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ABSTRACT

Concerned with training local educational agencies in planning and administering community education programs, this report summarizes a year-long project in Arizona, New Mexico, and Colorado. Included are a narrative description of the project and its activities, a list of objectives and agenda subects, assessment, a summary evaluation, and recommendations. The project was designed to produce six results, including the training of district teams in the three states, the development of three- to five-year plans, the development of a cadre of practitioners in local programs who could train others, and the establishment of a team of educational professionals in the three states who could provide technical assistance. The team approach and inclusion of three states was believed to have contributed to the participants' positive reactions to the training. Recommendations for future training include more time allotted to the selective recruitment and thorough orientation of team members, pretraining orientation for coordinators with emphasis on exchanging ideas, regular coordinator meetings, and the establishment of specific definitions for planning and programming. (Author/WD)

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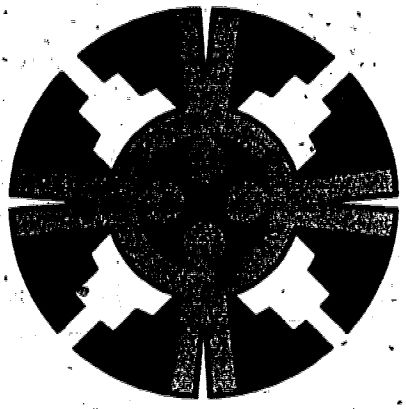
FINAL REPORT

TRAINING FOR PLANNING PROJECT



SOUTHWEST CENTER FOR COMMUNITY EDUCATION DEVELOPMENT

CE 013 387

FINAL REPORT

TRAINING FOR PLANNING PROJECT

FUNDED BY A GRANT
FROM THE
UNITED STATE OFFICE OF EDUCATION
Grant No. G007902777

A JOINT PROJECT OF
ARIZONA STATE UNIVERSITY
THE CHARLES STEWART MOTT FOUNDATION
and
U.S. OFFICE OF EDUCATION

DR. SUSAN C. PADDOCK, PROJECT DIRECTOR

INTRODUCTION

The Training for Planning Project was funded by a grant (No. G007902777) from the Office of Community Education, U.S. Office of Education (now the Department of Education), under the Community Schools Act of 1974 (PL 93-380, Sec. 405). The rules of that act specified that training to local educational agencies

> will be for the purpose of providing on-going, continuous training to eligible recipients of training in local educational agencies planning and administering community education programs....

The project was directed by Arizona State University, working cooperatively with New Mexico State University (Las Cruces) and the University of Colorado (Boulder). Local teams in each of those states received training in planning strategies and components, and were expected to develop comprehensive long-range plans by the end of the project.

This report is one of two products of the project. The other, a planning handbook, provides materials for training in planning. This report includes:

1) a narrative description of the project and its activities;

2) a list of project objectives and an assessment of achievement of each objective;

3) lists of agenda subjects for each of the content areas covered by training sessions;

4) evaluations of individual sessions and of the project as a whole, as provided by local participants and state coordinators;

5) a report by an outside evaluation team on the process aspect of the training; and

6) a summary evaluation and list of recommendations.

The year-long project was worthwhile for participants. It was also valuable to the project director and staff, who learned how to provide more effective training in planning and how to develop materials for that training. The staff is therefore grateful for the opportunity to engage in this training. It should be noted, however, that all opinions expressed in this final report or in other products of the project are wholly those of the author, and no official endorsement from sponsoring organizations should be inferred.

DESCRIPTION OF THE PROJECT

The Training for Planning Project developed and implemented a training program which focused on planning. Project content and methods were intended to increase the capacity of districts to engage in planning and to train others in their own and other districts in planning. It was developed to:

1) utilize training methodologies which lead to long-term, self-sufficient training programs at the local level;

2) incorporate a planning perspective in community education programming and training at the LEA, SEA and IHE levels; and

3) implement training within a framework which links concepts and strategies through a leadership component.

The project was designed to meet two identified needs:

1) the need to be able to develop and implement plans for community education at the local and state levels; and

2) the need to conduct training using methods that are highly effective in both the short and long run.

These needs were addressed by focusing on the role of leadership in the process model (Horyna, 1977).

The project focused on training local leaders in developing long-range plans and in creating planning capabilities in their own districts. Teams from local educational agencies served by the respective universities received the training. Districts to be trained were selected originally based on five criteria: 1) statement of interest in the project; 2) a record of some experience and success in community education; 3) evidence of district leadership; 4) proximity to the training site (the university) so that progress could be monitored; and 5) a statement of commitment to the project. The districts originally selected were:

Arizona (Phoenix Area)
- Glendale Elementary School District
- Mesa Unified School District
- Paradise Valley Unified School District
- Tempe Elementary School District
- Tempe Union High School District

Colorado (Denver/Boulder Area)
- Boulder Valley School District
- Denver County School District
- Jefferson County School District
- St. Vrain Valley School District

New Mexico (Las Cruces Area)
- Alamagordo School District
- Albuquerque School District
- Bloomfield School District
- Las Cruces School District
  (because these districts were not near Las Cruces difficulties arose from the beginning)

Because of a number of factors beyond the control of the project--most notably the fact that several district programs lost funding and therefore were no longer viable programs for this training--the final districts which were trained were:

Arizona

Mesa Unified School District
Tempe Elementary School District
Tempe Union High School District
(Washington Elementary School District, Phoenix, sent representatives to most training sessions but did not become an active project team.)

Colorado

Colorado Springs School District
Denver School District
St. Vrain School District
(Boulder School District attended the first training session but did not participate actively thereafter because team members did not feel they needed the training.)

New Mexico

Alamagordo School District
Hatch School District
Las Cruces People Olé Project
(Albuquerque School District continued to plan to participate through the first part of the project, but did not attend training sessions.)

The training was conducted in the following manner:

1) teams of district administrators and citizens involved in community education were formed in each of the participating districts;

2) district teams received intensive training in planning concepts and strategies during an initial two-day session;

3) throughout the year (during four additional one-day sessions) district teams were trained in planning management systems for the components of community education. These components were to be integrated into the general plan developed by each district at the beginning of the year. Progress in developing and implementing plans was to be monitored throughout the year by project staff; and

4) by the end of the year each district team was to have completed a plan for the development of community education which contained (a) a general view of anticipated directions and outcomes of the program; (b) a detailed description of outcomes of the various components of the plan; (c) an explanation of the integration of the various components of the plan; and (d) an analysis of the steps in the management system which would be necessary for full implementation of the plan.

In addition to training teams from local educational agencies, the project sought to develop a capacity within each state to train others in community education planning, and to develop training materials in planning which others might use. The results of these goals are planning cadres in each state and the planning handbook.

HISTORY OF THE PROJECT

The state-level coordinators met with the project director in late August, 1979, at the beginning of the project. During this session the fundamentals of the grant and of project activities were discussed, along with the necessary elements in project management at each state institution. In addition, the project staff met with the consultant who would conduct the first training session on planning strategies. While this session was a thorough orientation to the project, the importance of paying close attention to the specifics of the grant apparently was not stressed sufficiently, for a midyear meeting to review the project revealed that project staff had not completed their tasks as detailed in the grant.

After the general orientation of state coordinators, local site orientations were conducted and firm commitments to participate were solicited. Because of scheduling and personnel problems the initial two-day training session was delayed for all states until late October; this change in schedule caused other difficulties later in the project.

The two-day training sessions were conducted by Dr. Roger Farrar, Arizona State University, and Ms. Beverly Carver, Scottsdale Public Schools. The sessions were held October 22-23 (Arizona), October 25-26 (New Mexico) and November 1-2 (Colorado).

Following the initial training session one-day training sessions were held in each of the four states, as listed below:

Arizona	Jan. 23-24, 1980	Human Res. Development
	March 7, 1980	Cooperation
	March 27, 1980	Evaluation/ Needs Assess.
	April 24-25, 1980	Operations

Colorado	Dec. 6, 1979	Evaluation/ Needs Assessment
	March 7, 1980	Operations
	May 9, 1980	Cooperation
	May 16, 1980	Human Resource Development
New Mexico	Jan. 17, 1980	Evaluation/ Needs Assessment
	Jan. 18, 1980	Operations
	March 20, 1980	Human Resource Development
	Marcy 21, 1980	Cooperation

A final session was held in each state to review districts' plans and evaluate the project. In one state this was combined with the visit by the outside evaluation team.

The project director visited New Mexico in January and observed a training session. The Arizona project facilitator visited Colorado in May and observed a training session; this visit, however, was too late to be able to serve as a monitoring visit. In addition, all staff met in Colorado in March to review progress to date and to plan for the remainder of the year. This meeting took the place of the one originally planned for the conclusion of the project since it was becoming evident that the project was having some problems. This midyear meeting proved to be an essential one, for at that time the project director detailed the responsibilities of each state-level coordinator and in the following months action was taken to overcome previous deficiencies.

The final activities of the project were an evaluation by an outside team of evaluators in June, 1980, and the development of a handbook on planning during the summer of 1980. This handbook was based upon materials used and feedback received during training; it thus builds on project strengths and attempts to avoid project weaknesses.

REVIEW OF ACHIEVEMENT OF PROJECT OBJECTIVES

The project had three major goals:

1) to train teams in planning concepts and strategies and in the application of those to their local community education programs;

2) to develop the capacity within each state to work with or train others in planning for community education; and

3) to prepare and disseminate training materials in planning for community education.

A review of these goals and their related objectives permits a better understanding of the project. This review appears in the remainder of this section of the final report.

Goal 1.0 LEA Training

1.1 By October 1, 1979, four-member administrative teams from at least fourteen school districts in Arizona, Colorado, and New Mexico will receive intensive training in planning concepts and strategies, as evidenced by an evaluation of the training.*

Arizona

Dates of training: October 22-23, 1979
Location: Marcos De Niza H.S. Tempe, AZ.
Districts participating: Tempe Elem; Tempe Union High School; Mesa Unified; Scottsdale Unified (Mesa Comm. Coll.)
Number of participants: 19
Evaluation of training session: (5=excellent, 1=poor)

Objectives	3.82
Relevance	3.24
Organization	3.75
Physical Setup	3.84
Presentation	3.35
New material	3.47
Handouts	4.14

Colorado

Dates of training:	November 1-2, 1979
Location:	Kunsmiller Jr. High, Denver
Districts participating:	Boulder; Colo. Spgs; Denver; St. Vrain
Number of participants:	25

Evaluation of training sessions:

Objectives	3.81
Relevance	3.83
Organization	3.78
Physical Setup	3.56
Presentation	3.44
New material	3.67
Handouts	4.20

New Mexico

Dates of training:	October 25-26, 1979
Location:	New Mex. St. Univ. Las Cruces
Districts participating:	Alamagordo; Hatch; Las Cruces (People Olé)
Number of participants:	21

Evaluation of training sessions:

Objectives	3.76
Relevance	3.50
Organization	3.89
Physical Setup	3.21
Presentation	3.46
New Material	3.81
Handouts	4.00

Comments from participants:

+"Plan to use some of the goal setting techniques next month with advisory council"
+"Found it a bit too sophisticated to apply to our present program"
+"Intend to utilize NGT this summer with my Advisory Council"
+"Better able to plan and establish goals with the Community Education Council"
+"Used NGT with the Advisory Council to set goals, provide direction, etc."

+"As a result, new programs have been attempted and better service provided"
+"A very positive experience intellectually but not sure of the value in practicial experience"
+"The techniques provided made it easier for the community to have input on goal planning, The PERT chart allows us to serve the community more effectively"
+"The group sessions when persons from the same school district worked together could be very beneficial if we were allowed to follow the same procedure at other planning meetings. The representatives of city and community school were experiencing a first time opportunity to explore possibilities together. Continued planning together could result in a very noticeable impact on the school district."
+"Has not been attempted in my community."
+"I have used NGT with several other groups already."
+"Most participants seemed a bit overwhelmed by the compexities of the tools presented. Some of the presenters were operating at a level of sophictication far beyond that of the participants and were, therefore, somewhat intimidated."

Summary of Objective 1.1:

This objective was achieved at a relatively high level of performance. There was some difficulty with one of the consultants, which could be avoided on a second training project.

1.2 By November 1, 1979, district teams will complete a general three-year plan for community education in their districts, as evidenced by a report of those plans.

Plans of New Mexico districts appear in the appendices of this report.

Statement from Colorado: "This objective was altered as a result of district demands for a different approach. This was due to inability of team members to attend training session consistently, diversity of responsibilities within local district and inability to commit financial resources on a long-term basis."

General goal statements from Colorado districts appear in the appendices of this report.

Statement from Arizona: "The districts reported they had goals and plans and were not willing to develop new plans. No concrete plans were produced. A general policy statement from the Tempe districts appears in the appendices of this report."

Summary of Objective 1.2: By and large, the long-term plans which were to be forthcoming from the districts did not materialize. There were several reasons for this, both at the district and project staff levels.

1.3 By May 1, 1980, district teams will receive training in integrating the major elements of community education into the three-year plan developed earlier, as evidenced by a report of those detailed plans.

Detailed plans are not available, except as displayed in the appendices (general plans).

1.4 By May 1, 1980, district teams will provide evaluative feedback on the content and format of training, on the role of training in developing district community education, and on the materials developed to train others in planning for community education, as evidenced by evaluation reports from each district.

An overall evaluation of the project was conducted by the outside evaluation team, focusing on process aspects. did provide additional summative evaluation information; typical of such evaluations is the following:

"Generally speaking the series was stimulating, genuinely useful, and fun. The only major criticism is one of followup. Either (our) team was negligent in its appreciation of "homework" activities, or those activities were not clearly delineated. It might have been valuable to provide contracts for each participant wherein "homework" tasks were clearly required and reporting mechanisms provided. Such a vehicle might have helped to encourage team work and team participation in the development of district palns."

Data on specific training sessions follow:

SESSION TITLE	STATE	DATE	LOCATION	NUMBER OF DISTRICTS PARTICIPATING	NUMBER OF PARTICIPANTS	EVALUATION OBJ.	REL.	ORG.	PHY.	PRESENT	MATERIAL	HANDOUTS
Needs Assessment Evaluation	AZ	3/27/80	Tempe, AZ	4	13	4.25	4.69	4.63	4.15	4.63	4.23	4.75
	CO	12/6/79	Boulder, CO	3	16	4.77	4.64	4.75	4.86	4.64	4.36	4.71
	NM	1/17/80	Las Cruces, NM	3	18	4.36	4.11	4.29	3.33	4.45	4.24	4.76
Human Resource Development	AZ	1/23-24/80	Mesa, AZ	4	16	4.25	4.25	4.0	4.65	4.0	4.75	4.45
	CO	5/16/80	Boulder, CO	3	8	3.0	4.0	3.0	5.0	5.0	2.0	N/A
	NM	3/20/80	Alamagordo, NM	3	14	4.51	4.65	4.38	4.43	4.53	4.1	4.48
Operations	AZ	4/24-25/80	Payson, AZ (in conjuction w/ACEA workshop)	6	28	(evaluation data not collected)						
	CO	3/7/80	Denver, CO	3	14	4.15	3.75	3.57	3.33	3.57	3.25	2.2
	NM	1/18/80	Las Cruces, NM	3	19	4.19	3.89	3.6	4.42	4.42	3.89	3.6
Cooperation/ Collaboration	AZ	3/5/80	Mesa, AZ	5	19	3.89	4.32	4.19	3.6	4.42	3.6	4.11
	CO	5/9/80	Denver, CO (in cooperation with ADE)	2	7	3.5	4.0	4.0	3.4	3.4	3.8	4.0
	NM	3/21/80	Alamagordo, NM	3	14	4.23	4.05	4.08	3.75	4.20	3.45	3.8

Participants' comments on Needs Assessment/ Evaluation sessions:

Best feature of this session was:
ZCI; Burnout chart; speaker; material presented; practical nature and ideas; goal or task-setting; matrix format; overview of evaluation potential.

Weakness of this session:
Would have liked more on needs assessment; could have used two sessions on this topic; not enough group interaction during work session; heard it before; didn't get through all the material.

Items for future application:
material on program evaluation; progress planning technique; ways of making a survey applicable and more useful; ZCI; discussion on questionnaires; matrix assigning of tasks or ideas; techniques for consensus.

"Good techniques for implementation of goals, but I didn't feel the evalution portion was specific enough. We will now be able to effectively plan for more community involvement."

"Very definite ideas given to help me work with the advisory council. Specific help to establish goals and get more input from the council. Helped to establish a more workable advisory council."

"Able to use ZCI with council and arrive at some commitment and agreement on goals."

"As a result of the discussion on program evaluation we developed a new evalution form."

"It is suggested that if this service is replicated, materials be developed that take the participant through a step-by-step approach to needs assessment and evaluation."

Participants' comments on Human Resource Development sessions:

Best feature of this session was:
Time allowed for sharing; opportunity for interaction; creativity; finding out what type of leader you are; presentation of new (to me) techniques.

Weakness of this session:
needed a few more participants; time limits.

"Workshops provided concrete approaches to the development of human resources based upon a real situation. It was particularly successful because we had opportunity to listen to the response of participants in the development of the community education program. Since these people were not, for the most part, trained community educators, it was valuable to learn how they approached the community education program and how they met problems as those problems arose. Equally rewarding was the presentation of simple, clearly delineated suggestions via overhead projector."

Participants' comments on Operations sessions:

Best feature of the session was:
No time wasted; much material covered; stress management; learning how to relax; the amount of information.

Weakness of this session:
parking difficult; federal projects, pessimistic outlook.

Items for future application:
pursuing private funding sources; funding source worksheet; grantsmanship information; guidelines for federal funding; ways to deal with stress.

"Looking back, I don't think I learned anything that will help me in community education except the importance of political lobbying."

"Sessions on budgeting, proposal writing, and programming were all valuable. Of greatest significance was the session on proposal writing, as this highly demanding skill requires repeated attention for the novice. As a result of this and previous workshops we made our first attempt at a proposal for one year of operation. That exercise was both highly difficult but informative."

Participants' comments on Cooperation and Collaboration sessions:

Best feature of this session was:
speaker's enthusiasm and new ideas;
speaker's experience and candor;
materials.

Weakness of this session:
Needed more time for discussion; the good results of the program were presented in a negative style; not enough time to get into specifics; applied more to directors and school boards.

Items for future applications:
Approach to dealing with corporations and industry; need for peer communications.

"Session an inspiration to any community needing to know of the possibilities and strides that can be made with CE and business. A successful program that operates under one umbrella should be a goal for any community. We need to pursue some of the possibilities presented."

"Hopefully, the presentation will have an impact on this district."

"Many useable ideas presented that would be practical for our community."

"Possible impact with school board members."

The agenda of the sessions varied from state to state with the exception of the initial training session conducted by consultants. This variation reflected differing needs and resources, along with differing district expectations in each of the states.

The agenda for the initial, two-day training session was:

Day 1: Goal-Setting--Tangible/Intangible and its relationship to accountability--Carver
NGT Goaling Activity and CEGA--Carver
PPBS--Farrar
Linking Program Objectives to Community Goals--Carver/Farrar

Day 2: PERT--Farrar
Building on existing programs--Farrar/Carver
Evaluation--Pre/post-test; QAM; OMOE--Carver

What is not included in this training which, in retrospect, was greatly needed, was a substantive discussion of what planning is and what it involves.

