was acknowledged before me this____day of_____, 1974, by J.B. Cunningham, Chairman.

_____
Notary Public

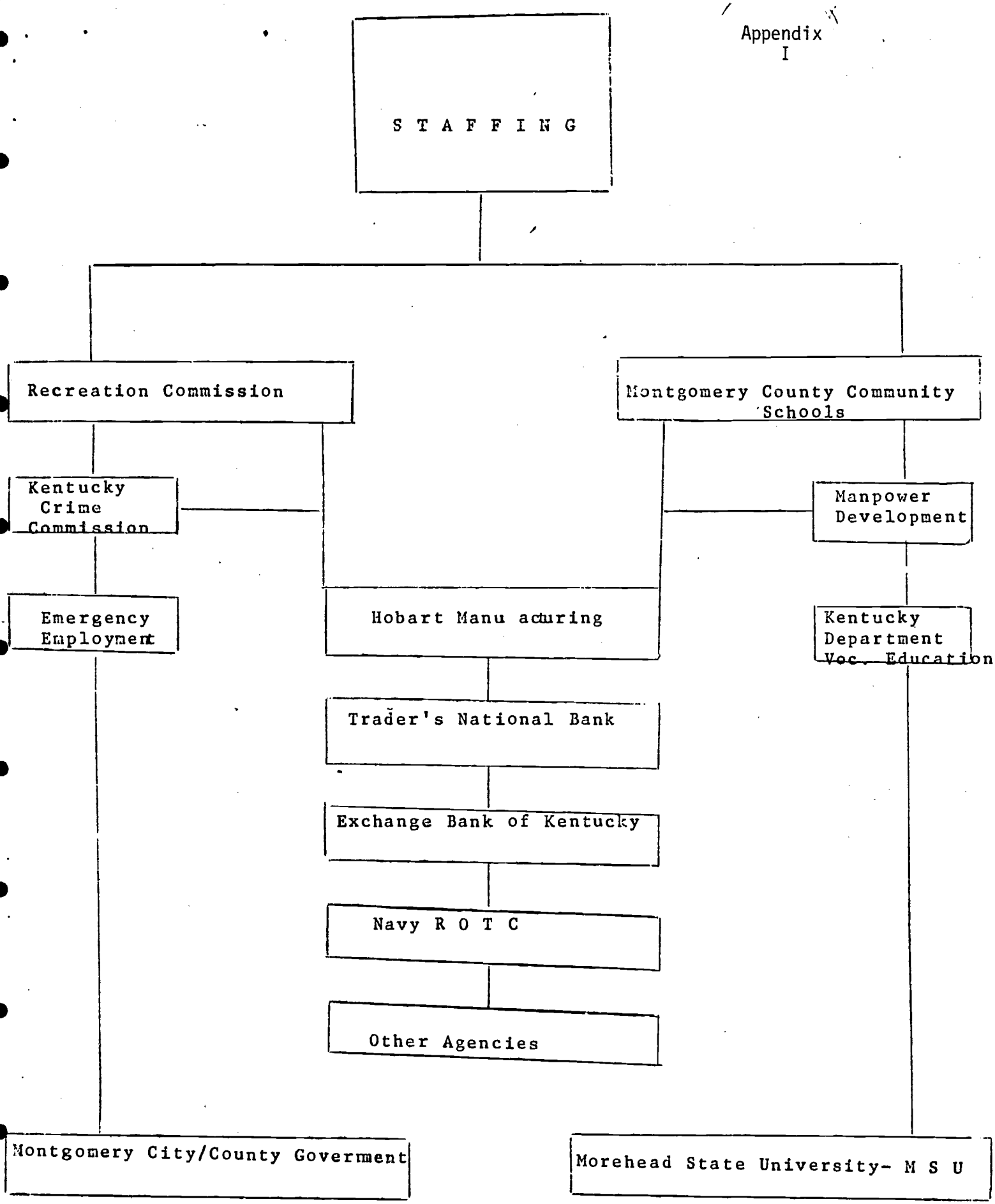
State of Kentucky

Montgomery County

The foregoing instrument was acknowledged before me this____day of_____, 1974, by Tony Sapp, Chairman.