Subjects covered in other sessions included:

Needs Assessment/Evaluation
needs assessment techniques
questionnaire construction
interviewing techniques
data analysis
reporting
evaluation terminology and methods
process component of evaluation
uses of evaluation
Delphi
ZCI

Human Resource Development
- directive/nondirective leadership
- learning styles
- leadership styles
- motivation matrix
- stress management
- job analysis
- delegation
- supervision
- conflict management
- role of principal
- councils
- volunteers
- Johari window
- group roles
- team building
- process facilitation

Operations
- facility planning
- budgeting
- scheduling
- community resource center
- funding sources
- grantsmanship
- federal funding guidelines
- staffing

Cooperation/Collaboration
- public relations
- brochures
- federal picture of CE
- partnerships
- steps in collaboration
- force field analysis
- experiences in cooperation
- funding for cooperation

Summary of objective 1.4: All workshops were held as planned. Some workshops suffered from scheduling problems. Agendas varied from site to site, in part as a response to participants' needs and in part due to different understandings by coordinators of what was expected at training sessions.

Goal 2.0 Capacity Building

2.1 By May 1, 1980, a cadre of community education administrators who have participated in the project in each of the three states, and who are willing to serve as trainers in planning for other LEA teams in their respective states, will be formed, as evidenced by letters of commitment from cadre members.

Cadres have been formed in each of the states:

Arizona
- Rosalina Baldonado
- Jesus Cardona
- Elizabeth Lopez

Colorado
- Richard Burchill
- Gil Cruter
- Anne Fitzgerald

New Mexico
- Judi Conrad
- Patti Fish
- Carol Thurm

These groups will serve as consultants on planning in their respective states. There is also some hope that all the teams will be able to meet at the NCEA National Convention in Denver in December, 1980, to share experiences and plan collaborative efforts.

2.2 By May 1, 1980, representatives from community agencies involved in planninf for community education will be familiar with the techniques and outcomes of the porject, as evidenced by a log of agency representatives who have observed sessions, worked with project staff, or received project materials for review.

The following agencies were involved in training activities of the project;

Arizona:
- Mesa Community College
- Arizona Department of Education
- Tempe School Board
- Tempe Parks and Recreation
- Guadalupe City Council
- Phoenix Parks and Recreation
- Area Agency on Aging
- Mesa Interagency Council
- Department of Economic Security

Colorado:
- Colorado Department of Education
- Colorado State University
- (other agency names not provided)

New Mexico:
- Human Services Consortium
- Parks and Recreation
- Southwest Mental Health
- NMSU faculty and staff
- Las Cruces School Administration
- Alamagordo School Administration/Staff
- Cooperative Extension

In addition to the agencies listed above, a list of human service agencies in each of the states has been compiled and representatives of each of those agencies will receive materials from the project.

2.3 By May 1, 1980, a cadre of state community education training agency representatives will be established for the purpose of serving as consultants in planning for other educators....

The experiences and lessons of this project were the basis for a federal proposal for funding which developed and expanded a training consortium. Key to this consortium is working with LEA's in capacity-building activities consistent with the planning concept. Even if this proposal is not funded, commitment has been received from the following parties with regard to the consortium approach, and thus efforts will be made to extend the planning training effort in ways not requiring funding.

Valdosta State College
Brigham Young University
Kansas State University
Arizona State University
University of Oregon
Western Michigan University
University of Connecticut

Goal 3.0 Training Materials

3.1 By May 1, 1980, reports of the progress of the project will be disseminated to a national audience, as evidenced by a log of newsletter articles, presentations, journal articles, and workshops completed.

Articles appeared in the newsletters of the Southwest Center for Community Education Development (2 times), the New Mexico Center for Community Education Development (3 times) and the Colorado Association for Community Educators (1 time). The centers' newsletters are distributed nationally.

A brief report on the project appeared in the NCEA monthly newsletter, Community Education Today.

An article is in preparation for the Community Education Journal.

A presentation on the project was made at the New Mexico State Community Education Conference in April, 1980.

Presentations are planned for the following meetings:

CACE	September	1980
ACEA	October	1980
NMACE	October	1980
NCEA	December	1980
AERA	April	1981

3.2 By June 1, 1980, a report of the project conduct and outcomes, as well as an evaluation of the project, will be published and disseminated.

This report fulfills this objective.

3.3 By August 1, 1980, a monograph describing the basic procedures in creating and implementing a detailed plan for developing and expanding district-level community education programs will be published and disseminated.

The monograph has been published and is available from the Southwest Center for Community Education Development ("The Planning Handbook").

EVALUATION OF PROJECT BY PROJECT STAFF

Project coordinators in Colorado and New Mexico were asked to evaluate the project in terms of initial training given; materials provided by the project; support provided by the project; effectiveness of the consultants used; staff effectiveness in assisting project participants in planning; and major strengths and weaknesses of the project. These evaluations appear on the following pages.

Training for Planning in Community Education
Project Report
State of Colorado

Evaluation of Project by Project Staff

1. Initial training given project staff: The initial meeting of Project Coordinators with the Center Staff and Project Director was most beneficial regarding the logistics of the training project. There was an apparent understanding of the training program among those in attendance and not until much later did confusion arise relative to the specifics of the actual training. In retrospect we should have discussed the specific items to be dealt with in each of the training sessions to ensure a consistency in the three states. This would have allowed for a more measurable product.

The involvement of the project facilitators would also have been helpful as we look back to further clarify their roles. As we now begin to relate the specific activities which took place in the total Colorado training program, we find they are difficult to fit into the specific categories of the grant goals and objectives. We, as a group, should have stressed page by page review of the grant to ensure clarification.

This project was a beneficial experience for those able to participate. We do not feel that because we specifically cannot relate Colorado's accomplishments with stated grant goals and objectives that it should be interpreted otherwise. Of necessity, some changes were made in agreement with the project director, based upon the specific needs of the participating school districts.

2. Materials provided by project: A more structured agenda and training program would have been helpful. We attempted to provide an informative, enriching program for each topic area but were not consistent with what other states provided. The selection of team members could have been more structured and consistent from community to community with predetermined guidelines. The evaluation forms needed to be adjusted somewhat because of the program changes made, but that could not have been forseen. We were provided sufficient information and copies of the grant promptly upon

our request. Suggestions for tools, experience and particular information relative to each topic would have been helpful.

3. Support provided by project: All resources necessary to the successful implementation of the training project were sufficient--a reflection of a well written grant. It would have been helpful to provide meals and break beverages, but that is a restriction of the Federal Government that we could not control.

We feel that we received excellent support throughout the project. At any time requests were made by us, they immediately were attended to. When resources were needed or clarification was necessary, the response was complete and prompt. This was definitely a strength of the administration of the grant.

4. Effectiveness of consultants used: We varied from highly effective to non-effective in our use of consultants. It was unfortunate that the first session consultants delayed the start of the project, based upon the stated need for more time to prepare. The material presented was, by their own admission, that used regularly in both their classes and consultant work. The material presented was both timely and appropriate but it lacked a design allowing participants the opportunity to experience its implementation. This experience basically left our participants lacking enthusiasm and commitment.

Our own selection of consultants was at times no better. The resource person for planning for human resources lacked the competence, when with the group, that he showed us in our meetings and discussions with him.

Other consultants generally proved competent, helpful and informative with our resource person in needs and assessment and evaluation proving to be outstanding.

The outside project evaluator proved to be highly organized and most professional. She was well received by the team leaders and most impressed them with her approach and thoroughness.

5. Your effectiveness in assisting districts in planning: We did not specifically assist our districts in planning. Our role emerged as that of one providing an environment and resources necessary to their planning. As we look back over this training project, we would in the future take a more active role in presenting at each session as well as spending time with districts in their own setting. We were in a position to help them better relate information provided to their local needs than many of our presentors. Again, some of this was a result of a lack of specific training plan but also the decision to allow districts to implement the training at their discretion.

Almost immediately, it became apparent that overall district plans were large and diverse with participants often representing segments of the community rather than overall needs. Team member attendance was sporadic and inconsistent, preventing them from having all of the necessary information. Resistance to that type of application was met almost immediately because of time and staff commitments with the option being to implement training received as they felt necessary.

We feel that many participants are able to be more effective in their work as a result of specific items received during the training project. Although overall district plans did not result from the project, much useful information was shared.

6. Major strengths of the project: These included

a. bringing together diverse community education leaders from around the state
b. the opportunity to relate with a specific gro from within a community in a common project
c. the sharing of needs, concerns and resources by participants relative to community educati
d. the exposure to specific skills and technique that relate to planning.

7. Major weaknesses of the project: These include

a. lack of specific training package
b. individual training days spread out over a period of months
c. lack of reinforcement or reward system for participating districts
d. lack of consistency of attendance by team mem
e. lack of coordination and consistency with meeting dates.

Evaluation of project by New Mexico staff

Initial training given project staff: see comments on outside evaluation.

Materials provided by project: adequate

Support provided by project: by project director--very good

Effectiveness of consultants used: evaluations were very good of almost all consultants used.

Effectiveness in assisting districts in planning: evaluations showed teams to be pleased. Effectiveness will be judged over long term.

Major strengths and weaknesses: see outside evaluation.

EVALUATION OF THE PROCESS ASPECT OF THE PROJECT BY THE EXTERNAL EVALUATION TEAM

The project received additional federal monies to support an outside evaluation. Because the products of the project were rather evident (either by their presence or their absence) and because an outside perspective was needed on how to improve the training process, this team was asked to concentrate on the process aspect of the project. The report of the external evaluation team appears on the following pages. A summary of the recommendations made by the team appears on page 40.

EVALUATION REPORT ON
TRAINING FOR PLANNING IN COMMUNITY EDUCATION

A Project of the
Southwest Center for Community Education Development
Arizona State University
Tempe, Arizona

Prepared By:
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6/30/80

For Submission To:

Dr. Susan C. Paddock
Southwest Center for Community Education Development
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OVERVIEW

This evaluation was conducted on a federally-funded training project of the Southwest Center for Community Education Development at Arizona State University. This year-long project provided for the development of training for local community educators in Arizona, Colorado, and New Mexico. Project coordinators at Arizona State University, New Mexico State University, and the University of Colorado were responsible for the delivery of training to selected teams of community educators in their respective areas. Each coordinator was assisted by a training facilitator (graduate assistant). Consultants with specific areas of expertise were brought in to assist with training as needed.

This evaluation was conducted at the request of the project director, Dr. Susan Paddock (Arizona State University), who was interested in identifying the specific processes and procedures which contributed most significantly to the overall success of the project. Seven aspects of the project were selected for investigation:

1. Project goals
2. Interaction of states
3. Sequence and content of training
4. Selection of participants
5. Orientation and training of coordinators and facilitators
6. Maintenance of planning emphasis
7. Attendance of team members

PROCEDURES

In order to examine the processes and procedures of this project, the evaluators conducted structured interviews with:

1. the project facilitator and two of the three team leaders from the Arizona State University component (since the project director also served as coordinator for this component, she was not included in the evaluation);
2. the project coordinator, facilitator and three team leaders from the University of Colorado component;
3. the project coordinator and three team leaders from the New Mexico State University component.

Three instruments were developed to collect data relevant to the evaluation questions. The procedure for the interview sessions was as follows:

1. Evaluator met with project coordinator, facilitator, and team leaders from each state as a group to explain the purpose of the interview and outline the procedure.
2. Team leaders filled out Form A (see Appendix A).
3. Evaluator interviewed each team leader individually using Form B and compiled a list of all questions which solicited substantially different responses from the participants.
4. Evaluator interviewed facilitator using Form C and continued list.
5. Evaluator interviewed coordinator using Form C and continued list.
6. Evaluator met with total group, read back items where discrepancies were noted, and asked for clarification as necessary. Comments were recorded.

The responses from all participants were compiled according to the evaluation concerns previously identified.

RESULTS

Project Goals

All participants shared a common understanding of the goals of the project, and all but two felt these goals had remained consistent over the course of the project. However, the participants from one state had modified the goal which concerned the development of a long-range plan in order to meet more closely specific local needs, since the team leaders felt they had already received training relative to that goal. The participants agreed that the long-range planning goals should have received more emphasis in order to improve the functional quality of each team's final product. Several team leaders wanted a more precise structure for the plan and time to involve more of the community in the developmental process.

CONCLUSIONS: Coordinators and facilitators appeared to have a clearer understanding and appreciation of the potential of the long-range planning aspects of this project than did team leaders. This made it difficult for participants to agree on the appropriate strategy for meeting this goal.

RECOMMENDATIONS: Prior to beginning the actual training sessions, the coordinators should participate in a structured rehearsal of the actual long-term planning process. Examples of the expected final product should be presented and discussed. A similar exercise should be conducted by coordinators for team members.

Interaction of States

According to the coordinators and facilitators, the inclusion of three different states allowed for an exchange of materials and experiences; it also increased the motivation of the participants to meet the goals of the project.

CONCLUSIONS: The participation of several states contributed positively to the success of the project even though, due to limited travel funds, the communication between states was largely spontaneous and informal. If more travel money had been available, regular coordinator meetings could have been held. This would have increased the value of having several sites by structuring the exchange of ideas and of problem-solving strategies.

RECOMMENDATIONS: In the event that increased travel money is not available, monthly conference calls with the project director should be scheduled for coordinators and facilitators.

Sequence and Content of Training

Although the sequence of training was dictated by the project's guidelines, all coordinators and facilitators and seven of the eight team leaders felt they had input into the actual content of the sessions.

Coordinators and facilitators tended to identify a session as useful if it was easily organized and ran smoothly, while team leaders identified sessions as useful if they were able to apply the training immediately in their own districts.

There was no agreement on which sessions were least useful; team leaders identified a variety of topics as least useful, depending on each individual's previous training and experience in community education.

Half of the team leaders identified the sessions on needs assessment/evaluation as most useful and felt more time should have been spent on these topics. Reactions to the sessions on goal development were also positive, although participants felt the trainers should have spent more time demonstrating the application potential of the models presented.

CONCLUSIONS: Participants generally agreed that financing, needs assessment and evaluation were the most useful training topics. Participants further agreed that practical exercises to help them see the possibilities for application in their respective districts were the most beneficial components of the training.

Although the coordinators and facilitators solicited feedback from participants in each session, the team members did not always see the impact of their evaluations on subsequent training.

RECOMMENDATIONS: Financing, needs assessment, and evaluation should each be treated as separate topics, rather than combined with other material. In addition, the value of the practical exercises might be enhanced by scheduling more follow-up discussions where participants can share successes and problems encountered when implementing training ideas in their respective districts. This would also provide the coordinators with more feedback on the usefulness of specific components of the training and allow team members to see themselves as more involved in the development of training content.

Selection of Participants

According to the coordinators and facilitators, the limited time available for recruitment of districts precluded a complete assessment of the skill level of districts interested in participating. Such an assessment would have allowed the coordinators to tailor the training to specific district needs. In addition, they felt the training might have been more appropriate for districts which did not have extensive community education programs and where related training had not been previously available. Coordinators support the team leaders' efforts to select teams with broad representation from the community. However, team leaders had difficulty maintaining a consistently high level of team participation due to the differences in schedules and professional responsibilities of team members.

CONCLUSIONS: Although broad-based teams were initially identified, the actual participants at individual sessions varied due to schedule conflicts. Most team members held full-time positions in their own districts and were not able to secure sufficient release time for consistent participation in the training. In two states, the team members had participated in similar projects in the past because of the proximity of their districts to the universities.

RECOMMENDATIONS: More time should be available to coordinators for the selective recruitment and thorough orientation of team members; this would be possible if the criteria for selection of participating districts and not the actual names of districts were required in the proposal. The time between submission of the proposal and notification of funding could be used to analyze the needs of available districts so that the final selections could result in a more homogeneous grouping of expertise and needs. This approach also could take into account changes between proposal submission and funding, since those changes, especially at the district level, can affect training design and outcomes.

Once participating districts are identified, orientation activities should be expanded to include not only prospective team members, but other administrative decision-makers in each district, such as the school boards and superintendents, in order to integrate the project into the priorities of the district. This would provide increased support for team members needing release time to attend sessions and also would facilitate the incorporation of training outcomes in district programs.

Orientation and Training of Coordinators and Facilitators

Staffing of the project varied among the three states. Two states had a coordinator and facilitator as outlined in the project guidelines. However, in one of those states the

project director also served as coordinator, and the participants felt that combining these responsibilities caused the facilitator to assume too much responsibility for the actual training. In the third state, the coordinator was unable to secure a facilitator and felt that additional help would have been beneficial

The coordinators and one of the two facilitators attended two days of orientation training conducted by the project director. These sessions were spent reviewing the proposal and clarifying operational guidelines. In the proposal, a second coordinators' meeting was planned near the end of the project to work on the monograph and project report. The project director decided to change this to a mid-year (January-February) meeting, but because of scheduling conflicts the coordinators' meeting was not held until mid-March, when the project was well into its training cycle. While this proved to be a valuable session, the coordinators agreed that the meeting would have been more profitable if it could have been held earlier.

CONCLUSIONS: The main emphasis of the orientation and training for coordinators and facilitators was on proposal directives and constraints and on planning the first major (2-day) training session. Less time was spent on actually planning out specific activities or anticipating problems. Team leaders in two states received no structured orientation prior to beginning the training sessions.

RECOMMENDATIONS: Pre-training orientation for coordinators should include more opportunities for participants to compare their perceptions of the project goals and exchange ideas for organizing and conducting sessions. Coordinators should in turn conduct brief versions of this orientation for team leaders. In addition, regular meetings of coordinators should be held throughout the project (see Evaluation Item 2).

Maintenance of Planning Emphasis

All participants were able to differentiate between the planning and programming aspects of the training, although definitions of the two varied. The majority of participants understood that planning had been the predominant emphasis of the training.

CONCLUSIONS: Although participants saw a distinction between planning and programming, some team members did not view planning as a necessary prerequisite to programming. Coordinators generally maintained the planning emphasis in the training, but programming concerns were often included in an attempt to make the training more immediately relevant to the participants.

RECOMMENDATIONS: It may be advisable to establish specific definitions for planning and programming. These would be introduced to participants during orientation sessions and repeated throughout the training. The content of all sessions could then be related directly to these definitions in order to help participants understand the individual concepts and appreciate the relationship between them. In addition, more time should be spent initially helping participants perceive their need for this training. Since some of them had been running programs without long-range plans, they occasionally saw planning as a luxury rather than a necessity and may have needed more concrete examples of how planning contributes to program growth and development.

Attendance of Team Members

Team attendance at sessions varied. All participants agreed that this was due to the diverse and extensive professional responsibilities of the participants which often conflicted with scheduled sessions. Transportation to training sites was also a problem for several team members. Although not required by the project guidelines, one coordinator attempted to compensate for absences by videotaping some of the training sessions and mailing materials to absent participants.

The majority of participants felt the attendance of team members would be improved by reducing the number of sessions and increasing the length of individual sessions from one to two days. However, there was no agreement on an optimal amount of time between sessions.

CONCLUSIONS: Participants would have fewer problems attending all sessions if (1) a definite schedule for all sessions were available to them prior to beginning training; (2) all training was conducted at a single, centrally-located site; and (3) the number of sessions were reduced by expanding each session to two or three days.

RECOMMENDATIONS: Because of the commitment to involve many people from different positions in the project, there is probably no way to assure perfect attendance of all team members. However, some of the problems encountered by participants perhaps can be minimized. Once the schedule for training is established, an effort should be made to gain support for the schedule from administrators in each district who will be expected to release team members from their regular duties. This would also increase local commitment to the project.

A single site for training should be agreed on by the participants, with consideration given to transportation alternatives and parking availability.

Increasing the length of sessions to several days would allow more integration of topics and further emphasize the

"process" aspects of planning. Since this would reduce the total number of separate sessions, participants who were absent would miss substantial portions of the training and might make more of an effort to overcome problems interfering with their participation. Also, several team members believed that one of the fringe benefits of participation in the project was the opportunity to meet other community educators, and longer sessions would allow more time for informal interaction.

SUMMARY

All team members agreed that participation in the training had increased their skills in community education planning and thus had enhanced their ability to function as leaders in their respective districts.

The use of a team approach and the inclusion of three states contributed significantly to the participants' positive reactions to the training, and the interaction with other community educators provided additional rewards for both coordinators and team members. The logical arrangement of topics helped participants view planning as a process, and the content of sessions provided direction for implementing this process in local districts. Problems and concerns were due primarily to the differences in the expertise and experience of the participants, rather than to the design of the project. Since all project components included in this evaluation were found to contribute to the overall success of the project, the recommendations are directed at minimizing some of the possibly unavoidable operational problems inherent in a project of this scope.

PROJECT DIRECTOR'S SUMMARY OF EXTERNAL EVALUATION RECOMMENDATIONS

In summary, the outside evaluation team recommended that:

1) coordinators should participate in a structured rehearsal of the planning process;
2) coordinators should orient team leaders/ members;
3) monthly conference calls and/or regularly-scheduled meetings should be held among state coordinators and the project director;
4) financing, needs assessment, and evaluation should be separate training sessions;
5) practical exercises should be included in training;
6) followup discussions of implementation should be included in training;
7) criteria for selection, rather than actual district names, should appear in a funding proposal; districts should be homogeneous;
8) team members and other decisionmakers of the districts should be oriented to the project;
9) sessions should be two or three days in length; all sessions should be held at one site;
10) a definite schedule should be made and adhered to;
11) means to assure attendance should be developed;
12) specific definitions of planning and programming should be established, and all content of sessions should be related to these definitions;
13) time should be spent helping participants perceive their need for training; and
14) support for the training schedule should be obtained from participants' supervisors.

The outside evaluation is an important piece of information on project process management, not only for this project but for others as well.

APPENDIX A

Forms

FORM A

TEAM LEADERS: Please take a few minutes and complete the following items.

NAME_____

MAILING ADDRESS_____

_____

_____

SOCIAL SECURITY NUMBER_____

1. How long has your district had an operating community education program?

2. How long have you been involved with this program?

3. Please write a brief paragraph describing the community education program in your district. Include such items as (a) number of sites; (b) number of participants; (c) program offerings (general); (d) sources of funding; and (e) organizational structure.

FORM B

STRUCTURED INTERVIEW FOR TEAM LEADERS

(5) 1. What input did you have regarding the sequence of the training sessions?

(6) 2. What input did you have regarding the content of the training sessions?

(7) 3. Which session was most useful to your team?

(8) 4. What made this session more useful than the others?

(9) 5. Which session was least useful to your team?

(10) 6. What prevented this session from being as useful as the others?

(11) 7. What potentially useful content relative to planning in community education was not covered in these sessions?

(12) 8. In what ways could the usefulness of the information presented in these sessions be increased by changing the order in which topics were arranged?

(13) 9. How many sessions did your entire team attend?

(14) 10. Were there sessions where no member of your team was present?

(16) 11. What factors interfered with the attendance of your team members at these sessions?

12. What would you personally do differently as a team leader to improve the attendance of your team members?

TEAM LEADERS 2

(17) 13. What could a coordinator do to improve the attendance of your team members?

(18) 14. What changes in the project design might improve the attendance of your team?

(19) 15. Were you assigned homework as a part of your participation in this project?

(20) 16. What specifically was assigned?

(Complete 17 and 18 for each assignment.)

(21) 17. Did your team complete this assignment?

(22) 18. (a) IF YES, how much time outside of the sessions did the assignment require?

(b) IF NO, what prevented your team from completing the assignment?

(24) 19. What did you feel was the primary value of the homework assignments?

(25) 20. How could this value have been increased?

(26) 21. What is your definition of planning?

TEAM LEADERS 3

(27) 22. What is your definition of programming?

(28) 23. What percentage of the total training time was devoted to each of these aspects?

(32) 24. Has your understanding of the goal of this project changed in any way since you were first invited to participate?

(33) 25. IF YES, what caused you to change your interpretation?

FORM C

STRUCTURED INTERVIEW FOR FACILITATORS/COORDINATORS

1. What was unique about your state in relation to the other two participants?

2. How do you feel your participation in the project was improved by the interaction with coordinators from other states?

3. Would the project have been improved by the addition of more states?

4. Would the project have been less productive if there had been only one state involved?

(1) 5. What input did you have regarding the sequence of the training sessions?

(2) 6. What input did you have regarding the content of the training sessions?

(3) 7. Which session was most useful to your teams?

(4) 8. What made this session more useful than the others?

(5) 9. Which session was least useful to your teams?

(6) 10. What prevented this session from being as useful as others?

(7) 11. What potentially useful content relative to planning in community education was not covered in these sessions?

(8) 12. In what ways could the usefulness of the information presented in the sessions be increased by changing the order in which topics were arranged?

FACILITATORS/COORDINATORS 2

(9) 13. How many sessions were attended by all members of all teams?

(10) 14. Were there sessions where entire teams were not represented?

15. Was there a follow-up procedure to assist teams and/or team members who were unable to attend sessions?

(11) 16. What factors interfered with the attendance of team members at sessions?

(13) 17. What would you personally do differently, as a coordinator, to improve the attendance of your teams?

(14) 18. What changes in the project design might have improved the attendance of team members?

(15) 19. Did you assign your teams homework as a part of their participation in this project?

(16) 20. What specific assignments did you make?

(Complete 21 and 22 for each assignment.)

(17) 21. Did your teams complete this assignment?

(18) 22. (a) IF YES, how much time do you feel this assignment required?

(b) IF NO, what prevented the teams from completing this assignment?

FACILITATOPS/COORDINATORS 3

(19) 23. What did you feel was the primary value of the homework assignments?

(20) 24. How could this value have been increased?

(21) 25. What is your definition of planning?

(22) 26. What is your definition of programming?

(23) 27. What percentage of the total training time was devoted to each of these aspects?

28. What training did you receive prior to beginning your work with the teams?

29. In what way could the training you received have been made more useful?

30. At what other points in the project would additional training have been useful?

(24) 31. Has your understanding of the goal of this project changed in any way since you began working with the teams?

(25) 32. IF YES, what caused you to modify your definition of the project goal?

SUMMARY EVALUATION OF PROJECT BY PROJECT DIRECTOR

The Training for Planning project had its successes and failures. Among the successes were the opportunities for interaction and learning provided to community educators; the (albeit not comphrehensive) plans developed by participating districts; and the interstate cooperation encouraged by the project. Even the failures may in a sense be seen as "successes" to the extent that they demonstrated the extent to which the design was viable.

Most notable among the criticisms made of the project, and responses to those criticisms are:

1) There was no training package.
   Response: The handbook is the training package; however, it could not have been developed without the year's experience in what works and what does not work. Future training sessions can use the handbook and modify it to meet specific needs. A major benefit of this will be that trainees will have a sound introduction to the *concept* of planning--something on which insufficient time was spent in this project.

2) The initial orientation of coordinators and subsequent supervision were inadequate.
   Response: Although two days were spent in August, 1979, in reviewing the grant with coordinators and meeting with consultants, coordinators felt ill-prepared for the project. This criticism, however, raises the issue of the extent to which professional subordinates with administrative responsibilities in a project should be supervised. This issue has arisen repeatedly in funded projects, and concerns the question of professional integrity. The project director feels there is no one solution to this problem. The problem may in part be solved by more regular contacts either by conference calls or at

meetings. However, more frequent meetings will necessitate a larger budget, which may make a project prohibitively expensive.

3) There was lack of conformity in training among the states.

Response: There was a complaint on the part of some that there was no conformity among the states with regard to training. However, given the vastly different devlopmental levels of the districts in the states, it appears that more uniformity would decrease the responsiveness of state coordinators to districts' needs.

4) There was little orientation of district teams.

Response: This meant that the need for and expected outcomes of training were poorly understood by participants. One state had a 3-hour orientation for team leaders-but the result of that was that teams wished to change the goals of the project.

5) There was a lack of followup/monitoring activities.

Response: "Homework" (some participants, surprisingly, objected to this term, which was chosen because it is generally understood by educators) was supposed to be assigned--districts were to meet on their own and coordinators were to assist in their development of comprehensive plans. The failure of coordinators to monitor districts' development of plans, which was critical to the project design and outcomes, meant that participants did not have the full benefit of the project. In one state there was not even time set aside during training sessions for teams to meet and work.

Were this project to be repeated, the following alterations would be made:

1) Closer supervision of project staff, both on-site and in the field.

2) More regular contacts between project staff, either by phone or at meetings (if funds are available).

3) A better selection and orientation process for participating districts.

4) The use of a systematic training package (the handbook).

5) Adherence to the original design to allow teams to share plans, progress and problems with teams from other states or locations; and

6) A modification in training design, concentrating content training at the beginning of the project and using later sessions for followup, monitoring and additional training as needed.

IN CONCLUSION

The project was designed to have six sets of results or products. Those were:

1) the training of district teams in three states in developing and implementing plans for the successful management and development of local community education programs;

2) the development (by district teams aided by project staff) of three- to five-year plans for the management and development of local community education programs;

3) the development of a cadre of community education practitioners in local programs in three states who will provide training to others in planning for community education;

4) the establishment of a cadre of community education professionals in training institutions in three states who will provide technical assistance and consultative help to others in planning for community education;

5) the publication of a project report which describes training procedures and local plans and provides an evaluation of those procedures and plans; and

6) the publication of a monograph which will allow others to be trained in planning for community education programs.

Despite problems, the project was able to produce these results. The problems, moreover, of such a field-based experience will lead undoubtedly to better training, better training products and better projects in the future.

APPENDICES

A. The Project Proposal
B. Coordinators' Letters
C. Training Session Evaluation Form
D. Newsletter Articles (Selected)
E. Goal Statements and Plans of Participating Districts

APPENDIX A

THE PROJECT PROPOSAL

Overview of the Project

This project developed as a result of input from three sources: A Process Model for Community Education Development (Horyna, 1977); an assessment of training needs (see Section II: Training Needs); and an assessment of training methodologies (see Section II: Training Needs and Section III: Methods). The project plan which developed from this input seeks to:

(1) utilize training methodologies which lead to long-term, self-sufficient training programs at a local level;

(2) incorporate a planning perspective in community education programming and training at the LEA, SEA and IHE levels; and

(3) implement training within a framework which links concepts and strategies through a leadership component.

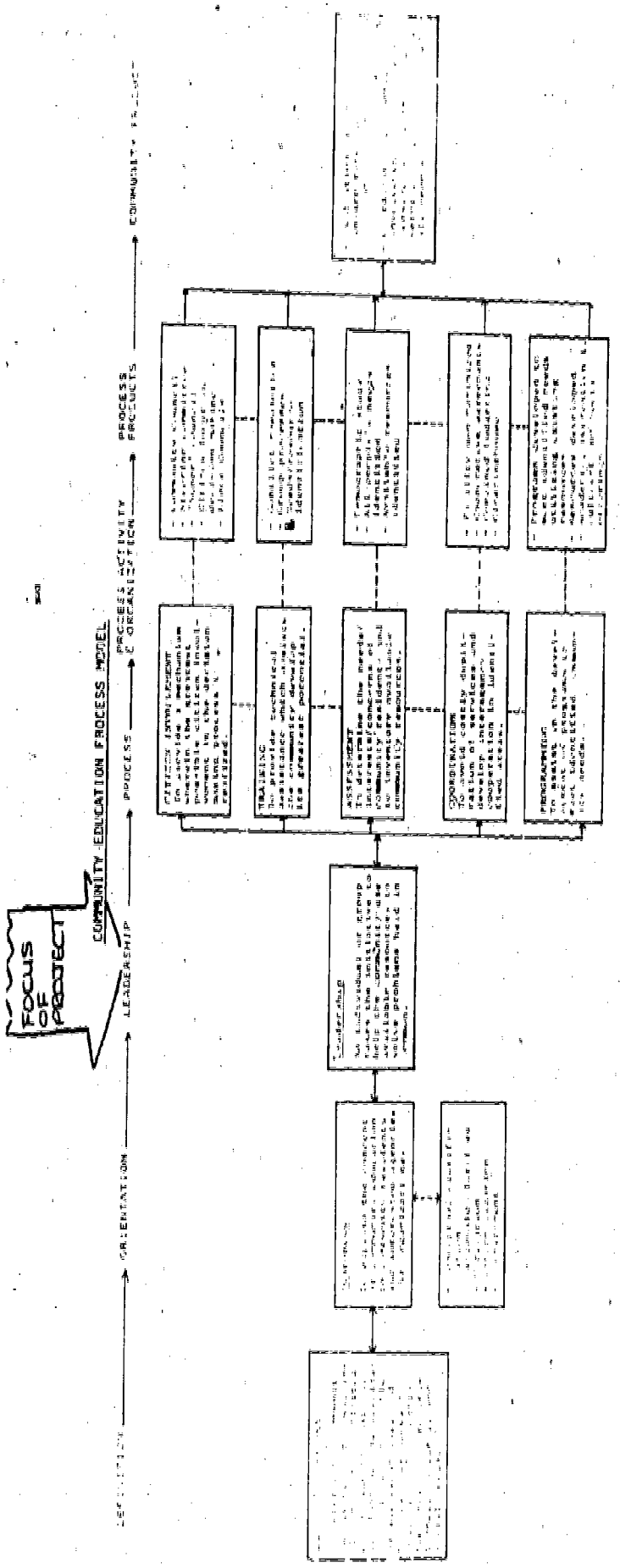
The Process Model

The term "process" has become a catchword in community education, used liberally to justify a host of programs, services and activities. Yet until recently there has been no effective model for applying the process approach in establishing, maintaining and expanding community education. In 1977, in response to a need for such a model in Nevada as well as throughout the United States, a process model was developed. This model, presented below, integrates community education components into a continuous and growing process. More important, at least for this project, the model identified the key role of leadership in the implementation of a process approach to community education. (See following page.)

This project uses the leadership component of the process model described above to plan for the integration of the model's components into a general, three-year plan aimed at substantially improving district-level community education. These components are inclusive of the minimum elements described in federal community education legislation, as shown in the following summary.

Summary of Relationship Between Minimum Elements, Process Model and Project Training

Element	Name of Model Component	Name of Training Session
School Involvement	Definition	General Plan (Session 1)



Element	Name of Model Component	Name of Training Session
Community Served	Assessment	General Plan (Session 1)
Public Facility	Coordination	Operations (Session 4)
Scope of Activities and Services	Programming	Operations (Session 4)
Community Needs	Assessment	Needs Assessment and Evaluation (Session 2)
Community Resources/ Cooperation	Coordination	Cooperation (Session 5)
Program Clients	Programming	Human Resource Development (Session 3)
Community Participation	Citizen Involvement	Human Resource Development (Session 3)

The training will address each of the model components/ minimum elements and will do so from a training perspective. Briefly, the procedures to be followed are:

(1) Teams of district administrators involved in community education (example: assistant superintendent, principal, district coordinator, parks and recreation representative) will be formed in each of the participating districts.

(2) District teams will receive intensive training in planning concepts and strategies during a two-day session conducted by members of the Department of Educational Administration and project staff.

(3) District teams will develop general three-year (or, if preferred, five-year) management plans for community education development in their respective districts. These plans will be reviewed by project staff, who will offer suggestions for strengthening the plans.

(4) Throughout the year (during four additional one-day sessions) district teams will be trained in planning management systems for the components

of community education. They will integrate these components into the general plan developed at the beginning of the year. Progress in developing and implementing plans will be monitored throughout the year by project staff.

(5) By the end of the year each district team will have a completed plan for the development of community education which contains:

(a) a general view of anticipated directions and outcomes of the program;

(b) a detailed description of outcomes of the various components of the plan;

(c) an explanation of the integration of the various components of the plan; and

(d) an analysis of the steps in the management system which are necessary for full implementation of the plan.

The plan will be submitted to other project participants for review and critique; it will also be submitted to district and agency personnel in the local area for review.

(6) As a result of this project each participating district will:

(a) have a detailed working plan for the development of community education locally;

(b) be able to generate additional plans as needed and to implement those plans; and

(c) be able to train others in the district, the local area, and in other districts in planning concepts and strategies.

(7) In addition, as a result of this project, project staff and advisors will be able to work with additional districts in implementing a planning approach to community education, and to develop plans in their own organizations (IHE's, SEA's and state Community Education Associations.

(8) Finally, as a result of this project, a monograph on training for planning in community education and implementing a planning approach will be available to community educators throughout the country, enabling them to replicate the planning approach in their service areas. This replication will be aided further by the project report, which will detail the methods used in training and evaluate the effectiveness of those methods.

Because of its content and format, the project is expected to have a significant impact not only on participating districts but also on training design and content generally.

In summary, this project includes:

(1) a planning approach which incorporates a system of management for each local community education program;

(2) a team approach intended to strengthen district community education;

(3) a monitoring approach which links project staff and participants in a system of homework, close supervision, and regular feedback;

(4) a field-based approach which uses training as an opportunity to affect positively and immediately a district's community education program;

(5) a capacity-building approach on the part of project staff, participants, and observers in the application of a planning methodology in the development of community education; and

(6) a process approach to community education which focuses on local leadership as a catalyst for program development, improvement and expansion.

Selection of LEA's

LEA's were selected for this project based on the following criteria:

(1) a statement of interest in the project. Most of the LEA's in the project have been involved in discussions about the need for training in planning which date back to early spring, 1978. This original interest led to the development of this project.

(2) A record of some experience and success in community education. Because the project requires that participating districts already be familiar with community education concepts and operations, only districts with a "track record" of some sort were invited to participate in this project.

(3) Evidence of district leadership. Because of the intensive nature of the training, both at training sessions and during district team work sessions, only districts with a paid community education coordinator and with a team of district administrators willing to work on the planning process were invited to participate in the project.

(4) Proximity to the training site. This project requires frequent training sessions as well as constant supervision of district teams by project staff. In order to eliminate time-consuming travel by LEA teams, to facilitate supervision of LEA's by project staff, and to provide close monitoring of a model process, only districts within an easy driving distance of each of the training sites were considered for participation in the project.

(5) A statement of commitment to the project. The nature of the project requires district commitment to: a) planning; b) teamwork; and c) ongoing training. This commitment was obtained from districts at each training site and is evidenced in the letters of commitment, Appendix B.