_____
Notary Public

Appendix
I


S T A F F I N G
Recreation Commission
Montgomery County Community Schools
Kentucky Crime Commission
Manpower Development
Emergency Employment
Hobart Manu acuring
Kentucky Department Voc. Education
Trader's National Bank
Exchange Bank of Kentucky
Navy R O T C
Other Agencies
Montgomery City/County Goverment
Morehead State University- M S U

STAFFING:

1. Recreation Commission: beginning January 1, 1974, the recreation commission employed a full-time recreation director to coordinate programs

2. Kentucky Crime Commission: crime prevention planner was employed to develop activities and recreation to help prevent juvinile delinquents

3. Manpower Development: employed youth to work in the schools, county offices, etc for the summer which enabled them to buy clothes and have money for books for fall term of school

4. Emergency Employment: Clerk stenographer to work with the recreation director and crime planner

5. Morehead State University: off campus workers (students whose area of concentration was physical education and recreation) to work with kids at recreation sites

6. Kentucky Department of Vocational Education: youth to work at recreation sites to help with maintenance

7. Montgomery County Community Schools: supervisor to work with employed vocational students; clerical to help with advertisement of activities and to do various paper work

8. Montgomery County Government: heavy equipment operators to clear off recreation sites and to prepare mini bike trail

9. Hobart Manufacturing: Personnel to supervise the Outdoor Rock Concert

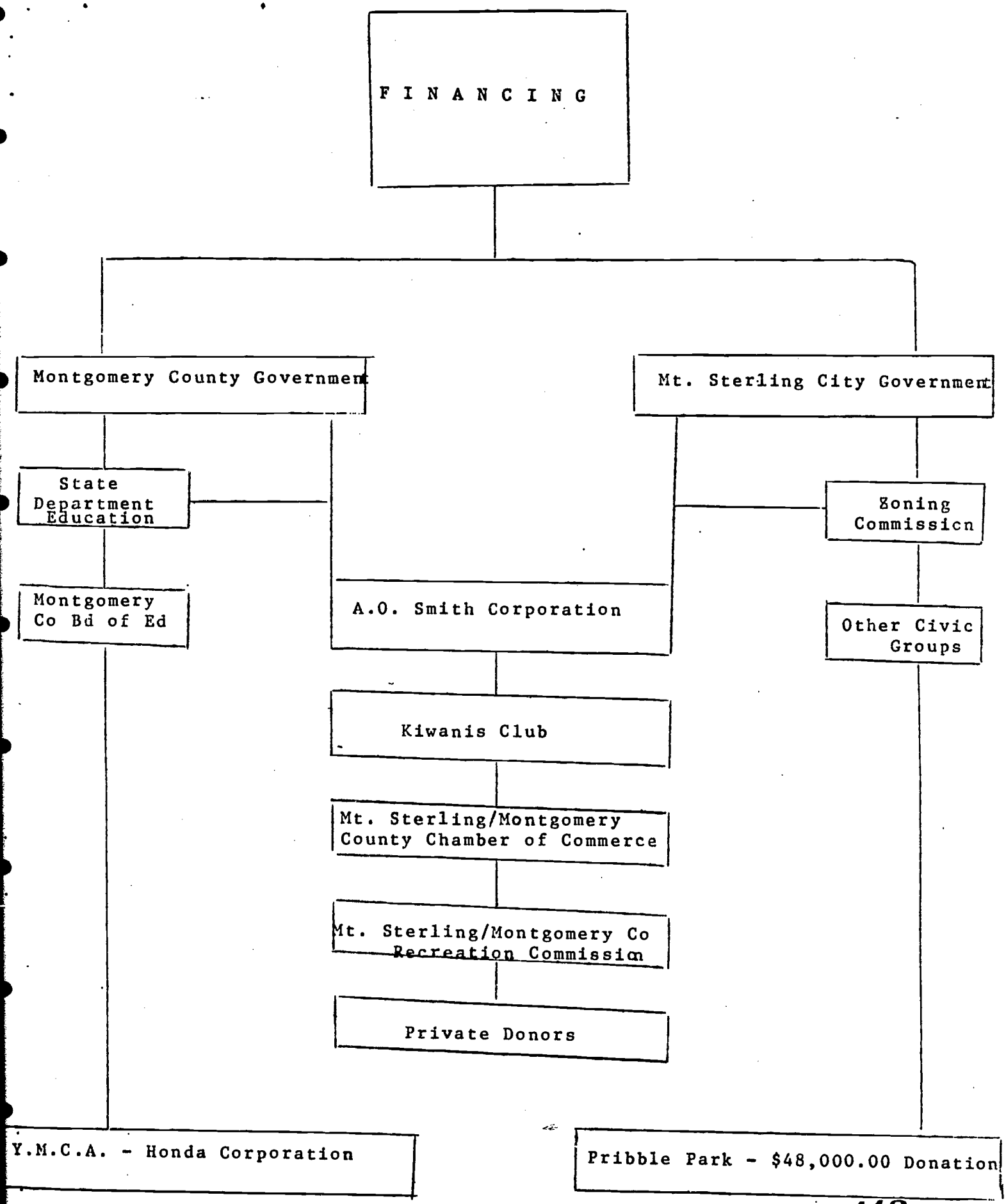
10. Traders National Bank: Personnel to supervise the tennis tournament