The LEA's selected for participation are:

Arizona (Phoenix area)

1. Mesa Unified School District
   Team Leader: Jesus Cardona
2. Paradise Valley Unified School District
   Team Leader: Mike Kirkland
3. Tempe Elementary School District
   Team Leader: Liz Lopez
4. Glendale Elementary School District
   Team Leader: June Reid
5. Tempe Union High School District
   Team Leader: Rosalina Baldonado

Colorado (Denver/Boulder area)

1. Denver County School District No. 1
   Team Leader: Gil Cruter
2. Boulder Valley School District RE J-2
   Team Leader: Jim Schott
3. St. Vrain Valley School District RE 1-J
   Team Leader: Jack Pope
4. Jefferson County School District
   Team Leader: Dick Pounall

New Mexico (Las Cruces area)

1. Las Cruces School District
   Team Leader: Carol Thurm
2. Alamogordo School District
   Team Leader: Nancy McLeskey
3. Bloomfield School District
   Team Leader: William Rapp
4. Albuquerque School District (North Area)
   Team Leader: Abel McBride

The number of districts is limited because of the necessary criteria placed upon participants and because this project, as a test or model project, must work intensively with only a few districts.

Activity Number	Activity Statement	Completion Date
3.2.2	Collection of evaluation data from project participants by project staff.	5/1/80
3.2.3	Preparation and publication of project report by project staff.	6/1/80
3.2.4	Dissemination of project report by project staff.	7/1/80
3.3.1	Basic outline of monograph by project staff.	10/1/79
3.3.2	Detailed outline of monograph by project staff (feedback and critique by staff members).	11/15/79
3.3.3	Submission of detailed outline (3.3.2) to project participants for feedback.	2/1/80
3.3.4	Revision of detailed outline (3.3.2) by project staff based on participants' feedback.	3/15/80
3.3.5	Rough draft of monograph by project staff--submission to others for critique.	6/1/80
3.3.6	Revision and final draft of monograph by project staff.	8/1/80
3.3.7	Publication and dissemination of monograph by project staff.	9/1/80

Timeline

July/August, 1979 (pre-funding activity)

Meeting of Project Director and Coordinators with representatives of the Department of Educational Administration, College of Education, and Center for Executive Development, Arizona State University: planning for training session.

September, 1979

Training Session No. 1: Two days (one two-day session at each site, conducted by consultants; suggested dates, September 6-7, 13-14, and 20-21, 1979) Session topic: Concepts and Strategies of Planning.

LEA Homework: District team will develop general, three-year plan for district community education, incorporating eight elements of community education.

Project Staff Responsibilities: Evaluation of Training Session No. 1; supervision of LEA homework--report to Project Director.

October, 1979

Training Session No. 2: One day (one session at each site, conducted by Project Coordinator or Director)-suggested date: October 8, 1979: Planning for Needs Assessment and Evaluation.

LEA Homework: District team will develop detailed needs assessment/evaluation plan which is integrated into general three-year plan.

Project Staff Responsibilities: Conduct and evaluation of Training Session No. 2; supervision of LEA homework--report to Project Director.

November, 1979

Training Session No. 3: One day (one session at each site, conducted by Project Coordinator or Director-suggested date: November 5, 1979) Planning for Developing Human Resources (training for effective councils and for staff development).

LEA Homework: District team will develop detailed human resource development plan which is integrated into general three-year plan.

Project Staff Responsibilities: Conduct and evaluation of Training Session No. 3; supervision of LEA homework--report to Project Director. Project staff will meet during National Community Education Association Convention to: (a) conduct mid-project assessment; (b) review plans for remainder of project; and (c) present a description of the project at a convention session. Dates: November 28-30, 1979.

December, 1979

Project Staff will review progress and evaluations to date and will revise training and supervision activities as needed.

January, 1980

Training Session No. 4: One day (one session at each site, conducted by Project Coordinator or Director)-suggested date: January 14, 1980. Planning for Operation (facility use, programming, budgeting)

LEA Homework: District team will develop detailed operations plan which is integrated into general three-year plan.

Project Staff Responsibilities: Conduct and evaluation of Training Session No. 4; supervision of homework--report to Project Director.

February, 1980

No Training Session

LEA's will continue to integrate operations plan into general plan.

Project Staff Responsibilities: Supervision of LEA homework. Project staff at ASU will complete detailed outline of monograph on training for planning and will submit to other project staff and participants for comment.

March, 1980

Training Session No. 5: One day (one session at each site, conducted by Project Coordinator or Director)-suggested date: March 3, 1980. Planning for Cooperation.

LEA Homework: District team will develop detailed plan for interagency community cooperation which is integrated into general three-year plan.

Project Staff Responsibilities: Conduct and evaluation of Training Session No. 5; supervision of LEA homework. ASU staff will revise outline of monograph based on comments received.

April, 1980

LEA district teams will complete general plan, integrating needs assessment and evaluation, human resource development, operations and co-operation elements. LEA teams will prepare final copy for distribution/discussion at Training Session No. 6.

Training Session No. 6: One day (one session at each site, conducted by Project Director and Project Coordinator)-suggested date: April, 25, 1980. District Teams' Presentation of Plans. Discussion and reaction-review of year's progress in project generally-examination of next steps-evaluation of project.

Project Staff Responsibilities: Supervision of LEA homework as plans are completed; conduct and evaluation of training session No. 6; evaluation of project process and district products--reports to Project Director.

ASU Staff will begin writing monograph and project report.

May, 1980

Project Staff Responsibilities: Project Coordinators will complete project evaluation reports.
ASU Staff will complete project report.
ASU Staff will continue writing monograph.

June, 1980

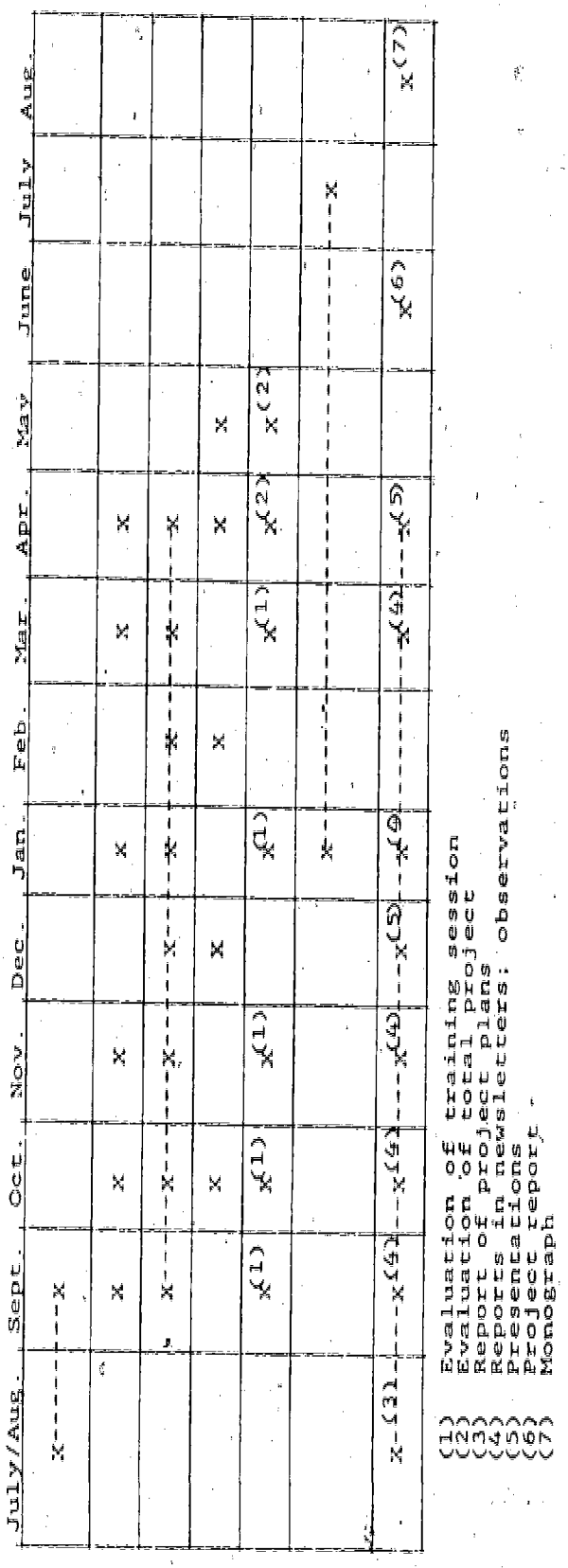
ASU Project Staff will complete first draft of monograph and submit to Project Staff and Review Board for comments.
ASU Staff will publish project report.

July, 1980

ASU Project Staff will revise monograph based on comments and evaluations received.

August, 1980

ASU Project Staff will publish monograph on training for planning and disseminate it to identified audiences.



List of LEA Homework Assignments

1. September

   Planning for community education: Placing the minimum elements in a three-year management plan.

2. October

   Integrating needs assessment and evaluation activities into three-year plan.

3. November

   Integrating plans for effective councils, staff development into three-year plan.

   Implement first steps in general plan as appropriate. (example: begin needs assessment)

4. December

   Continue implementation of general plan.

5. January

   Integrating plans for facility use, programming and budgeting into three-year plan.

   Begin process of board approval, as necessary.

6. February

   Continue activities of January

   Provide comments on monograph outline.

7. March

   Integrating plan for interagency cooperation into three-year plan.

   Continue official approval process.

   Implement steps in general plan as appropriate.

8. April

   Continue to implement three-year plan.

   Evaluation of project.

9. May/June

   Provide comments on monograph draft.

Methods

The design incorporated in this training proposal reflects feedback from LEA administrators and community education leaders on preferred training methods. This feedback was generated in individual conferences as well as in the following workshops and evaluations:

- Evaluation of 1977-78 Arizona Department of Education Training Project. (see Appendix G)
- Evaluation of 1977-78 Arizona State University Community Education Competency Training Project. (see Appendix H)
- Discussion during May, 1978 Community Education Swap Shop, Casa Grande, Arizona.
- Feedback from Arizona Community Education Association Fall Workshop (October, 1978) Tucson, Arizona.

Community education leaders and administrators felt the following elements were critical for effective training and yet were often overlooked in designing training:

(a) training should be of district teams, rather than of individuals. This approach develops the teamwork concept within districts, leading to a better understanding of community education and a longer lasting commitment to action;

(b) training should be conducted at sites close to home so that travel time and need to stay overnight are minimized. A close site also is conducive to regular attendance at sessions by all team members;

(c) training should include a structured "homework" component in which the concepts and strategies presented in a training session are applied directly and immediately in the district.

(d) training activities should contribute to the development of district-level community education; they should not be merely "make-work" activities. This element necessitates an assessment of each participating district's level of implementation. (This assessment has been incorporated in the criteria for selection of LEA participants for the project.); and

(e) training sessions should be related to one another and should include time for teams to work together.

These elements have been incorporated into the training design of this project. Specifically, the methods are:

(a) use of teams from districts;

(b) training of districts which are at approximately the same level of development in community education (see selection criteria, Section I);

(c) training of districts at sites close to home yet conducive to work (i.e., not subject to interruptions by district day-to-day business);

(d) training sessions which include the presentation of concepts and strategies as well as time for district teams to work together (see sample agenda, following);

(e) training sessions are linked to structured homework assignments which are supervised by project staff (see homework assignments in Section III-activities and timeline); and

(f) training sessions build on one another and build the capacity of trainees to implement expanded district community education programs.

The project also includes the development of a monograph which can be used by others in training for planning. This monograph is also a critical element in the design of the project, since the project is an innovative one and the experience of this year can prove useful to others throughout the country.

This project believes that form as well as content affect program outcomes and results. Hence, the methods employed by the project as well as the subject address identified needs and are considered integral and essential elements contributing to the innovative nature of the project.

APPENDIX B

COORDINATORS' LETTERS

UNIVERSITY OF COLORADO, BOULDER

Department of Physical Education
and Recreation

June 13, 1980

Dr. Susan Paddock
S.W. Center for Community Education
108 Farmer Education Building
Arizona State University
Tempe, Arizona 85281

Dear Susan:

Enclosed is the Training for Planning in Community Education project report from Colorado. We are confident that it meets your expectations and that if additional information or clarification is necessary, that you will contact us.

We wish to thank you for the time and effort you put into securing this grant and for the inclusion of the Colorado contingency. It has been a most worthwhile experience which has resulted in the improvement of community education in our state.

You and your staff have been most supportive and helpful throughout the project duration and we express our sincere thanks. Hopefully, this next year will be increasingly successful for you.

Sincerely,

Patrick T. Long

Patrick T. Long
Project Coordinator

Jan Mehlin (P.T.L.)

Jan Mehlin
Project Facilitator

PTL/JM:mdh

Campus Box 354 • Boulder, Colorado 80309 U.S.A. • (303) 492-7333

Center For Community Education Development

New Mexico State University

College of Education Box 3N Las Cruces, N. M. 88003

Dr. Carolyn A. O'Donnell, Coordinator. (505) 646-1328

June 12, 1980

Dr. Susan Paddock
Southwest Center for Community Education
108 Farmer Bldg.
A.S.U.
Tempe, Arizona 85281

Dear Susan,

Enclosed is a 'quick and dirty' response. If more is needed please call.

I'll meet with our team leaders in the next week or so to plan the "cadre", and then forward the information to you.

I hope you know how much I appreciate your including New Mexico in your proposal. It was an excellent idea, carried out reasonably well for our first try, and enthusiastically received by our teams.

Thanks much, Susan.

Sincerely,

Carolyn A. O'Donnell

CAO'D/aml

APPENDIX C

TRAINING SESSION EVALUATION FORM

EVALUATION FORM

Date_____ Topic_____

Circle the Appropriate Number:

Objectives of the session were:	Clearly evident	5 4 3 2 1 0	Vague
Relevance of session to your work:	High	5 4 3 2 1 0	Low
Organization of the session:	Excellent	5 4 3 2 1 0	Poor
Physical Set-up:	Excellent	5 4 3 2 1 0	Poor
Presentation of material:	Excellent	5 4 3 2 1 0	Poor
Amount of new material presented:	All new material	5 4 3 2 1 0	None
Usefulness of hand-out material on audio-visual support:	High	5 4 3 2 1 0	Low

Best feature of this session_____

_____

Weakness of this session_____

_____

Additional comments and recommendations:

APPENDIX D

NEWSLETTER ARTICLES (SELECTED)

Center For Community Education Development
New Mexico State University
College of Education
Las Cruces, N.M. 88003
Vol 4 No 2
Nov 1979

FIRST ANNUAL NEW MEXICO ASSOCIATION FOR COMMUNITY EDUCATION CONVENTION

On November 15-17, 1979 Community Educators and distinguished guests will meet in Albuquerque, New Mexico for the First Annual New Mexico Association for Community Education Convention.

Registration is from 9:00 to 12:00 a.m. at Albuquerque Public Schools, North Area Administration Building, Corner: Second/Menaul. A box lunch will be served with official welcome at 1:30 p.m.

Keynote speaker for this year's program is Dr. Jack Minzey, nationally known community educator.

Small group workshops will cover:

1) development of State plan
2) Cooperative funding
3) Volunteers
4) Needs Assessment
5) School-Community roles/relationships

Participants will have the opportunity to attend at least two of these sessions Friday.

Summary and Farewell by noon Saturday.

Put NMACE on your calendar for November 15-17, 1979.

See you there!

NATIONAL ASSEMBLY ON COMMUNITY EDUCATION FUTURES

In mid October Dr. O'Donnell attended National Community Education Association's first National Assembly. Approximately 50 persons from around the Country were invited to participate in an intensive program to invent the future of community education. These 50 people were of diverse backgrounds and interests, including politicians, community organizers, lawyers, social workers, recreators, community education professionals, lay citizens, etc.

Using a futures invention process, 10 self-selected groups developed goals, strategies and tactics; forecast consequences - both positive and negative, and discussed in great depth the purpose and direction of community education.

The NMSU Center for Community Education Development is proud to have been invited to participate. It was an exciting (and exhausting) process, which promises to have a powerful impact on the community education movement.

Dr. O'Dommell will gladly share more information with any and all that are interested. In addition, a complete report of the process and outcomes of the Assembly will be developed by NCEA by late November.

JOIN N.C.E.A.

HAPPY THANKSGIVING
TO YOU -- FROM US

Staff left to right: Mina Mostafavi, Heather A. Lindeen, Gary Elwell, Chris Cholas, and Dr. Carolyn A. O'Donnell.

WHO'S WHO AT THE CENTER

Dr. Carolyn A. O'Donnell

Dr. O'Donnell is beginning her fourth year as coordinator of the Center for Community Education and Assistant Professor in the Department of Educational Management and Development. She has been a Community Education professional for eleven years, 8 of those years spent working in Michigan.

Chris Cholas

Chris is a social services worker, Native of Colorado and is presently working on a Masters degree in EMD, with an emphasis in Community Education. Chris is doing an internship in Hatch, NM, helping the community develop a Community project. He has a great interest in developing better ways of serving the handicapped.

Heather A. Lindeen

Heather is training as a secretary with the Center for Community Education Development. She is a native of Alaska and is presently studying English and Accounting. She professionally makes candles and macrame and also raises, trains, and shows Boxers.

Mina Mostafavi

Born in Iran, she came to the U.S. in May, 1977 to continue her education, earning a Master's Degree in Education at Sul Ross State University, Alpine, TX. Since fall 1978 she has been working on her doctorate at NMSU, Department of EMD.

As a graduate assistant in the Center one of her tasks is editor for the newsletter.

Gary Elwell

A Maine native with farm background, Gary has traveled and worked in the Eastern U.S. He has also traveled to Norway to study school and work cooperation as well as community education and life long learning.

Gary holds a BS and a MS from Universities in Maine and is pursuing an Ed. D. from the Center for Community Education Development, Dept. of EMD.

He will be working on grants and facilitating workshops at the NMSU Center for Community Education this year.

CALENDAR OF EVENTS

NMACE State Convention November 15-17, 1979 in Albuquerque.

HATCH TEAM "PERT-ING"

AT USOE WORKSHOP

USOE COMMUNITY EDUCATION WORKSHOP

A USOE funded Workshop on Planning for Community Education was held October 25-26. Representatives of 3 communities participated: Alamogordo which is in its third year of developing Community Education; Las Cruces-People Ole' Community Education project which is in its second year; and Hatch (Chili Capital of the world) has just begun Community Education with assistance of Chris Cholas of NMSU. Following is an article by one of the participants.

"TRAINING FOR PLANNING IN COMMUNITY EDUCATION"

The first in a series of 6 intensive community education (CE) workshops * designed to train core teams of New Mexico CE practitioners, proved extremely valuable to me.

Sponsored by the Center for Community Education Development at New Mexico State University, this series of workshops promises to help the CE practitioners generate a 3 to 5 year plan for his/her CE program.

As a new somewhat inexperienced officer on the People Ole' Board of Directors (an organization dedicated to facilitating community education in Las Cruces.), I am extremely grateful for the opportunity this series of workshops affords. As a result of my workshop participation, I feel a growing sense of pride in the commitment of CE practitioners in this state who are participating in the workshop series. Certainly the caliber of the consultants brought in for this workshop is a contributing factor; however, I suspect the opportunity to share successes and problems with others in the state is equally significant.

Goal setting as presented by Bev Carver, a woman of varied and vast experience in Arizona , became not only a manageable , but a reasonable one, as clarified the linkage between goals, objectives, and products. Through a process known as OMOE (objectives, means, organizations, and evaluation), we became more comfortable with such a problem as documentation (i.e., if your objectives are quantifiable, documentation is a breeze).

Bev also introduced us to the "Nominal Group Technique", a group process that allows a leader to effectively solicit equal input from each group participant (certainly a skill we all need).

Of equal interest, were sessions on Program Evaluation Review Technique (PERT) and Planning Programming Budgeting System (PPBS) presented by Roger Farrar, a professor at Arizona State University in the Department of Educational Administration. PERT is a management technique which enables an organization to systematically examine goals and objectives,

USOE WORKSHOP

and time-lines. Emphasis is placed upon quantifying objectives so that evaluation becomes easier and progress is recognizable. PPBS is an incredibly easy way to deal with budgeting, as its basic tenet is individual program cost. Undoubtedly, budgeting in this manner will prove especially valuable to those of us soliciting funds and writing proposals, because we will be able to cost out each component of our program in such a manner as to leave no question unanswered.

I cannot recommend these workshops too highly. They are designed to help the CE practitioner. And, they provide ample opportunity to share with others working in the field. The mix of practitioners and consultants, varying in degrees of expertise from that of the novice to the highly accomplished, provide the kind of rich experience that inevitably generates growth for all concerned.

* The remaining five workshops are:

Planning for:

1. needs Assessments and evaluations.
2. operation
3. developing Human Resources
4. cooperation

5. District teams-presentation of their plans.

The next one is December 7, in Hatch.

Judy Conrad

President

People Ole'!

ZUNI PUEBLO

Zuni Community Education Planning for Self Reliance, Zuni Pueblo, located 40 miles south of Gallup, New Mexico, has been working in the area of Community Education and Development for many years.

In 1964 a house to house survey was made to determine what the people wanted as tribal planning priorities. This survey became the basis for the Zuni Comprehensive Development Plan. The major areas of this plan for community improvement were:

a) to improve living conditions.

b) to enhance educational opportunities.

c) to raise the economic standards on the reservation.

The Zuni tribe in 1971 became the first tribe in the United States to take over control and supervision of all Bureau of Indian Affairs programs in operation on the reservation.

In the area of education, current activities and programs include a Headstart program, tribal alternative education program (grades 7-12), Zuni language and curriculum development, a higher education and scholarship program, adult education, administration of a Johnson-O'Malley district contract, cultural education program, and Zuni school district planning office.

The Zuni people have been researching the feasibility of creating their own separate public school district for several years and believe that local control of education offers the only opportunity to begin the long term process of upgrading the quality of education for Zuni Youth. A referendum for local decision on this matter was scheduled for August 1979.

The Tribal council has begun planning to reassess tribal priorities in all of the areas of life in our community and will conduct a community-wide needs survey beginning in September 1979. The information will be used to update and reprioritize needs identified in the Zuni Comprehensive Development Plan.

For further information contact:

Hayes Lewis

Zuni Division of Education

Pueblo of Zuni

Zuni, New Mexico

(505) 782-4630

COMMUNITY EDUCATION IN HATCH

In the Hatch valley, New Mexico, there is an effort to initiate a locally-developed Community Education project. With the support of J.Q. Barnes, the school district superintendent, Dr. C.A. O'Donnell, the Coordinator for the Center for Community Education Development at NMSU, placed one of her graduate assistants, Chris Cholas in Hatch to facilitate community education development there.

Since going to Hatch, Chris has found widespread interest in Community Education. Several teachers and aides in the school system are interested in Community Education Development in Hatch, and are committing their time to involve other members of the Community. The fact that Hatch is primarily a year-around agricultural Community may create difficulty in bringing together interested farmers and farm-workers, whose time may be scarce for meetings.

So far, there are two teachers, one school counselor, and a medical doctor who are willing to be part of a core committee to develop a local Community Education plan.

There are two initial goals in the plan:

1) to involve more community members in Community Education.
2) to get two or three Adult Education classes going. (A G.E.D. Course, which is organized by the Dona Ana Branch College in Las Cruces, is being offered in Hatch, but attendance could be increased.

As we achieve more of a community base, then we feel programs and activities will emerge that reflect the needs and interests of the local citizens.

Chris thinks that by attendance at workshops training sessions, a core of people of Hatch will become more interested in Community Education and continue to spread the word. The future appears optimistic for Community Education in Hatch.

Coming in from the outside has its advantages and disadvantages, Chris notes - "Not being caught up in any personality conflicts or vested interests gives me a kind of detached look at the community's potential which is very advantageous. Getting to know people can be slow and gaining their trust can be slower, which is a disadvantage as far as time is concerned. All in all, the future appears optimistic for community education in the Hatch Valley."

WHO DID THIS?

Dr. C.A. O'Donnell, Coordinator
Mina Mostafavi, Editor
Heather A. Lindeen, Secretary
Chris Cholas, Contributor
Gary Elwell, Contributor
Hayes Lewis, Contributor

MAILING LIST

We are in the process of updating our mailing list.

If your mailing address and/or name needs correction, please enter the new information on the form and send us old label.

Also, if you know of anyone else who would like to receive this newsletter, please include that information.

NEW INFORMATION

NAME_____

ADDRESS_____

CITY_____ STATE___ ZIP____

OLD LABEL

NAME_____

ADDRESS_____

CITY_____ STATE___ ZIP____

NCEA National Convention

November 28-30, 1979 in Boston.

USOE Project

December 7, 1979 in Hatch.

Northern Plains American Indian Community Education Workshop

December 14, 1979 in Montana at Bozeman Montana State University

COMMUNITY EDUCATOR AT STATE LEVEL

Governor Bruce King has directed Mr. Al Clemmons, Director of Public School Finance, to appoint a Director of Community Education who, from the state level, will work closely with the State Department of Education, the NMSU Center for Community Education, the New Mexico Association for Community Education, etc., to further the development of Community Education in New Mexico.

Mr. Ted Guambano will assume this role November 1, 1979, under the title of Administrative Assistant for Special Projects.

Guest editorials and news from the field are encouraged. Anyone interested in submitting news articles should contact:

Mina Mostafavi, Editor

CCED

Box 3N

NMSU

Las Cruces, NM 88003

NEW MEXICO ASSOCIATION FOR COMMUNITY EDUCATION

Membership Application

NAME_____

ADDRESS_____CITY_____STATE___ZIP_____

PHONE_____TITLE_____

PLEASE CHECK MEMBERSHIP DESIRED:

____Individual ($5) ____Institutional ($25)

MAKE CHECK PAYABLE TO NMACE, Box 3N, New Mexico State University

Las Cruces, NM 88003

Center For Community Education Development

New Mexico State University

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Vol. 4, No. 4 — March 1980

TELECOMMUNICATIONS

According to Futurist Robert Theobald,* we have moved from an Industrial Era into a Communications Era. The vast array of communication techniques is both exciting and mind-boggling.

One of the communication techniques which has fascinating possibilities for community educators is computer-conferencing.

I currently am involved in a project using this process. Focusing on rapid growth problems of rural communities, participants in this pilot project in New Mexico, Arizona, and Colorado confer with each, by computer, concerning problems, issues, resources, solutions, etc. A wide variety of topics covering such concerns as education, economics, women, planning, are entered on the computer by people in the pilot communities. Responses are then entered by other communities who are on the system, and who have some information that is appropriate to the topic.

New topics and resources are being added daily. Helpful information is being shared. A question can be put on the computer and can be accessed by people around the country, with an opportunity for the sender to receive multiple responses in a short period of time.

The use of computer communication is almost unlimited. Messages can be sent (privately to only one person if so desired); [illegible] conferences can be held, information shared rapidly and easily. There is almost no need for travel to respond. Information on specific areas can be obtained without looking through volumes of unwanted material, and so on and on.

Much more information on this topic of Telecommunications will be shared at the NMACE Spring Conference April 28-29 at the Holiday Inn de Las Cruces.

Also watch for additional articles on the Tri-State Rapid Growth Communities Project, in future newsletters.

*Note: Robert Theobald, well-known Author, Consultant, and Lecturer on Futures, will be a Keynote Speaker at the Spring NMACE Conference. Mr. Theobald serves as a consultant to the Tri-State Rapid Growth Project mentioned above.

HIGHLANDER

Two of the very special presentors at the New Mexico Association for Community Education Spring Conference are from the Highlander Research Center, formerly known as the Highlander Folk School.

Developed in 1932 to educate community people to actively participate in social issues of their day, Highlander has been, and continues to be, a supporter of peoples' rights. Highlander has been involved in such issues as labor organizing, the civil rights movement, and the Appalachain poverty programs. Central to Highlander's purpose is the educating of people to deal with their own problems, needs and concerns. The idea of both individual and community self-determination, of fusing learning and reality, is what Highlander's education efforts are all about. Highlander has taken the community education component of "Community involvement in problem solving" and made it a number one priority.

Myles Horton, the founder of Highlander, and Mike Clark, Highlander's current Director,

will be in Las Cruces, at the NMACE Spring Conference April 28-29. New Mexico is fortunate to have such valuable resource people coming to share with us. Mark April 28-29 on your calendars and join us at the Holiday Inn de Las Cruces for an excellent learning and sharing opportunity.

CONSIDERATIONS WHEN EVALUATING PROCESS: A COMMENTARY

Evaluation in Community Education has recently received increased attention from practitioners and funding agencies alike. This interest has been prompted by, among other reasons, diminishing financial resources. While funding agencies usually require data to document the impact of their financial contributions, practitioners need data for both accountability and decision-making purposes. The emphasis of these formative and summative evaluation approaches, however, has been on product/impact rather than on processes used to attain the product/impact.

If community educators are serious about the "process" aspect of Community Education, they must begin to evaluate how well they are addressing it. The quality of the process used in implementing Community Education will, of course, directly affect its ultimate impact. To evaluate program impact without evaluating the process used is ludicrous because of the cause-effect relationship of process to program impact.

Perhaps a simple guide to use in evaluating process can be borrowed from the field of journalism.

WHO? WHAT? WHERE? WHEN? WHY?

These same questions could be applied to the evaluation of Community Education process in program/activity development.

WHO was involved in determining the course of action or program and its implement action?

WHAT was the strategy/process used in implementing the program/activity?

WHERE was the strategy/process implemented, i.e., school-based or community-based?

WHEN was the program/activity implemented?

WHY was a particular program/activity chosen over other alternatives?

Other questions pertaining to each category can be developed, but brevity was in order in this narrative's preparation.

The above questions should provide Community School Coordinators and community council members with an indication of the process(es) used in implementing their Community Education program. The writer will not identify a good versus bad process in program development. This should be determined by the local Community School Coordinator, council members, and others involved in the Community Education program. The process' quality should become somewhat clear, however, when responding to the above questions. A set of criteria or generally agreed upon responses to the questions would further guide the process evaluation. Again, these criteria/responses should be determined by local people involved in the Community Education program.

The major purpose of this brief commentary was to encourage readers to think about the need to evaluate process in a Community Education setting.

Dr. David Santellanes, Director
N. W. for Coalition Com. Ed.

PLEASE POST

NOTICE!

MARK YOUR CALENDARS ! !

NEW MEXICO ASSOCIATION FOR COMMUNITY EDUCATION

1980 SPRING CONFERENCE APRIL 28-29

HOLIDAY INN DE LAS CRUCES

CO SPONSORED BY THE NMSU CENTER FOR COMMUNITY EDUCATION AND HOSTED BY THE LAS CRUCES PEOPLE OLE'! COMMUNITY EDUCATION PROJECT

A SUPER PROGRAM HAS BEEN PLANNED!

INCLUDING-ROBERT THEOBALD*-FUTURIST AND MYLES HORTON* AND MICHAEL CLARK*-HIGHLANDER EXHIBITS**, AND LOTS MORE (*SEE ARTICLES ELSEWHERE IN NEWSLETTER)

FOR FURTHER INFORMATION RETURN THE FORM BELOW

'Conference Exhibitors!--(That's "Exhibitors" not Exhibitionists!) Exhibit space will be available at the Spring Conference for those individuals and organizations wanting to rent space to display information about their projects or products. A $15.00 minumum donation is requested for each 8' table space area desired. Potential exhibitors are reminded that the Conference is at the Holiday Inn, and therefore, exhibits will be viewed by an audience even larger than Conference participants!

SPRING CONFERENCE INFORMATION REQUEST FORM

NAME_____ OCCUPATION_____

ADDRESS_____ PHONE #_____

_____ NMACE MEMBER? YES___ NO___

I PLAN TO ATTEND YES___NO___MAYBE___ I WILL NEED AN EXHIBIT TABLE YES__NO__

I AM ENCLOSING $5.00 NMACE MEMBERSHIP FEE___ MAYBE___

MAIL TO: NMACE, C/O CCED BOX 3N, LAS CRUCES, NM 88001 (505)646-1328

HAPPY ANNIVERSAY NMACE

One year ago, in March 1979, a small group of people working intermittently since the previous summer gathered to ratify the By-Laws of a new organization christened the New Mexico Association for Community Education. In the year that has followed membership has grown to over 100. There are six Institutional members; we have a grant to hire an Executive Director; and we are working on our third Statewide Conference.

NMACE is an affiliate of the National Community Education Association, and will be hosting two National Community Education meetings in July--the NCEA Board of Directors, and the National Council of State Community Education Associations. NMACE had 15 representatives at the NCEA Convention, and was among the top fund-raisers at the Silent Auction fund raising event at that Convention.

Impressive accomplishments for its first official year of operation.

Congratulations go to all NMACE members!

NMACE AWARDED GRANT

The Levi Strauss Foundation has awarded the New Mexico Association for Community Education a grant of $37,300. The grant is for employing an Executive Director, operational costs, and Seed Monies for developing Community Education in Communities in which Levi Strauss has facilities. This grant will become effective as soon as the Association obtains its Federal tax exempt status papers. More information will be forthcoming!

USOE FUNDED COMMUNITY EDUCATION WORKSHOP-ALAMOGORDO

A Community Education workshop was held at Alamogordo on February 22. Fifteen Community Education leaders were present.

The agenda included a report on the community education project in Alamogordo with resource people:

a. David Newell-Assistant Superintendent
   Reporting on the Past, Present and Future of Community Education.
b. Howard Walker-Principal, Sierra School
   Reporting on the Role of Principal in Community Education
c. Joan Goodman-Director, Material Center and Lulu Valdez-Coordinator Title I
   Reporting on Intra-School Cooperation
d. Mabel Frary-Dirctor, Otero County Extension Project
   Reporting on Inter-Agency cooperation.

Dr. Carolyn A. O'Donnell, Coordinator of the Center for Community Education at New Mexico State University, gave an interesting and informative training series on the topics:

1. Leadership styles
2. Councils
3. Volunteers

This Workshop is one of a series being offered under the general title of Planning for Community Education. Participants are working in community teams developing a 3-5 year plan for their local community education projects. Three States (New Mexico, Arizona, Colorado) are involved in this training project which is funded by a grant from the USOE, through Arizona State University.

THE HISTORY OF COMMUNITY EDUCATION IN ALAMOGORDO

Community Education has been a part of Alamogordo since 1976. The program has grown over the years and has evolved to meet the needs of the community. Currently, it is part of a national project sponsered by the US Office of Education.

Involvement of USOE in CE dates back to 1974. Since that time they have provided funds to State Education Agencies (SEA's), and Local Education Agencies (LEA's) for the development of models of Community Education that could be used across the nation. The current project, in which Alamogordo is participating, involves 7 LEA's and 4 SEA's. These programs were chosen because they have been continuously funded for the past four years. The goal of the project is to package the information that has come from the development of these programs. The information will be presented in a handbook that will be disemminated nationally.

Recognizing that some of the programs are very large and complex, each program was given a component to stress in the handbook. Alamogordo will stress CE in a small, rural area. The original goal of the program was to provide low cost educational, recreational, and cultural opportunities to all members of the community. The strategies used by Alamogordo to develop the program to its present state could be replicated by similar communities accross the nation. In the handbook, the program will be described in detail--background of the area, development of the program and the present activities. Mistakes and problems will be discussed as well as successes. Hopefully, a detailed history will be useful to CE programs that are just getting started.

The USOE is hoping to provide valuable tools for other communities in the country. If you, as a prospective consumer, have ideas on information that should be included, please contact me.

Patti Fish
District Coordinator
Alamogordo Community Education
Box 617
Alamogordo, NM 88310
Phone: 437-4010

HOW THE NATIONAL COMMUNITY EDUCATION CLEARINGHOUSE CAN HELP YOU

The National Community Education Clearinghouse, sponsored under a grant from the Charles Stewart Mott Foundation through a grant to the National Community Association, offers services useful to community educators. All of the services are free to users who call the Clearinghouse toll free or who submits a written request for assistance.

The NCEC reference inquiry service allows community educators to quickly obtain several types of resources helpful in operating existing programs or in establishing new ones. Topics covered by the NCEC collection range from administrative practices and theory through re-cruiting and training volunteers. A list of topics is available to interested users who contact NCEC.

A community educator in North Carolina, for example, recently contacted the Clearinghouse for assistance in planning and carrying out a community need assessment. He received copies of "How To" items on Need

Assessment, samples of survey forms and Clearinghouse abstracts of publications on Need Assessment Theory, Models, and Practice. Another user from New England, interested in starting a course on Straw Doll making, was given the names and addresses of contact persons in several local programs around the Nation which were listed in the Clearinghouse files as offering classes on this topic.

For further information, either call toll free:(800) 638-6398 or write in care of Information Inc., 6011 Executive Boulevard, Rockville, Maryland 20852.

"PEOPLE OLE'! LOOKS AHEAD"

A recent outstanding registration at Loma Heights Elementary School (our present site in operation), has encouraged us to continue with additional site planning. I should like to share with you our immediate and long range plans for Community Education in Las Cruces.

We are participating in a series of six day Community Education workshops funded by the United States Office of Education and sponsored locally by the Center for Community Education and Development NMSU. The format for these workshops includes a team approach to long range planning. The goal of the workshop series is for development of a written plan of action for a three to five year plan by all participants.

The first year of our five year plan calls for expansion to two new neighborhood sites within a fiscal year. It further delineates the following goals:

To increase sites from two to four

To generate a 50% participation

To increase local funding from 20% to 50%

Additionally, this plan includes maintenance of a staff that includes four (4) coordinators in subject areas of academics, human services, arts, and recreation, as well as a Central Coordinator whose principal responsibility is that of facilitating communication among all components of the People Ole' project.

As far as we know, our management plan and staffing pattern is unique. That is, no other community education project in the United States utilizes subject area coordinators. Since innovation is the key to Federal funding it is our hope that we will be awarded a Federal Grant of the Federal Community Education monies generated by the Community Education Act of 1978.

Our long range goal is to open every elementary school in Las Cruces for Community Education programs. Additionally, we hope to integrate People Ole' resources into the regular K-6 program so that our schools will ultimately become true community schools.

The Junior Women's Club of Las Cruces has again made a $500 donation to People Ole'. Their consistent encouragement and support has made our task infinitely easier in the past and will undoubtedly make our attempts to secure funding in the future much simpler when we are asked to demonstrate local support of our endeavors.

Judi Conrad, President
People Ole' Inc.
Las Cruces, New Mexico

"GROWING PAINS" IN ALAMOGORDO

As community educators, we often like to point to growing enrollment figures as glowing evidence of success. But growth often calls for adjustments to the program to handle increased members.