11. Exchange Bank of Kentucky: personnel to supervise ticket selling Rock Concert and Art Exhibition

12. Navy R O T C: parking and traffic at Outdoor Rock Concert

13. Other agencies: volunteer help to assist in various activities

Total : 24 full-time paid staff
Various part time and volunteer help


FINANCING
Montgomery County Government
Mt. Sterling City Government
State Department Education
Zoning Commission
Montgomery Co Bd of Ed
A.O. Smith Corporation
Other Civic Groups
Kiwanis Club
Mt. Sterling/Montgomery County Chamber of Commerce
Mt. Sterling/Montgomery Co Recreation Commission
Private Donors
Y.M.C.A. - Honda Corporation
Pribble Park - $48,000.00 Donation

F I N A N C I N G

Our summer Community School Program operated on a $18,000 cash budget - plus other contributions.

CASH CONTRIBUTIONS

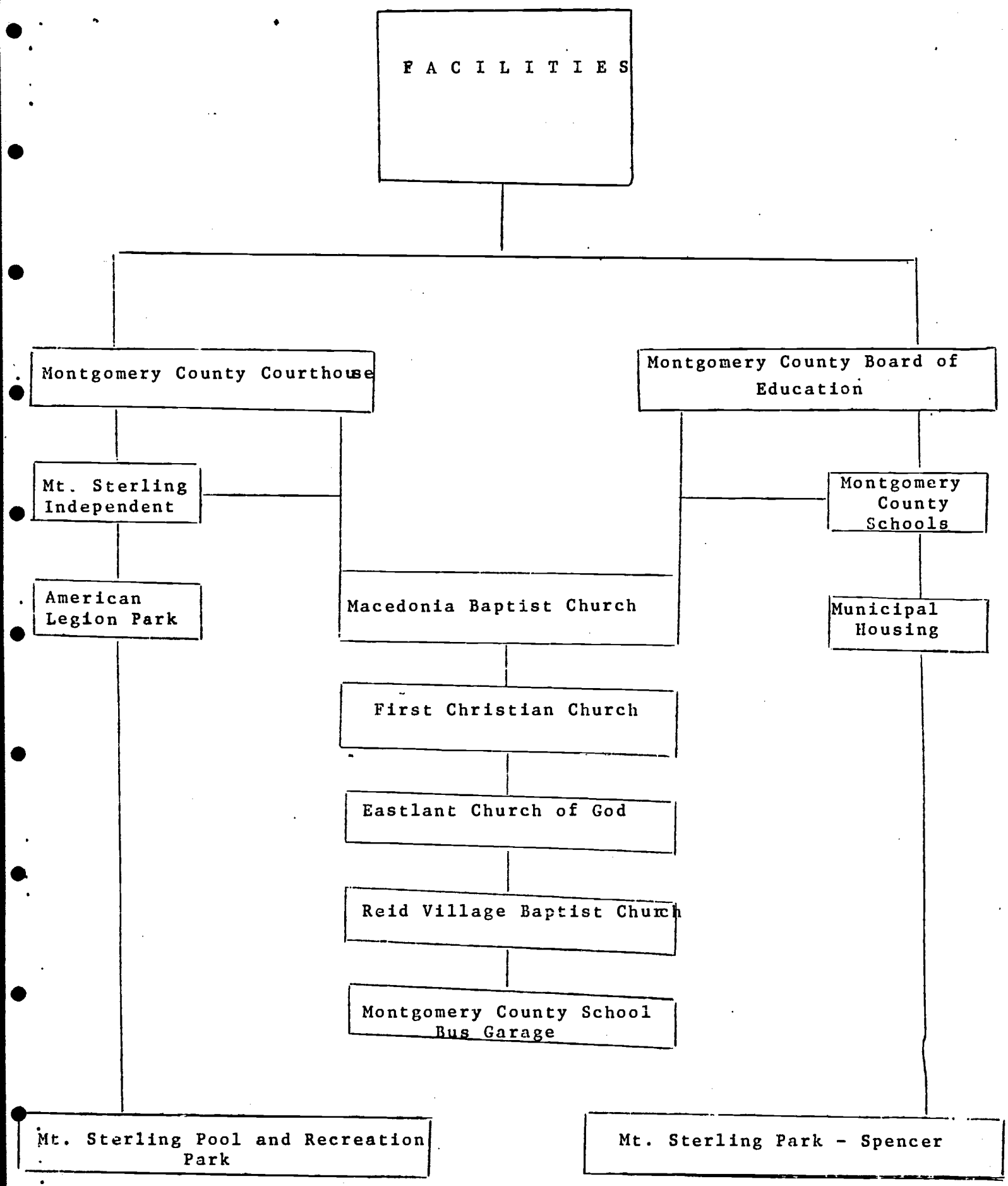
Montgomery County Government	$7,500.00
City Government	7,500.00
Mt. Sterling - Montgomery County Zoning Commission	2,000.00
A. O. Smith Employees	1,500.00
Montgomery County Board of Education	1,270.00