A case in point is the after-school program in Alamogordo. Conceived as an opportunity for enrichment for gifted students, after-school classes were first offered to all students in grades 1-6. The program started in Fall 1977 in two target schools. Total enrollment was 85. For the next year enrollment did not grow substantially; it was always around 100.

In the Spring of 1979 the staff took a second look at the way classes were advertised. Publicity was handled the same way as the evening program. What worked for adults wasn't eaching the audience for the fter-school program -- children ges 6-12. It was decided to end a schedule home with every lementary student.

The extra printing costs ere the best dollars ever pent. Enrollment jumped from 142 in Winter 1979 to 232 in Spring 1979. With the addition of a fourth school in Fall 1979, enrollment hit 350.

What a success! But the rapid growth brought problems. Class size loomed towards 25, too many kids for a teacher to handle in a half hour or hour class. Previously, most classes met simutaneously in the cafeteria - 80 kids at a time made this impossible. The quality was being threatened and if the growth went uncontrolled, more serious problems were around the corner.

Christmas vacation gave the needed time for revising the program. Some major changes were decided upon:

1. Class size - classes would be kept to 15 or below, a fair size for teacher and student.
2. More classes - for classes to be small, more had to be offered. Over the four schools, 19 classes for first through third grades and 27 classes for fourth through sixth grade were on the Winter 1980 schedule.
3. Use of more school facilities - increased number of classes meant using classrooms. This requires more planning with principals and classroom teachers in scheduling classes.
4. Use of volunteers - a valuable resource. A volunteer is on location at the two busiest schools. She takes late registration, patrols the halls and helps teachers. A list of parents who would be willing to help when needed has been compiled.

These improvements helped ease the shock when the enrollment for Winter 1980 hit the 400 mark. This time the staff was in control over a growing program, instead of the program controlling the staff.

Patti Fish
District Coordinator
Alamogordo Community Education

WHO DID THIS?

Dr. C.A. O'Donnell, Coordinator
Mina Mostafavi, Editor
Heather A. Lindeen, Secretary
K. Ken Schauer, Contributor
Patti Fish, Contributor
Dr. D. Santellanes, Contributor

KERMIT KEN SCHAUER

Ken was born in North Dakota and now calls Las Cruces home. He is a Certified Public Accountant and had his own accounting practice in North Dakota from 1964 to 1979.

He holds a BSBA from the University of North Dakota, an MA from New Mexico State University, and he is presently pursuing a doctorate in the Educational Management & Development Department. His emphasis of study is in continuing professional education.

As a graduate assistant, he will be working with the Hatch community project and any other projects where his time and talents can be useful.

THIS NEWSLETTER MADE POSSIBLE BY A GRANT FROM THE CHARLES STEWART MOTT FOUNDATION AND NEW MEXICO STATE UNIVERSITY

COMMUNITY EDUCATION IN HATCH

The Hatch community project is now being directed by Norma Flores. Norma is a native of the Hatch area and has been involved with this project since it was started. Welcome aboard. The project presently has a "Seed Money" grant pending. Community Education is moving forward.

NEW MEXICO ASSOCIATION FOR COMMUNITY EDUCATION

Membership Application

NAME_____

ADDRESS_____ CITY_____ STATE___ ZIP_____

PHONE_____ TITLE_____

PLEASE CHECK MEMBERSHIP DESIRED:

____Individual ($5) ____Institutional ($25)

MAKE CHECK PAYABLE TO NMACE, Box 3N, New Mexico State University

Las Cruces, NM 88003

Center For Community Education Development
New Mexico State University
Box 3N/Las Cruces, New Mexico 88003

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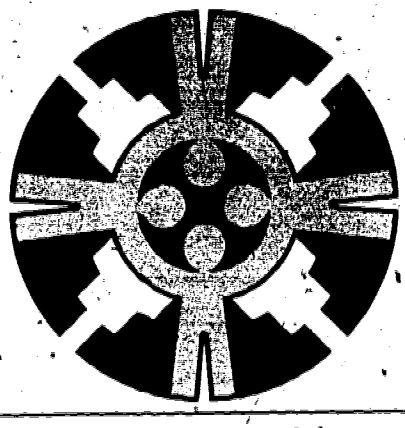

January - February, 1980

This Newsletter is a joint publication of
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and
Arizona State University
Brian P. Miller, Coordinator
Bobbie Sferra, Editor
Nancy Mercure, Assistant Editor
Contributors: Susan Paddock, Kathryn Kilroy

COORDINATOR'S CORNER

FINANCING COMMUNITY EDUCATION

by Brian P. Miller

It is interesting to note the significant number of school districts in Arizona that operate community education programs on a "shoestring" budget. Often attention and publicity go to the larger districts where there is a district-level community school director and a sizable budget, with little recognition for the smaller program.

Most Arizona school districts are, however, not large and can't afford a full-time community education specialist. How, then, can and do smaller districts deliver much needed and appreciated community education services to the people in their service areas?

It is encouraging to learn that community education can and is being delivered at minimal or no cost to the school districts. The ingredients that seem to be common in the smaller Arizona community education programs which operate "shoestring programs" are leadership commitment. With Arizona school district budgets approaching 95 percent allocation to salary commitments, there is little money left over for community education or any other special programs. But somehow, despite this, schools in the Cave Creek, Flowing Wells, Wickenburg, and Fountain Hills districts, as well as many schools in other districts, maintain worthwhile community education programs.

In observing these "shoestring" community education programs, I am reminded of a teacher I used to work with in Midland, Michigan, fifteen years ago. The teacher, Mrs. Hansen, would invariably come up with the niftiest art projects, student theaters, and science displays imaginable on no budget at all. Mrs. Hansen was very much like the leaders in many of our small Arizona community education programs; that is, she was determined and resourceful. By using scrap materials, volunteers, and highly motivated students, Mrs. Hansen created a learning environment where opportunism prevailed to such an extent that anything was possible. She, like several of our Arizona community education leaders, "when given lemons, made lemonade."

Consider this: "A community school is a used place; a place used freely and informally by all members of the community; it is where living and learning converge." (Elsie Clapp, Elementary School Principal, Appalachian School, 1939)

So for those of us who wait for the federal government or the state to provide funding for community education before we make any community education program attempts, please remember how community education first got its start in America . . . in one-room schoolhouses with parents cooperating with their children's teacher to provide opportunities for personal development to all members of their community.

BRIEFS FROM NEW MEXICO

Dr. Jack Minzey, nationally known community educator, was the keynote speaker for the first annual New Mexico Association for Community Education convention. The convention took place November 15-17, 1979 in Albuquerque, New Mexico. Topics covered in workshops during the conference were: development of a state plan, cooperative funding, volunteers, needs assessment, and school-community roles/relationships.

Representatives attending the U.S.O.E.-funded Workshops on Planning for Community Education in Octob[illegible], November, and January were from the communities of Al[illegible]ordo, Las Cruces ("People Ole" Community Education Project), and Hatch. Dr. Carolyn O'Donnell is the state coordinator for this ASU-based federal project. The first training session focused on goal setting and use of PPBS and Program Evaluation Review Technique (PERT). PERT is a management technique which enables an organization to systematically examine goals, objectives, and timeliness. Trainers for the session were Ms. Beverly Carver, an administrator in the Scottsdale, Arizona, School District and Dr. Roger Farrar, a professor at Arizona State University in the Department of Educational Administration. The second and third workshops focused on needs assessment, evaluation, and program operation.

The Zuni Community Education Planning for Self Reliance, Zuni Pueblo, has been working in the area of community education for many years. In the area of education, current activities and programs include a Headstart program, tribal alternative education programs (grades 7-12), Zuni language and curriculum development, a higher education and scholarship program, and adult education. For further information contact: Hayes Lewis, Zuni Division of Education, Pueblo of Zuni, Zuni, New Mexico.

BRIEFS FROM COLORADO

Colorado Association of Community Educators' spring workshop will be held in the Longmont area. Tentative dates for this meeting are May 1-2.

A collection of facts and figures about community education in Colorado is available through the Community Education Center at Colorado State University. This is an updated version of last year's statewide report. The report provides information which can be used in working with school boards, legislators, and others who need facts about community education.

Three Colorado administrators will be attending the April 21-25 Mobile Training Institute Specialized Workshop for Community School Principals and Superintendents. Colorado Springs assistant superintendent, Dr Keith Christy, and two principals, Nat Kinlund of Mead, and Dave Levad of Adams Elementary in Colorado Springs, have received mini-grants through Arizona State University to attend this week-long training in Salem, Oregon.

The Colorado Association of Community Educators has been very busy in preparation for the 1980 NCEA convention. General Chairman for this year's convention is Ray Peterson of the Colorado Department of Education. Program Chairman is Chuck Porter from Colorado State University. Several other committees are active, as the work of many people is needed for this immense project. Paul Tremper, NCEA Executive Director, will be visiting Colorado some time in March to help with arrangements. Any person who would like to help in any way should contact Ray or Chuck.

Representatives attending the USOE-funded Workshops on Planning for Community Education were from Denver, Saint Vrain, and Colorado Springs. Dr. Pat Long, Professor of Recreation at University of Colorado, is the state coordinator for this ASU-based project, and Jan Mehlin is working as project assistant. The first training session focused on concepts and strategies for planning. Trainers for this session were Ms. Beverly Carver and Dr. Roger Farrar. The second workshop which emphasized needs assessment and evaluation, was conducted by Dr. Mike Martin, professor of Education at University of Colorado.

TRAINING IN ARIZONA

The USOE project for development of long-range plans is being conducted in Arizona in the Mesa and Tempe areas. Several workshops have taken place throughout the year, including sessions on goal-setting, program evaluation review technique (PERT), leadership development, publicity, and interagency cooperative arrangements.

A March 27th workshop is being planned to help community educators to include evaluation as a component of their programs. A final session will be held later this spring for the purpose of completion of the three-year plans.

Rudy Ramirez and Steve Kerley, Community Education Coordinator, play an active part in community education activities at Keller School.

FEATURED COMMUNITY EDUCATION DISTRICT

Helen Keller School: Off to a Good Start

Helen Keller Elementary School is one of Mesa School District's newer schools, and is just getting started in community education. Steve Kerley, who teaches full-time at the school, now spends much of his extra time as community school coordinator. Steve has been working with the school principal, Sue Siroky, and with some members of the PTO who serve as the advisory council for the community school program.

Steve Kerley is a modest man, and he first will tell you that they are "just getting started" and that there are not many programs yet. However, in talking with Steve, one finds out that Helen Keller School has active participation from its community members. Parents have been involved in such projects as landscaping the school, development of athletic fields, and sponsoring carnivals and bike rodeos.

This spring is the first time that the community school has offered classes in the evenings and after school. Two evenings a week there are adult classes; after-school tutoring classes in math and reading are available for the children. The school is also used for after-school activities such as Boy Scouts and Girl Scouts, as well as for many programs that are sponsored by the Mesa Parks and Recreation Department.

Saturdays are also busy days at Keller School, when Steve spends several hours working with the YMCA youth basketball program. He not only supervises the program but also helps to referee the games. Another very visible person at the school is head custodian Rudy Ramirez, who shows up on Saturday mornings to unlock the doors, and then stays to help with the activities. Rudy says that he loves to work with kids and is glad to give his time to the program.

How can a program lose with folks like these? Congratulations to Helen Keller Elementary for getting such a great start in community education.

COMPETENCY-BASED COMMUNITY EDUCATION CONSORTIUM

A national consortium is being established for competency-based approach to training in community education. The consortium members provide training in the use of the Quadrant Assessment Model. Members include: Don Weaver of Western Michigan University, Brian Miller of Arizona State University, Paul DeLargy of Valdosta State College, and Burton Olsen of Brigham Young University.

In addition, the consortium would like to add more members, and to expand its reach. Those who feel they may be interested should write to Susan Paddock, Project Director, at Arizona State University. The Southwest Center hopes to make the consortium a national training network which can complement other training activities in community education and facilitate communication among those activities and programs.

UPDATE ON CENTER PROJECTS

The Southwest Center is at present working on three projects funded by U.S.O.E. The first project, involving the competency-based approach for community education training and curriculum development, is ready to begin its second phase. During the first phase an instrument was developed to measure levels of training in identified competencies for community education administration. These instruments were sent to colleges, universities, and junior community colleges offering coursework in community education throughout the United States. The data from these instruments are now being analyzed to determine areas where training is strong and also where there appears to be a need for further training.

The second project is a study and synthesis of university training programs for local school district community education personnel which have received U.S.O.E. funding during the past four years. Lane Felix, project assistant, met with most project directors at the National Community Education Conference in Boston last November. In addition, data on the content of the training has been collected and is ready for analysis. Ms. Felix will be making on-site visits to several of this year's projects this spring.

For the third project, training is being provided to local school districts in three states in developing long-range plans for community education programs. A series of training sessions which concentrate on various aspects that need to be incorporated into plans are now in progress. Training sessions which have focused on general planning techniques, evaluation, leadership and program operation have been conducted in: Las Cruces, New Mexico; Boulder/Denver, Colorado; and Mesa/Tempe, Arizona.

Monographs on each of these projects will be published in late summer.

The staff of the Southwest Center would like to express their deepest sympathy to Ellen Hurst over the death of her husband, Mike, in December. Ellen and her son, Scott, are remembered in our thoughts.

Laurel Kimball, AEC President

VOLUNTEERS ASSIST ARTS

The Arts in Education Council is a group of over 250 parent volunteers who support the fine arts in the Scottsdale School District and who work to make fine arts an integral part of education. The Council was organized in 1974 at the suggestion of the superintendent after parents went to him about the fine arts program in the district. The Council is funded entirely through donations from the parent groups and relies on the district only for printing and inter-school mailing.

Each of the district's 24 schools sends a representative from the PTO/PTA to the Council. These representatives who learn at Council meetings about arts resources available in the area, work with the fine arts teachers and principals to plan events for their own schools. The Council prepares a calendar of events in the Phoenix area in which students and/or teachers might want to participate. It also compiles a resource file of fine arts groups available for performances or workshops in the schools or for field trips by classes.

The Council has organized district-wide fine arts performances for the elementary students presented at Scottsdale's Center for the Arts: a drama in the fall, a vocal music concert, and an orchestra concert. Elementary students are exposed to the visual arts through the Masterpiece of Art program in which trained volunteers regularly visit classrooms to share reproductions of famous paintings with students.

The Arts in Education Council has also served as a focus for the concerns of parents and teachers about the district's fine arts program. According to Laurel Kimball, AEC President, the Council is not only a learning experience for children. "It's a chance for volunteers to learn about the district's problems and strengths, and about resources in the community."

CORPORATION MODEL FOR COMMUNITY EDUCATION

In recent years there have been problems regarding the establishment and maintenance of school-based community education programs. The ideas are well accepted, but the problem of local funding has created many difficulties for school districts.

The Amphitheater Unified District of Tucson, Arizona, has overcome this deterrent to the development of community education by forming a community education corporation within the school organization. Under this plan, the fiscal affairs of the regular school program and community education corporation are kept separate, yet complementary, in nature.

During fiscal 1978-79, the Amphitheater community education program served some 3424 students in its 14 community schools and generated over $171,000 in revenues.

So that other districts may learn from Amphitheater's experience, the Southwest Center for Community Education Development sponsored a meeting for community education directors and superintendents of school districts in the Phoenix area. Speakers were: Mr. Rubin Payne, Director of Incorporation Division, Arizona State Corporation Commission; Mr. Richard Moyle, Director of Amphitheater Community Schools, Inc.; Dr. Richard A. Scott, President of Amphitheater School Board; and Dr. William Cihom, Associate Superintendent of Educational Services and Executive Vice-President of Amphitheater Community Schools, Inc.

RESULTS OF SURVEY ON NEWSLETTER

The editor of the newsletter for the Southwest Center has recently completed a reader survey in order to improve this publication. A questionnaire was contained in the November-December issue. Information was collected concerning the extent to which the newsletter was read, and the main interests of the readers.

According to the results, people are most interested in area news, featured programs, and people. They would like to see more emphasis on actual programs, sharing of ideas, "how to" articles, and research.

The editor and staff of the Southwest Center Newsletter hope to make this publication valuable for all of our readers. We welcome comments, articles, and questions at any time.

ACEA NEWS

This newsletter represents a joint effort of the Southwest Center and the Arizona Community Education Association.

In October, New Officers and board members were elected to ACEA. They Are:

Officers: Jess Cardona, President
Mesa School District

Rosalina Baldonado, Past-president
Tempe Union High School District

Dick Moyle, President-elect
Amphitheatre School District

Pat Wing, Treasurer
Arizona Energy Programs

MINI-GRANTS AWARDED

The Southwest Center for Community Education Development offers mini-fellowships for individuals in the service regions of Arizona, Colorado and New Mexico. The purpose of the program is to develop leadership in community education and the fellowships are awarded to individuals to take advantage of training and professional development activities.

The following people received support from the Southwest Center, through Mott-financed mini-grants, to attend the National Community Education Conference in Boston, Massachusetts:

Marian McClure, Office Manager for the Center for American Indian Community Education in Albuquerque, New Mexico;

Leon Secatero, Chapter President of the Canoncito Navajo Indian Reservation in New Mexico;

Marty Ahlenius, of the Colorado Association of Community Educators;

Gary Elwell and Judi Conrad, both graduate students at New Mexico State University;

Chris Hudspeth, Community Education Coordinator from Colorado Springs Public Schools, and

Mrs. Charles Ivy, a community member actively involved in the community education pilot project in Albuquerque Public Schools.

Mini-grants have also been awarded to Lorraine Sanchez, secretary of the New Mexico Association for Community Education, and Jess Cardona, President of the Arizona Community Education Association, to attend the National Council of State Community Education Associations in Birmingham, Alabama. Mrs. Louise Hart, Community School Specialist of Baker Community School, Denver, Colorado, was given support to attend the Colorado Institute on Leisure Time Use Conference.

COLORADO WINTER WORKSHOP

The winter workshop of the Colorado Association of Community Educators was held in Colorado Springs January 31 and February 1. The workshop was hosted by the Colorado Springs Parks and Recreation Department, and was well attended by many community educators from throughout Colorado.

Several sessions were scheduled, including "Using the Future as a Tool," presented by futurist Gail Taylor, and "Competency-Based Community Education Administration," presented by Nancy Mercure from the Southwest Center at Arizona State University. Adrienne Hynes of the Womanschool Network conducted a session on Assertiveness Training, and Dr. Charles Porter from Colorado State University presented "Stress Management."

An important topic at the winter meeting was the 1980 National Community Education Association convention, which will be held in Denver. Time was set aside for committee meetings, and committee chairmen reported that progress is being made toward a great convention.

Recreationally, the workshop was one of the best. With members of the Parks and Recreation Department as hosts, the workshop was a model of inter-agency cooperation. Community educators were greeted at the evening social by welcome banners and a huge cake decorated with a community school. The dinner was complete with dinner music, entertainment, and a dance band. CACE thanks the Parks and Recreation Department for their wonderful hospitality.

NCES STUDY: EDUCATION BEYOND SCHOOL

Recent literature estimates that between $30 and $100 billion per year are expended on education beyond school – that is, on education and training activities of employers, professional associations, labor unions, governmental agencies, and other organizations whose main purpose is not education. When compared with an estimated $140 billion spent each year on public and private education in the United States, it can be seen that education beyond school represents an important national educational resource.

The National Center for Education Statistics, as a part of a mandate to provide information on the total scope of education in the United States, has funded a nine-month study to ascertain what information now exists on education and training outside the framework of traditional schools. The project will identify existing national and regional sources of information, study and inventory them, and indicate where more information is needed. The categories in which the information will be developed include:

- Business and industry, with separate subcategories covering agri-business, manufacturing, natural resources, and service-related industries;
- Federal government agencies (non-military)
- Military services;
- State government;
- Associations and foundations;
- Labor unions and related organizations;
- Religious organizations;
- Fraternal and social organizations;
- Health care organizations;
- Museums, libraries, and other cultural organizations; and
- Other social service and community organizations.

Within each sponsor category, the purpose and methods of training will also be examined.

For purposes of this study, education is defined as a structured learning experience, involving a teacher-student relationship. The study will not include formal apprenticeship training, CETA activities, or self-directed learning. Tuition assistance programs, which support activities offered by colleges or universities, likewise are outside of the scope of this project.

The products that result from this nine-month effort will include an interpretative review of the literature and an annotated bibliography of resources available on the subject. Estimates of national participation will also be developed to the degree permitted by the literature, and recommendations will be made to NCES for further study in this area.

Agencies/employees interested in providing information to this project or receiving the findings should contact: Richard Chobot or Nell Bailey, JWK International Corporation, 7617 Little River Turnpike, Annandale, VI 22003.

SWC PROVIDES SEMINAR SERIES FOR GRADUATE STUDENTS

The Southwest Center for Community Education Development has arranged a series of seminars to aid doctoral students in the development of their dissertations. The first in the series took place on January 16, with Professor Richard Shavelson from the University of California at Los Angeles leading the seminar. Dr. Shavelson also presented a public lecture on "What Cognitive Psychology Has to Say About Aptitudes and Abilities."

Two more seminars are scheduled for this series. If you would like more information about topics, speakers, and dates, please t the Center.

NEW MATERIALS FOR COMMUNITY EDUCATORS

There has long been a need for a media presentation on the relationship between community education and the K-12 component of the education system. Two filmstrips, "I'm Beginning to Grow," and "When You Put Me to Work," have been developed by the Community Education Office of the Utah State Office of Education that address this need. The filmstrips demonstrate that community education personnel can function as an integral part of the school team; that positive benefits can result for students when schools work with public and private agencies that are closely allied to the school; that schools working in partnership with the community in meeting the needs of students can be valuable; that schools which are open to the community enjoy greater public support and positive involvement than schools which are basically closed to the community. For more information contact: Utah State Office of Education, Community Education, 250 East 500 South, Salt Lake City, Utah, 84111.

"A Speech on Community Education" by Mayor Carole Keeton McClellan of Austin, Texas, can be obtained from the U.S. Conference of Mayors, 1620 Eye Street, N.W., Suite 600, Washington, D.C. 20006, Attention: Carol Moody Becker. This speech supports community education programs by providing evidence about the pooling of resources, turnaround of a potential slum, breakdown of suburban isolation, revitalizing the city and saving dollars and reaching goals.

"How to Find Funds to Attend Conferences" is available from the Public Management Institute, 333 Hayes Street, San Francisco, California, 94102. This booklet discusses systems and ideas which you can use to secure money or which allow you to attend conferences. These ideas could also be used for obtaining sponsorship of any project you might want to carry out.

THE ADULT LIFELONG LEARNER

Some statistics on the lifelong learner:

Of the 40 million adults who will be going through a career change in the next 10 years, 24 million will be turning to institutions like the community colleges for training and/or retraining. Several studies of mid-life adults found that most are attending college for job/career related reasons. There are about 64 million participants in various kinds of post-secondary education. Between 17 and 18 million are enrolled in some kind of school or college, compared to 46 million learning through non-school organizations.

It has been suggested that in any given year about four-fifths of all adults engage in self-directed or "do-it-yourself" learning, relying on what has been termed "individually used sources."

As the occupational structure of the country continues to change as a result of job retraining needs, technological innovations, expanded social services, entry and re-entry of women, longer life, and growth of leisure time, most providers of occupational training seem likely to prosper.

It is suggested that by the year 2080 the private "learning center" located in shopping malls or next door to grocery stores will replace conventional classrooms and teachers.

Do these statistics and trends suggest anything for the future of Community Education?

PEOPLE

Nancy Mercure, a Mott Fellow at Arizona State University attended the Mobile Training Institute workshop held in Fort Collins, Colorado, on October 29 - November 2.

Ellen Hurst, a graduate student in community education, and a former Mott fellow, is now a certified pilot. She joins **Susan Paddock,** who received her pilot's license a year ago.

Jan Cichowlas, former Mott fellow and at present a planner for the Area Agency on Aging, became Jan Rowe in an outdoor western-style wedding at Apacheland Film Studio on September 1, 1979. Many community educators attended and helped Jan celebrate the passing of the age of innocence.

Dr. Brian Caldwell and **Dr. Dan Magnan,** both professors at the University of Alberta in Edmonton, Canada, were recent visitors to the department of Educational Administration at Arizona State University. As part of a federal project, they are visiting programs throughout the United States. While on campus, they met with **Drs. Brian Miller, Scott Norton, John Walker** and the Center staff.

Dr. Ray Peterson, who has been Community Education Consultant at the Colorado Department of Education, has been promoted. He is now the supervisor for not only Community Education, but also for Adult Education and G.E.D. programs in Colorado. Good luck to Ray in his new position.

CACE Past President, **Gene Blackney,** has also made a significant change in his life. He was married during Christmas vacation. Gene is Director of Community Education in Colorado Springs. Our best wishes to Gene and his new bride.

Dr. Jack Culbertson, Executive Director of UCEA, met with **Drs. Dean Webb, Susan Paddock,** and members of the College of Education at Arizona State University. Drs. Dean Webb and Susan Paddock have been selected as editors for **Emergent Leadership,** a journal which focuses on women and minorities in educational administration.

Liz Lopez, community education director for the Tempe Elementary district, received an award at the NCEA Conference in Boston for the "Outstanding Program for Minority Women." Liz also gave a presentation about the community education program in Guadalupe at the Vocational Education Conference in Anaheim.

FOURTH ANNUAL SWAP SHOP

A workshop for Arizona Community Educators will be held April 24-25, 1980, at Kohl's Ranch near Payson.

This event is sponsored by the Southwest Center for Community Education Development at Arizona State University, the Arizona Department of Education, and the Arizona Community Education Association.

Please contact Tami Schmitt at the SWC (965-6185) to reserve a place.

Southwest Regional Center
for Community Education Development
108 Farmer Education Building
Arizona State University
Tempe, Arizona 85281
999164

Non-Profit
Organization
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85281

APPENDIX E

GOAL STATEMENTS AND PLANS OF PARTICIPATING DISTRICTS

EXTENDING COMMUNITY EDUCATION IN TEMPE, ARIZONA

A POSITION PAPER

Developed By

THE COMMUNITY EDUCATION ADVISORY COMMITTEE

Roger D. Farrar, Chairman

Ms. Rosalina Baldonado
Director, Community Education
Tempe Union High School District

Mrs. Virginia Tinsley
Member, Board of Education
Tempe Union High School District

Mr. William LoPiano
Mayor
City of Tempe, Arizona

Dr. John Waters, Superintendent
Tempe Union High School District

Mr. Ronald Pies, Director
Parks and Recreation Department
City of Tempe, Arizona

and

Endorsed By

TEMPE ELEMENTARY SCHOOL DISTRICT #3

TEMPE UNION HIGH SCHOOL DISTRICT #213

KYRENE ELEMENTARY SCHOOL DISTRICT #28

CITY COUNCIL OF TEMPE

1973

TEMPE AREA - POSITION PAPER

COMMUNITY EDUCATION

1.0 DEFINITION

Community Education is not a new program; it simply extends the community's facilities and services. The cornerstone of Community Education is increased community involvement and participation in those activities and services desired by the community. Thus, community education responds to the self-defined needs of our local community.

2.0 NEED

The need for the expansion of the Community Education Concept is due in part to three significant factors. These factors are:

2.1 All agencies must discharge their presently accepted responsibilities with a greater degree of accountability.

2.2 All agencies must extend their traditional services to all members of the community.

2.3 Alternatives must be found for increasing coordination and reducing duplication of effort by agencies so that improved services are provided.

3.0 DESCRIPTION

The purpose of Community Education is the involvement of people in the improvement of the quality of life in the community. Ideally Community Education serves the purposes of academic and skill development for youth and adults; it furnishes supervised recreational and avocational opportunities; it supplies remedial and supplemental education; it furnishes meeting places for

community groups; and it provides facilities for the dissemination of a variety of services, thus making life-long learning opportunity a reality.

4.0 POSITION STATEMENT

Because of the uniqueness of each local situation and our community, Community Education Development will not be considered to be a uniform or prescribed set of activities, classes or programs. The following elements and components will be integrated into the Community Education Program systematically as the need for each is determined to be in the best interest of the community and within the capabilities of the community.

4.1 Element: Institutional Involvement.

Component 1 - This position paper will provide the basic philosophy of the program.

Component 2 - The concept supporting the Community Education Program will need to be adopted by the various governing boards, which will facilitate the development and conduct of the Community Education Program.

Component 3 - The sources and extent of institutional fiscal support must be clearly established for use by those charged with administering the institution in support of the community education concept.

Component 4 - The relationship of Community Education with the administrative structure of each participating agency will be defined.

4.2 Element: Community to be Served

Component 5 - The physical boundaries of the geographic area which the concept is designed to serve will be designated.

Component 6 - The populations which exist in the community will be described on the basis of factors such as age, sex, ethnic heritage, standard of living, education, etc.

Component 7 - Special populations will be identified so that their needs can be addressed.

4.3 Element: Community Education Coordinating Council

The purpose of the council is to provide for the active and continuous involvement of individuals, groups, and institutions broadly representative of the community served.

Component 8 - Membership will reflect a cross-section of all segments of the population of the community served, including representatives of agencies, business and industry, education, and the community-at-large. A set of by-laws or a written agreement is essential.

Component 9 - Functions of a Community Education Council are:

- To identify and analyze community concerns.
- To advise and recommend program activities and services.
- To assist with program tasks such as disseminating program information, locating resources, registration, screening personnel, etc.
- To review program results as related to identified community concerns.

4.4 Element: Community Needs

Component 10 - Identification of community needs, interests, and concerns will be provided by a systematic procedure. The method will include a procedure for obtaining information from institutions, groups, and individuals such as educational institutions, social, recreational, health and business/industry groups, and individuals broadly representative of the community served.

Component 11 - The program will provide an effective method for communicating the information on community needs, interests, and concerns to key decision makers and to the public at large.

Component 12 - The program will provide a method for obtaining and reporting the information required to determine if the program activities and services are effectively addressing the identified community needs.

4.5 Element: INTERAGENCY COOPERATION. The ultimate goal of inter-agency cooperation is to increase and improve services to the community. Community Education will promote, encourage and facilitate interagency cooperation. Through this coordination and cooperation the programs and services available in the community can be focused on the identified needs.

Component 13 - Joint use agreements will be developed. Joint use agreements will need to be formal written documents between some cooperating agencies and institutions relating to the use of resources. The agreements describe details of intent, insurance, liability, program, facility and equipment use, etc..

Component 14 - Joint public relations efforts will be established to publicize the community education program, agency services and community resources.

Component 15 - Public facilities will be jointly planned and constructed to reduce cost, avoid duplication and maximize use.

Component 16 - Community Education will enable and encourage joint funding of program activities and services.

4.6 Element: Community Resources in the following areas should be identified.

Component 17 - Physical resources including: buildings, land, and equipment that might be utilized in the program.

Component 18 - Fiscal resources including: budget allocations, fees, donations, grants, etc, which could be used in the program process of community education.

Component 19 - Human resources including: school, agency, business, organization personnel, and community members.

Component 20 - Services resources including: social, health recreational, cultural, enrichment, educational, which exist in the community.

4.7 Element: Public facility as a Community Center

Component 21 - Program services for the community should be concentrated in specific public facilities. Program should provide access to community facilities.

4.8 Element: Scope of Activities and Services

Component 22 - Community education program activities are based upon the needs identified in each community.

Component 23 - The community education program can make provisions for social and health agencies to provide services in the community education facilities.

Component 24 - Community education should provide for the awareness, discussion, and analysis of topics of contemporary interest and future concern such as: multi-cultural appreciation, preparation for technical change, futurism, the political process, current issues, environmental awareness, consumer protection, etc.

Boulder - Goals

Network agencies for meaningful application of services to needs

Find community base

Broaden funding base to all interested agencies

Facilitate neighborhood and decision making

School as a community center

Councils which foster self determination with maximum information

Community index for each school

Greater understanding of role and value of education

Involve all segements of the community in education

District fund basic structure

Integrate school and community

Define relationship between district C. S. and local C. S.

Benefits will accrue overall to public schools

Develop construction time line for ice arena in every school

Utilizing community resources broaden cooperation

Joint facilities planning

Programs to meet community needs

Center for working/playing with community development

Priorities

Find and mobilize the community base

District fund basic structure

Integrate all segements of the community in the process of EDUCATION

Broaden funding base to all interested agencies

Network center for community resources

Integrate K-12 and Community Ed more closely

Increase training for coordinator and significant others (teachers, adminis., secretaries, administrators...)

Reduce duplication of courses offered

Provide through needs survey for each community to develop programming for neighborhood needs

Increase number of schools and coordinators

Increase of non-agency class sponsorship

Develop effective neighborhood volunteer corps

Achieve funding stability and increase funding base possibly mill levy

velop interagency clearinghouse for referrals

Increase understanding by clients and community members of Comm. Ed concept (theme and logo)

Better communication, coordination and elimination of duplication among agencies

Develop consistant hiring pratices, salary schedules and philosophy

Establish the central office as soon as possible

Develop evaluation process for total community school, classes, activities, and personnel

Integrate Adult Ed with Comm. Ed

Develop more represenative district advisory councils

Recognition of Comm. Ed. credit hours

Priorities

Increase training for coordinators and significant others

Integrate K-12 and Community Ed more closely

Provide thorough needs survey for each community to develop programming for neighborhood needs

Better coordination and cooperation and elimination of duplication among agencies

Develop consistant hiring practices, salary schedules and philosophy

Denver Goal Priorities

Green

1. Financial Planning
2. Interagency cooperation
3. Community awareness
4. Policy support
5. Program development to meet community needs

Purple

1. City/School cooperation for funding
2. Provide local Community Ed facilities to build a sense of community
3. Involve a wide spectrum of participants in Community Ed - more intergenerational programs
4. Develop an awareness of opportunities in Community Ed. through a media campaign to spread the Community Ed concept
5. Informational clearinghouse

Goals - Denver

Provide local community ed facilities.

Build a sense of community in neighborhood.

City/school cooperation for funding.

Develop awareness of opportunities in Community Ed.

Involve a wide spectrum of participants in Community Ed.

Use only existing facilities for program development.

Media campaign to spread the Community Ed concept.

Agency cooperation and coordination.

Ongoing activities (longer than 6 weeks)

More intergenerational programs

Informational clearinghouses

Vehicle for communication.

Programs to help individual develop and teach their own programs.

Recreational opportunities for all ages

Community resource broker

School as community center.

Maximum utilization of existing school buildings and staff (cooperative program)

Involve agencies and businesses - let them run programs at the schools.
Involve the private sector.

City wide action council for public relations and funding.

Create the concept of education as a lifelong process.

Foster concept of community ownership of schools.

Upgrade the status of Community Ed.

Goals - Denver

Helpful after school rec services for neighborhood children

Financial support from private sector - provide services to the private sector

Cooperation between city/school officials in providing $ support for community schools

Identify additional ways for citizen input

School braries serving as branch libraries for public library system

Funding for planner staff position to identify needs, develop plans, identify sites etc.

Central clearinghouse of activities, offerings, etc.

More programs/services for handicapped in public schools

Use of neighborhood school for physical fitness - wellness

Expand existing services/programs

More staff - Community Service specialists

Develop voulnteer services

Involve city, comm. groups, fed.,state, and local in comm. centers- use of...

Development of salary scale for c.s. coordinators

Enhance - impact school principal through inservice etc.. (admin)

Ways to establish new Community schools

Involvement of existing neighborhood organizations in Community Schools

Seek seed $ and implement C.S. program at Montbello

More policy support from Public school system

More use by agencies of existing school building space

Avoidance of duplication of facilities and services

Financial support for those neighborhoods needing such

Establish city-wide C. S. advisory council
Cooperation between Community Rec and Community Schools
Publicity for awareness of Community Schools
More involvement of senior citizens.
Day care for children and senior citizens - school centers
C. S. program in each quadrant of school district

Longmont - Goals

Effective utilization of building and grounds

Integrate community program with k-12 program

Involve as many facilities and programs as program can adequately handle

Serve needs of all age groups within school attendance area

Cooperation with other agencies

Secure adequate funding and budgets

Provide for informal approaches to education

More than token commitment by district

Adequately publicize programs and happenings

Provide for beneficial use of free time - kids and adults

Involve community in decision making process

Provide diversified programs to hold the interests of all

Provide adult models for kids

Establish a district - wide community council

Secure and involve as good and as many trained instructors as budget and facilities warrant

Provide way that kids and adults can "own" their own school

Provide an outlet to decrease vandalism, drug, and alchol abuse

Provide informal format and an ungraded setting for cross generational activities

Provide many enrichment activities not necessarily aimed at academics solely

Provide diverse educational program which reflects the interests of the community

Provide a continuum of educational, recreational and social activities from preschoolers through adults

THREE-YEAR PLAN FOR ALAMOGORDO COMMUNITY EDUCATION

This plan is the result of a U.S.O.E. funded training workshop held during 1979-80. A team from Alamogordo participated in the sessions held at Las Cruces and Alamogordo.

The following areas were chosen in which to concentrate efforts:

Funding
Staff
Interagency cooperation
Community involvement
Program development
Evaluation/Needs Assessment
Dissemination

The final goals for the three-year period are as follows:

Funding - Total Local Support

Staff - 1 full-time District Coordinator
1 full-time K-12 and After-School Director
2 15-hour Local School Directors
1 15-hour Community Outreach (La Luz, Cloudcroft)

Use of volunteers to expand staff
Develop inservice training of instructors in the program

Interagency Cooperation -

Written joint use agreement with Parks and Recreation
Continued co-sponsorship and development of workshops in mental health field
Develop joint use of resources with NMSU-Alamogordo and Space Hall-Planetarium

Community Involvement -

Continue development of District Advisory Board in Alamogordo (emphasis on multi-culture, decision-making)
Help establish advisory boards in outlying communities
Annual event (art fair/display) to inform community about Community Education
Develop annual evaluation to be conducted by the District Advisory Board

Program Development -

(Adults)

Develop classes with job-oriented and practical skills
Women interest classes
orientation class for volunteers
develop good system for child care in evening
develop day ~~program with child care, emphasis~~ parenting, leisure time, and job-related practical skills

(Youth - Jr-Sr High)

classes with practical work-related subjects and survival skills (how to find a job, career education, etc.)
enrichment classes (either separate classes or more involvement in evening program)

(Children)

Pre-school
~~Ongoing classes (planned~~ activities) during day session ~~for~~ adults
Child care (planned activities) in evening
Summer program preparing pre-schoolers for kindergarten

(Students - K-6)

After-school program in all public schools
Expansion of after-school to surrounding communities
Summer reading program
Summer classes in practical skills (babysitting, cooking, personal grooming)

(K-12 Integration)

Develop a community resource for classroom teachers

Evaluation of Needs Assessment -

Develop evaluation for students in K-3
Ongoing evaluation by class participants/parents of participating children
Evaluation of staff by instructors
Yearly evaluation/needs assessment conducted by District Advisory Board

Dissemination -

Increase awareness in surrounding communities and state of Community Education in Alamogordo

1980-81

1. Funding

School Board Contribution
Apply for United Way Funds
Apply for Federal Funds
Work toward State ~~Funding~~ - through activities in NMACE & Center for CE Development
Use fees from Evening Classes to Fund a 15-hour Local School Director and La Luz Director

2. Staff

1 full-time District Coordinator
1 3/4-time Local School Director
1 15-hour Local School Director
1 3-5-hour La Luz Director

Group of 6 volunteers for 3-5 hours a week orientation for instructors each session.