OTHER CONTRIBUTIONS

State Department of Education
Mt. Sterling - Montgomery County Recreation Commission
Montgomery County Board of Education
Montgomery County Chamber of Commerce
Kiwanis Club
Y M C A and Honda Corporation
Other Civic Groups
Private Donors

PRIBBLE PARK - $48,000.00

1. City Government - $10,000.00
2. County Government 10,000.00
3. Private Donations 28,000.00


FACILITIES
Montgomery County Courthouse
Montgomery County Board of Education
Mt. Sterling Independent
Montgomery County Schools
American Legion Park
Macedonia Baptist Church
Municipal Housing
First Christian Church
Eastlant Church of God
Reid Village Baptist Church
Montgomery County School Bus Garage
Mt. Sterling Pool and Recreation Park
Mt. Sterling Park - Spencer

FACILITIES:

1. Court House: office space

2. Board of Education: office space

3. Montgomery County Community Schools &Playgrounds: football field for rock concert; bicycle rodeo; pet show; Golden Gloves Boxing

4. Mt. Sterling Independent Schools & Playgrounds: recreation site for children who live in town

5. American Legion Park: Mini bike trail; Montgomery County Fair

6. First Christian Church: Weekend dances and activities The Back Door

7. Mt. Sterling Park: Spencer Pike; women softball field formerly city dump was converted into ball park

8. Levee Church: Park site for children who live in Levee area

9. Reid Village Baptist Church: Kindergarten classroom; recreation activities for pre=school aged children

10. Eastland Church of God; site for children living in this area of county

11. Municipal Housing Project: playground facilities for project children

12. Mt. Stelring Pool and Recreation Park: Tuesday night swimming playground facilities for children living in project and tennis courts for tennis tournament

13. Transportation was furnished to and from park sites by the Montgomery County Community Schools Bus Garage and Buses

Feb. 12, 1975

Community Education Program Offers Over Sixty Classes

The Montgomery County Community Education program currently is offering about 60 evening or weekend classes to the citizens of Mt. Sterling and Montgomery County.

"Ceramics" Participant Designs Latest Project

Total enrollment in the classes is estimated, by local education personnel, to exceed 1500 students. This number does not include some classes which will not start until later in the semester.

Even with this number registered for the classes, one realizes that, as one school employe said recently, it is still just "skimming" the surface as far as enrollment is concerned. (The population of Montgomery County, according to the 1970 U.S. Census survey, was over 15,000.) This indicates that roughly a tenth of Montgomery Countians are participating in the programs.

Probably one of the best things about the school program is that the classes, most of which meet one night a week, are comparatively inexpensive.

Where else can you learn such skills as basic guitar fundamentals, karate, folk dancing or even how to operate a ham radio for $10 or less? And in some classes such as nursery, for your children while you're in class, and hiking, participation is free.

Most of the classes mentioned previously fall under the "community education activities and courses" category.

One of the most popular of these seems to be landscaping in which 55 are now enrolled. Specialists in landscaping, assisted by county agriculture agents, give lectures to the class each week. The class is held in the library of the Montgomery County Junior High School.

Other activities having high enrollments are women's trimnastics (30); gameroom for the children (40) and volleyball (35).

Coming under the Adult Basic Education program, adult learning labs, home bound instruction and adult night classes are offered at the Camargo and Mapleton Elementary Schools.

Over 160 adults are involved in the adult education program which is an entity of and, locally, has received much help from the Kentucky State Department of Education.

About 417 people are taking vocational school classes this semester. Of these, 163 are involved in typing, shorthand, accounting, management, and selling courses, while 116 are learning skills in building and automobile mechanics.

Also under the vocational program, 26 persons are taking business and office and building trades classes offered to the disadvantaged.

The Montgomery County Community Education concept, the first of its kind in the state, was adopted by the county board of education in 1970.

The program was the recipient of several small grants in the first year to encourage experimentation in the idea. The school is now self-supporting, according to school personnel, and started off this semester with $1200 left over from the fall semester.

The Board of Education and the Mt. Sterling - Montgomery

(Continued on Page 4B)

Feb. 12, 1975

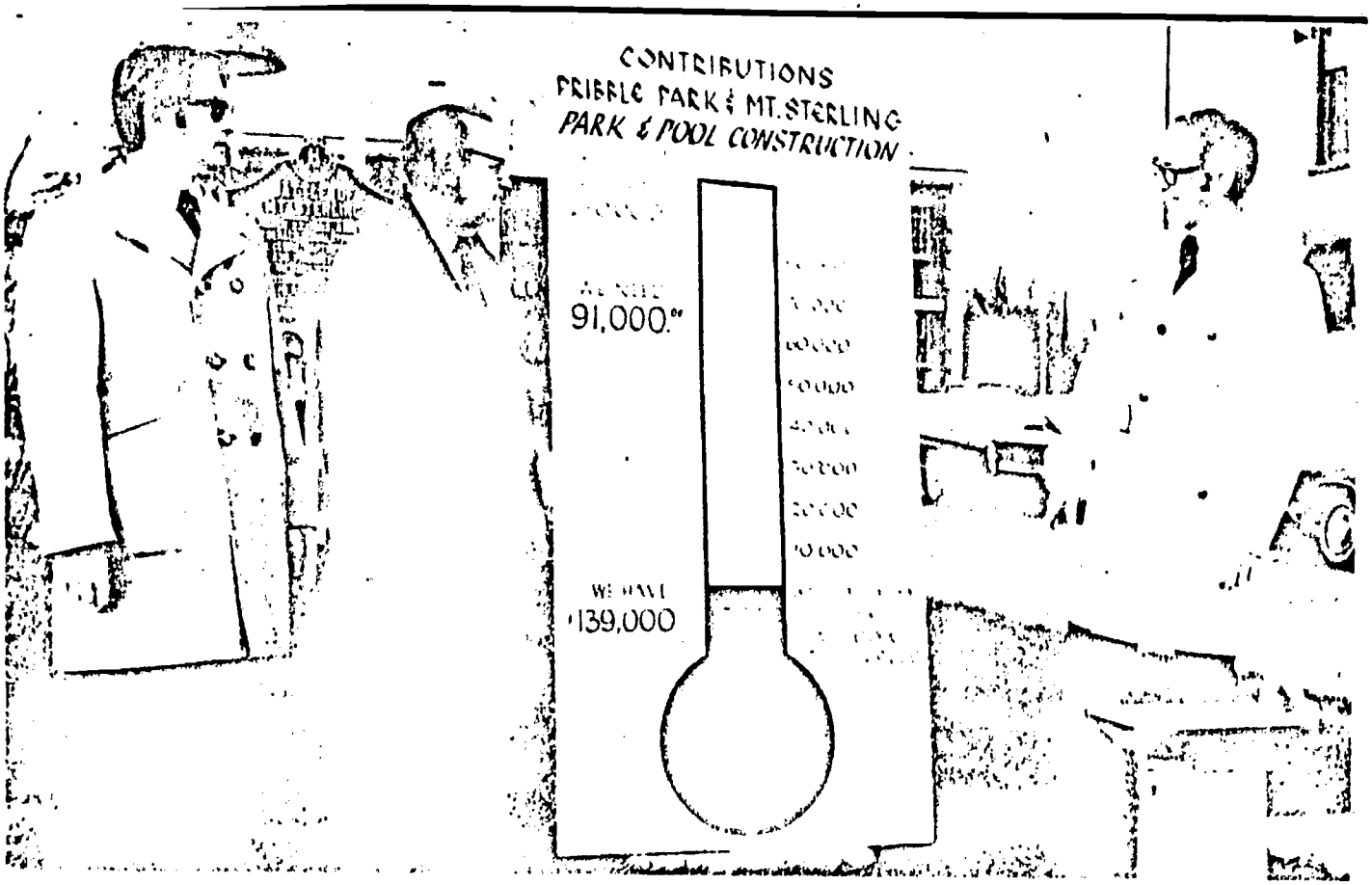
Community Ed. Program

(Continued from Page 3B)

County Recreation Commission recently combined programs and established the position of a full-time community education director. That position is currently filled by Don Patrick, who has two assistants: Michele Johnson and Steve Hartzell.

An additional course was added to the school curriculum this summer as a crime preventative, that being the mini-bike program, which is open to young people during the warm months at the American Legion Park on U.S. 60 West.

The community education-recreation commission people are now conducting a fund-raising for the construction of Pribble Park and a new swimming pool at the Mt. Sterling Park. Information on this and other community school programs can be obtained by calling 498-5517.



LOOKING FOR A HOT SPELL — Montgomery County Judge Harry Hoffman, left, Mt. Sterling Mayor Wesley Brooks and Tony Sapp, chairman of the Montgomery County-Mt. Sterling Recreation Commission, are watching for the mercury to start rising in this thermometer near the courthouse square. The instrument will show progress the commission is making collecting funds for Pribble Park and a swimming pool to be built at the Mt. Sterling Park, hopefully in the near future. (Staff Photo)

Mt. Sterling Advocate

Appendix L

Volume 85, Number 15 Mt. Sterling, Kentucky, Wednesday, April 16, 1975 24 Pages, 2 Sections

Foreign Educators Visit County

A group of foreign educators were in Mt. Sterling last Thursday evening to study the local community school concept and tour some of the classes in progress that night.