3. Interagency Cooperation

Written agreement of basic philosophy with Parks and Recreation, two projects of Parks and Recreation classes in school (under CE supervision)

Workshops co-sponsored by Counseling Center and County Extension Office

Try class for adults ~~in Space Hall~~

Use college students as teachers and in program development

4. Community Involvement

Increase # of instructors participating in Advisory Board

Have Advisory Board plan and present annual art fair/information booth

Preliminary outreach to develop Boards in Cloudcroft and La Luz

District Advisory Board to help plan needs assessment/evaluation

5. Program Development

Adults - 20% of classes offered to be practical skill, job-related

Offer 2 classes of specific interest to women

Offer 2 classes to orientate volunteers

Offer at least one evening with child care each session (survey to find need for child care)

Offer at least 6 special events held during day (with child care)

Youth - Offer at least 2 special events on practical skills or career education

Increase by 15% number of youth enrolled in evening classes

Pre-School

Offer child care (creative play times) concurrent with evening/special afternoon events

- Preparation for school in Summer

After-School -

Stay in 4 schools, increase 1 more by winter 1981

Continue to develop La Luz Program

Check into other schools for future expansion

K-12 -

Needs assessment of teachers to find need for special events, lecturers, field trips, etc.

Start resource file

Reading program during Summer, K-12

6. Evaluation

Continue participant evaluations (each session for adults)

First annual evaluation of after-school program (children & adults)

Community-wide evaluation done by District Advisory Board with staff help

7. Dissemination

Continue present publicity activities preceding each session

Submit at least four articles per year to the Center for Community Education newsletter

Have an annual art fair/information booth at "Saturday in the Park."

1981-82

1. Funding

Increase school board contribution to pay entirely for one staff member

Apply for United Way and local service club funding

Decrease federal funding

Work for state funding

Use fees from evening classes to fund staff positions

2. Staff

1 full-time District Coordinator
1 3/4 Local School Director
2 15-hour Local School Directors (including La Luz)

Group of 10 volunteers donating 3-5 hours a week

Orientation for instructors each session
One inservice workshop for instructors

3. Interagency Cooperation

Limited joint use agreement with Parks and Recreation

Continue development of workshops with Mental Health agencies and County Extension Office

Regular classes at Space Hall

Increase use of college students as teachers and staff

4. Community Involvement

Increase multi-cultural representation on the District Advisory Board

Advisory Board totally responsible for Art Fair and evaluation/needs assessment

Existence of Advisory Board in Cloudcroft and La Luz

5. Program Development

Adults - Develop a series of classes in practical skills, job-related subjects (25% of classes offered)

Offer 4 classes of specific interest to women

Offer 4 classes for volunteers

2 evenings a week with child care

Offer one session of classes during day

6 special events during the day

Youth - 4 special events of specific interest to youth

Increase by 25% the number of youth enrolled in evening classes

Senior High students to teach in after-school program

Pre-School - Regular session of pre-school classes (concurrent with adult classes in evening and day)

Creative play 2 evenings a week

Summer preparation for school

K-6 - Maintain program in 6 schools (includes La Luz)

Expand to one more by Winter 1981

Offer summer program (reading incl.) in 4 schools (including La Luz)

K-12 - Update needs assessment for teachers

Continued development of resource file

6. Evaluation

District Advisory Board totally responsible for community evaluation/needs assessment

Continue evaluation by participants

7. Dissemination

Continue previous year's strategies

Participation as presenter, panel member, etc., at state Conventions and conferences as requested

1982-83

1. Funding

Will be from a combination of the following sources: School Board, United Way, local service clubs, state funds, program fees

2. Staff

1 full-time District Coordinator
1 full-time K-12 and after-school director
2 15-hour local school directors
1 15-hour community outreach director (La Luz and Cloudcroft)
Group of 10 volunteers donating 3-5 hours a week

Orientation for instructors each session
2 inservice workshops for instructors

3. Interagency Cooperation

Joint use agreement with Parks and Recreation

Ongoing classes at the Space Hall of Fame and Planetarium

Continue to develop workshops with Counseling Center and County Extension and NMSU-Alamogordo

4. Community Involvement

Continue to increase community representation on the District Advisory Board

Advisory Board to continue sponsorship of Art Fair and annual evaluation

Separate Advisory Boards and programs established in surrounding communities

5. Program Development

Adults - Series of classes in practical skills, job-related subjects (30% of classes offered)

Ongoing series of classes for women

Ongoing series of classes for volunteers

Child care offered during all evening classes

Ongoing series of day classes with child care

Special events during day

Youth - 6 special events for youth

Develop series on career education

Increase by 25% the number enrolled in evening classes

Tutoring program for after-school using high school students

Pre-School

Pre-school classes concurrent with evening and day adult classes

Summer preparation for school

K-6 - Programs in 8 schools

Provide assistance to surrounding communities for developing children's programs

Summer reading program in 4 schools

Develop a tutoring program using high school students as tutors

K-12 - Resource file for classroom teachers, providing community members as speakers, possible field trips, etc.

6. Evaluation/Needs Assessment

Continue strategies from 1981-82

Community-wide needs assessment for information on future program development

7. Dissemination

Continue strategies from 1981-82

COMMUNITY EDUCATION

Three Year Plan

Submitted by People Ole' Inc.
U S O E Workshop Team

People Ole' Inc. is committed to a three year plan aimed at improving the social, physical, and cultural environment of Las Cruces by means of opening neighborhood elementary school community education centers which systematically address, in a three year sequence, the social, physical, and cultural needs prioritized by the neighborhoods within which schools are opened. To that end, People Ole' is seeking local and Federal operational funds via the United Way and the Community Education Development Act, respectively. Funds are being sought for four positions: (1) a Social Environment Coordinator; (2) a Physical Environment Coordinator; (3) a Cultural Environment Coordinator; and (4) a Central Coordinator. The subject area coordinator positions (social, physical, and cultural) are conceived as half-time positions to be supplemented by University and/or agency affiliation at not more than 20% and not less than 10%. Subject Area Coordinator job descriptions are attached via Appendix A. Built into the concept of Subject Area Coordinators is a provision for grantsmanship and future funding of these positions via a combination of local, state, Federal, and private funding applications. In short, if initially funded, each of the Subject Area Coordinators will be responsible for generating a three-year graduated portion of the dollars allocated to their salaries. The responsibilities of the Subject Area Coordinators are basically three-fold: (1) gathering human and physical resources that are subject area specific for program implementation; (2) generating subject area support (both tangible and intangible) via

local, state, Federal, and other support systems. The Central Coordinator position is designed to coordinate the resources gathered by the Subject Area Coordinator(s) resource allocations for programming and scheduling, by working with the People Ole'/Board of Directors, the volunteer Neighborhood Advisory Councils, and the volunteer Neighborhood Site Directors. Major responsibilities of the Central Coordinator position will be:

(1) to coordinate project resources, volunteer personnel, and community education programs and projects;

(2) to provide comprehensive media coverage detailing local development of the community education process;

(3) to maintain relationships which seek support from and collate information for the People Ole' Advisory Councils, the People Ole' Board of Directors, and all major local agencies engaged in promoting improved quality of life.

The People Ole' Board of Directors will include representation from all local human service agencies, selected University department, the Chamber of Commerce, the City and County Commissions, the School Board, the Council of Churches, and selected social service clubs and organizations. During the next three years, six People Ole' Advisory Councils will be generated by neighborhood needs assessments, presentations, and personal contact within the service areas of selected elementary school sites. These neighborhood elementary school sites will be selected by working through the School Board, the Superintendent of Schools, and principals and teachers receptive to the community education process.

Year I (FY 1980-81)

Goal: Improved Social Environment

Objective I:
To identify all special populations and their needs in 2 neighborhood elementary school service areas.

Objective II:
To identify all existing resources for the special populations identified in Objective I.

Objective III:
To translate existing resources into curricula, programs, and projects that address the needs of all special populations in the 2 neighborhood elementary school service areas.

Objective IV:
To evaluate the use of a Social Environment Coordinator in terms of number of: resources gathered, work relationships established, special populations' needs met.

Year II (FY 1980-81)

Goal: Improved Physical Environment

Objective I:
To identify all physical environment needs in 4 neighborhood elementary school service areas.

Objective II:
To identify all existing resources applicable to the physical environment needs of these 4 service areas.

Objective III:
To translate existing resources into curricula, programs, and projects that address the physical environment needs of the 4 service areas.

Objective IV:
To evaluate feasibility of a Physical Environment Coordinaator position in terms of number of: needs verified; resources gathered: cooperative curticula, programs, and projects initiated; and needs met.

Objective V:
To maintain and expand to 2 new sites the Social Environment Program in year I.

Year III (FY 1982-83)

Goal: Improved Cultural Environment

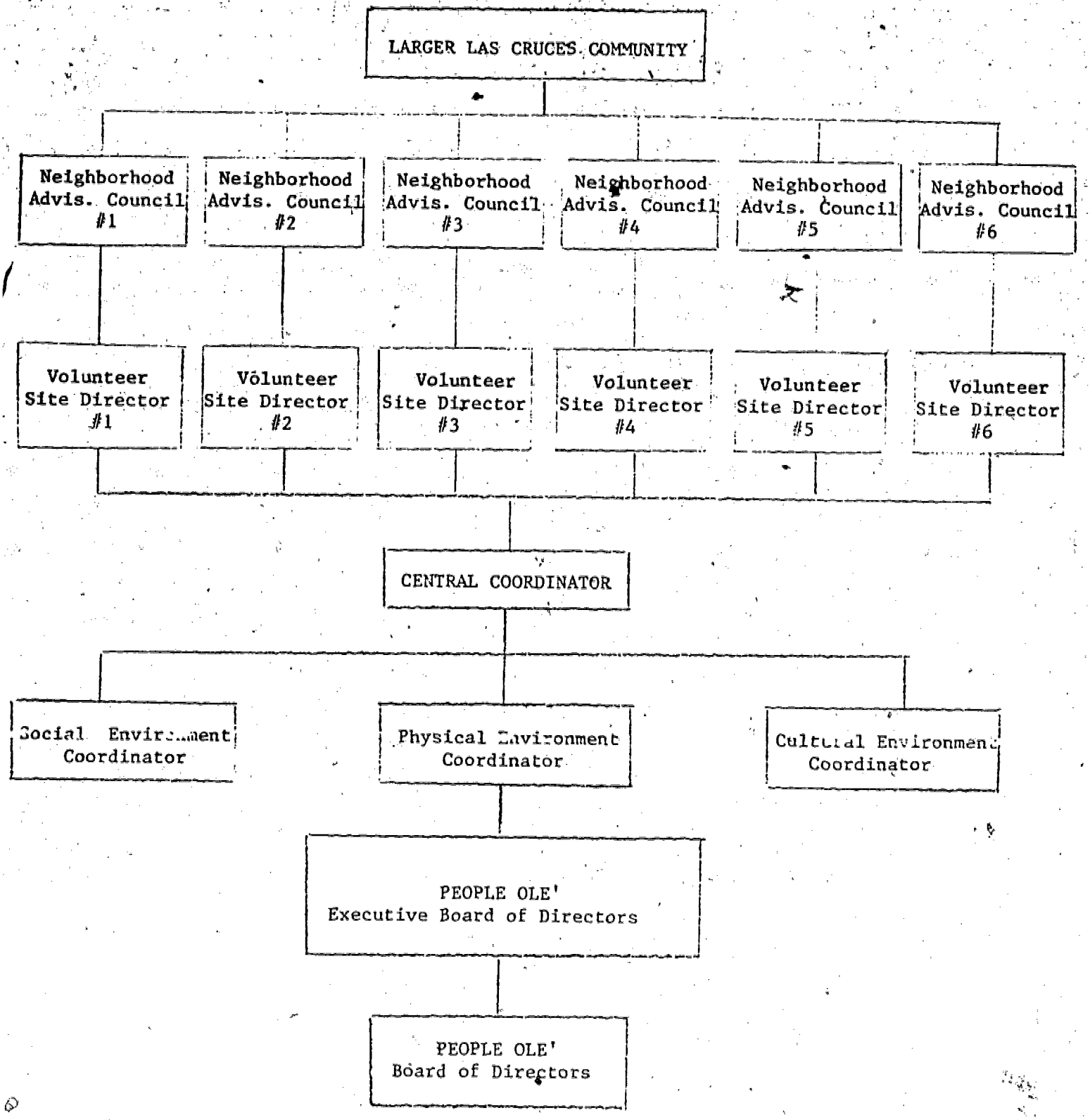
Objective I:
To identify major cultural needs in 6 neighborhood elementary school service areas.

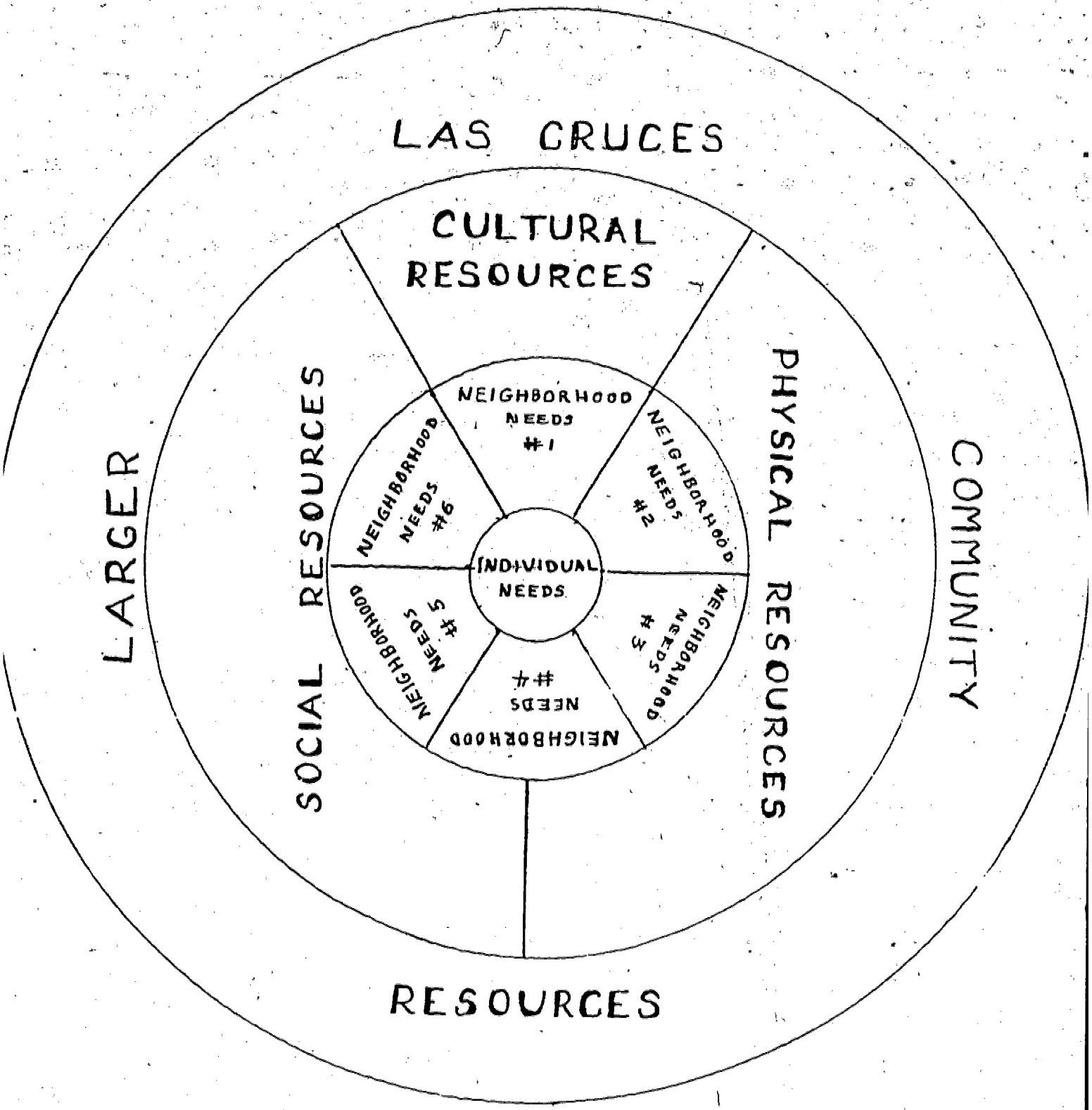
Objective II:
To identify all existing cultural resources applicable to the cultural environment needs of the 6 target neighborhoods.

Objective III:
To translate existing cultural resources into curricula, programs, and projects that address the cultural needs of the 6 target neighborhoods.

Objective IV:
To evaluate feasibility of a Cultural Environment Coordinator position in terms of number of: needs verified; resources gathered; cooperative curricula, programs, and projects initiated, and needs met.

Objective V:
To maintain existing sites and programs and to expand to two new sites both the Social Environment Program, initiated in Year I and the Physical Environment Program initiated in Year II.


LARGER LAS CRUCES COMMUNITY
Neighborhood Advis. Council #1
Neighborhood Advis. Council #2
Neighborhood Advis. Council #3
Neighborhood Advis. Council #4
Neighborhood Advis. Council #5
Neighborhood Advis. Council #6
Volunteer Site Director #1
Volunteer Site Director #2
Volunteer Site Director #3
Volunteer Site Director #4
Volunteer Site Director #5
Volunteer Site Director #6
CENTRAL COORDINATOR
Social Environment Coordinator
Physical Environment Coordinator
Cultural Environment Coordinator
PEOPLE OLE' Executive Board of Directors
PEOPLE OLE' Board of Directors


LAS CRUCES
CULTURAL RESOURCES
PHYSICAL RESOURCES
SOCIAL RESOURCES
LARGER COMMUNITY RESOURCES
NEIGHBORHOOD NEEDS #1
NEIGHBORHOOD NEEDS #2
NEIGHBORHOOD NEEDS #3
NEIGHBORHOOD NEEDS ##
NEIGHBORHOOD NEEDS #5
NEIGHBORHOOD NEEDS #6
INDIVIDUAL NEEDS