The five men were in this area in connection with an International Institute on Non-Formal Education made possible by a joint effort of the American Association of Colleges for Teacher Education (AACTE) and several Kentucky universities.

A total of 19 men making up four groups, were enrolled in the non-formal education program which began April 2 and ended yesterday.

Before coming to Montgomery County, the group travelled to a school program in southern Ohio and visited the Appalachia Adult Education Center and the Right To Read Effort at Morehead State University.

On Friday, a trip to a Breathitt County educational program was scheduled.

Before splitting into grou and witnessing various syste throughout the state, t educators attended a gene seminar on the University Kentucky campus whe concepts, theories a establishment of nc formal education facilities we discussed.

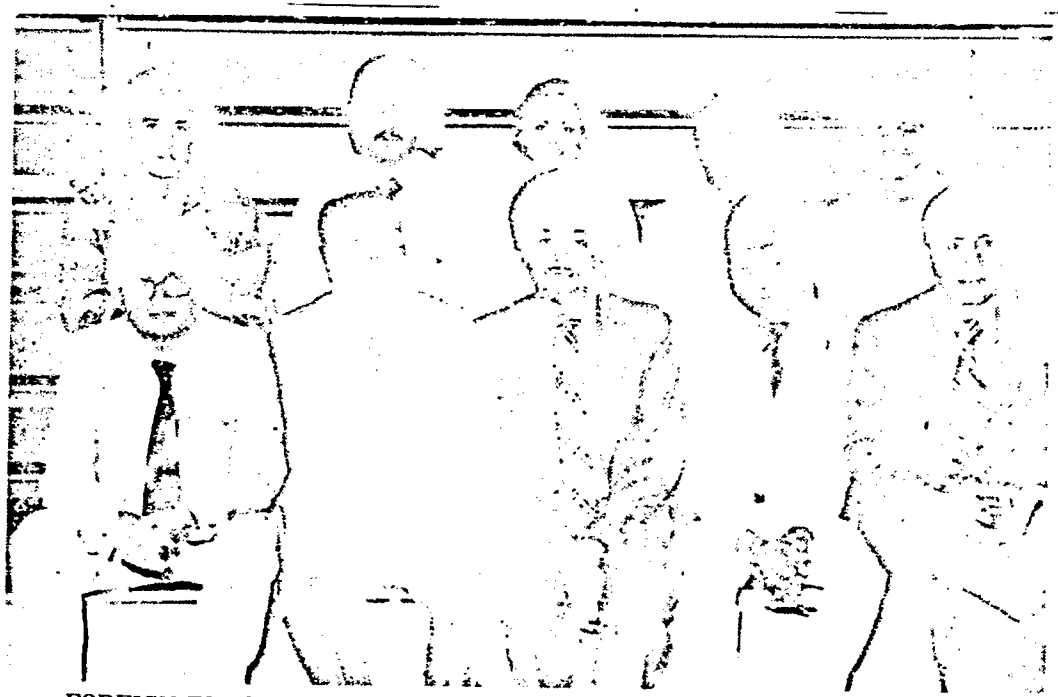
Following the week in t state, the groups rendezvous at Berea College to review nc formal education as applicat in Appalachia as well as Africa, Asia, Latin America a the Caribbean.

The main theme of t institute was to afford to forei educators a chance to vi lifelong learning program such as the local communi school program, that are r ususally available through t formal school system; and he discussion on the practicality such programs in their ov country.

The Third World educato visiting Montgomery Coun were: Samuel N. Agumadu officer-in-charge, Africa Institute for Economic a Social Development, Ivo Coast, West Africa; Olatoye Adeliyi, principal, Africa Church Teacher Trainin College, Nigeria, West Afric Joe F. M. Conceicao, directo Department of Extramur Studies, University Singapore, Singapore; Mar Guzman, National Director Adult Education, Ministry Education and Culture, Bolivi and Sumadi Sudarmac director, Institute of Extern Assistance, Office Educational Developmen Indonesia.

They were accompanied b LeRoy O. Smith, of th International Institute on No Formal Educatior Washington, and C. J. Bailey MSU.

Countries represented in th other groups includec Lebanon, Guyana, Ecuado Nepal, Pakistan, Bahrai Colombia, Bangladesh, Brazi Vietnam, Thailand and Egyp



FOREIGN EDUCATORS OBSERVE LOCAL COMMUNITY SCHOOL PROGRAM — Educational representatives from five foreign countries were in Mt. Sterling Thursday in conjunction with the International Institute on Non-Formal Education. Pictured from left, front row: Joe F. M. Conceicao, Singapore; Olatoye A. Adeliyi, Nigeria; LeRoy O. Smith, International Institute on Non-Formal Education, Washington, D.C.; Samuel N. Agumaduh, Ivory Coast; and Mario Guzman, Bolivia. In the back row, same sequence: Bill Morehead, MSU; Jim Hensley and Michelle Johnson, both of Montgomery County Community Schools; Sumadi Sudarmadi, Indonesia and C. J. Bailey, MSU. (Staff Photo)

Foreign Educators Here Yesterday

Mt. Sterling Advocate,

Mt. Sterling, Kentucky, Wednesday, May 7, 1975

Nine Indonesian educational leaders were in Montgomery County yesterday studying the Montgomery County Community School educational concept.

The Indonesians were in this county to view the adult learning center, home instruction and community planning and coordination system and are on a nine-week tour in the United States gaining familiarity with non-formal educational systems in conjunction with the Institute for International Studies in Education of Michigan State University in collaboration with Morehead State University and the University of Massachusetts.

The visitors were chaperoned to Montgomery County by C. J. Bailey of the Appalachian Adult and Educational Center at Morehead, which is a part of the Department of Adult Counseling and Higher Education at MSU.

Michelle Johnson of the local community education program hosted the guests in Montgomery County and explained the current programs to them.

Before coming to Kentucky the group visited the U. S. Regional Education office in Atlanta.

Other stops on the Indonesians' itinerary include the New York Children's Television Workshop where the "Sesame Street" series is filmed and the University of Massachusetts, where they will receive further training.

The nine visitors are from a group of 12 Indonesians in this country for the tour.

Some of the educational titles of those visiting here included lecturers and staff heads of the Teacher Training Institute in Surakarta, an educational broadcasting producer and a directorate for research and community services development.

The Montgomery County Community Education concept is one of the first of its kind in the state and has been the subject of study by various foreign and national groups.

INDONESIANS VISIT MONTGOMERY COUNTY COMMUNITY EDUCATION SYSTEM — Nine Indonesian educational leaders studied the local community education program at Camargo Schools yesterday. The group is on a nine-week tour of non-formal education facilities in the United States. The visitors and area educational personnel are pictured from left, front row - Mr. Pepep; Mr. Sutopo; Mr. Darsono; Mr. Suryadi; C. J. Bailey, MSU; Mr. Subrata; and Bill Wigglesworth, MSU. In the back row from left - Michelle Johnson, Montgomery County Community Schools; Cleah Howard, Lyndia Rawlings, Marjorie Pelfrey, Carol Stafford, Montgomery County Adult Basic Education teachers; Mrs. Soedarinah; Elwood Shoemaker, Mr. Satmoko, Mr. Mustadi and Mr. Soemitro. (Staff Photo)

Montgomery County Included . .

Ford's Council Reviews Adult Education Program

Montgomery County, Louisville, and Lexington adult education programs were selected from Kentucky schools for review last Thursday by President Ford's National Advisory Council on Adult Education. Representatives from these schools appeared before the council at the Galt House in Louisville for three hours of testimony.

Montgomery County was selected because it has the largest rural adult program in the state and because of its unique community education approach to adult services.

Representing Montgomery County was Don Patrick and Steve Hartzell, administrators; Elwood Shoemaker, Lou McCarty, and Christine Morton, teacher; Beford Shepard, a G.E.D. graduate, and Marie Orme, presently an adult student.

The National Advisory Council on adult education is made up of fifteen nationally prestigious people who report directly to President Ford and to the Congress for forming new legislation and funding for programs.

Other participants included George Eyester from Morehead State University and Ted Cook, director of adult education programs in Kentucky.

PAGES Appendix N OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

ERIC

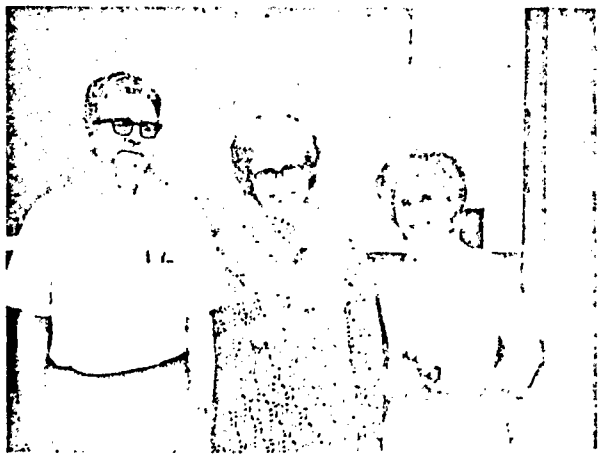
THE DINER

TUBE PRODUCTS DEPARTMENT
OWENSBORO, KENTUCKY

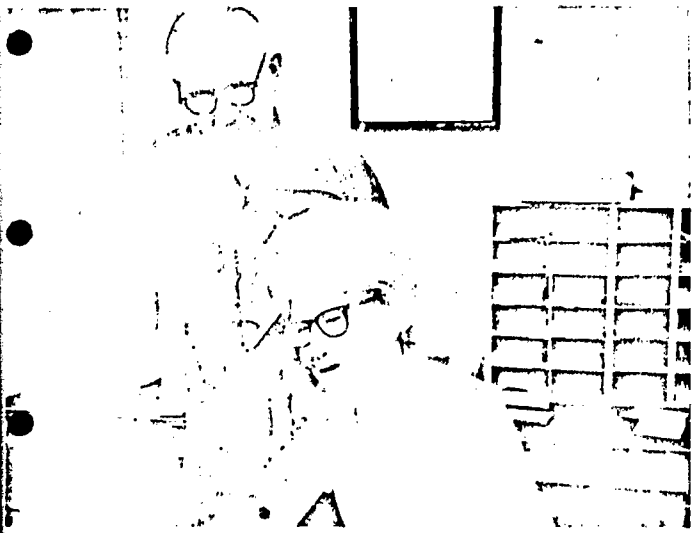
AN EQUAL OPPORTUNITY EMPLOYER

76-Tuesday
April 23, 1974

Nolan Allen, third from left, ended his 28 year GE career as a maintenance mechanic in grid this March. He is lauded by a group of friends and co-workers as they present him with a pile lined jacket adorned with greenbacks.



Clara Shiver, mounting operator, chose early retirement in March to join her husband, a recent GE retiree. Her career with GE started in March 1952. Her foreman John Worth looks on as group leader Madge Freels presents her with retirement mementos.



Mabel Kieser began her GE career in 1946 as a mounting operator and from there she went to group leader in mounting. Mabel retired in March as a material control clerk in the warehouse. Pictured with Mabel on her last service day is her foreman Cleo Nash.

E. B. Crabtree retired as a shipping dock clerk with plans of travelling and doing odd jobs at leisure. He is photographed with a host of friends and co-workers as he donned his Easter bonnet crowned with cash - his retirement gift from his friends.

G-E STOCK 54

INDUSTRIALS -1.33

REDUCE COST USE THE SUGGESTION PLAN

WEATHER
Partly sunny with chance of afternoon showers.

EMPLOYEE ADS AND ANNOUCNEMENTS

FOR SALE

17 cu. ft. GE refrigerator, bottom drawer deep freezer, 3 years old: gas stove (Premier Deluxe) 36", good condition. Call 683-1098 anytime.

1965 Falcon convertible, 289 4-speed, new paint and tires; $550.00. Call 278-2146 after 4:30 p.m.

1973 - 15.11' Swisscraft, 85 h.p. Johnson motor, open front, canvas cover, extra gas tank, all ski equipment and many extras, 10 mos. old. Call 926-1186 or see at 2639 Epworth Lane anytime.

One Firestone Deluxe Champion tire, size A-78-13, like new, $15.00. Call 683-7597 or see at 3626 Placid Pl. West.

ANNOUNCEMENT

There will be a yard sale Saturday, April 27 ½ mile out Pelville Rd. from Hawesville - dishes - furniture and clothing - washer - chrome table and 6 chairs and a little of everything.

Mrs. Lula Ward will be our guest speaker at our Wednesday noon Fellowship Meeting. Do come and join us.

I would like to thank each of you who in any way had part in my recent retirement for the nice dinner, cash gift and many personal gifts. Thanks again to all and may God bless each of you.

Ruth Bidwell

WANTED

Set of swinging doors for doorway, reasonable. Call 685-3393 after 6:00 p.m.

Baseball cards for the years 1930s, 1940s and 1950s. Call 683-1894 after 4:00 p.m.

* * * * *

DAYTON, OHIO -- A $141,177 government contract for electron tubes has been awarded to the General Electric Company, Tube Products Dept., 316 E. 9th St., Owensboro, Ky., by the Defense Supply Agency's Defense Electronics Supply Center in Dayton, Ohio.

The fixed-price, supply-type contract calls for 7,073 type 7077 tubes which will be produced in accordance with military specifications at the contractor's plant in Owensboro.

The Defense Electronics Supply Center procures, manages and supplies common electronic parts used by the armed services and various other government agencies.

* * * * *