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ABSTRACT

This manual provides communities with a listing of resources designed to help communities plan and develop school-community partnerships and community-development projects and processes. The main purpose of the manual is to supply a "ready-made" listing and description of resources so that models and topics are easily located. The list of resources included are handbooks, kits, and materials, which are written as step-by-step guidance documents. The documents are divided into three general chapters. The first chapter focuses on rural school-community partnerships and offers information on community-based learning (service learning), school-based community learning, and various types of school-community partnerships. Chapter 2 examines ways to organize for action and lists information on asset mapping, leadership and organizational development, the establishment of indicators to track community progress, media and communications, and sustainable community-development strategies. The last chapter provides listings of additional materials and Internet sites. Each resource listing provides the name of the project, the key topics addressed by the program, a short summary of what is being accomplished, and information on how to order the service.
(RJM)

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Strengthening Community Education:
The Basis for Sustainable Renewal

FINDING COMMUNITY RESOURCES MANUAL

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Northwest Regional
Educational Laboratory
Rural Education Program

Finding Community Resources Manual

by Jessica Melvin

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Strengthening Community Education:
The Basis for Sustainable Renewal

FINDING COMMUNITY RESOURCES MANUAL

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INTRODUCTION

Using the *Finding Community Resources Manual*

The *Finding Community Resources Manual* is designed to provide your community with a listing of useful reference materials and information sources. The *Manual* provides descriptions of resources that can help your community plan and develop school-community partnerships and community-development projects and processes. The majority of the resources selected for the *Manual* are handbooks, kits, and materials, which are written as step-by-step guidance documents. Our intent is to provide you with a “ready-made” listing and description of these resources so that when you are looking for models or references on a specific topic, they are easily accessed. For example, if your community is interested in establishing service-learning opportunities for youth, we have listed 13 resources that provide detailed information on the topic.

Resources included in the *Manual* are organized into three general categories:

Chapter 1: Rural school-community partnerships

Chapter 2: Organizing for action

Chapter 3: Additional materials and Internet sites

There is a great deal of information published on community development, leadership, and school improvement. The aim of the *Finding Community Resources Manual* is to identify some of the best tools and resources available that are specifically applicable to rural communities. The resources included in the manual have been reviewed by NWREL staff and represent some of the clearest, most action-oriented information available on the selected topics.



1

RURAL SCHOOL-COMMUNITY PARTNERSHIPS

Please let NWREL staff know if you would like additional information on these or other topics.

Establishing partnerships between rural schools and communities can be the driving force behind community renewal and revitalization efforts. Because schools often represent an important source of local identity, they can assume a strategic role in helping to improve the quality of life in rural communities (Miller, 1995). There are many examples of successful partnerships that can be used to develop programs and create connections in your community. Resources in this section provide detailed information on service learning, school-based community learning, and additional partnerships between school and community.

NOTE: For NWREL resources marked by *, refer to page 35 for ordering information.

Community-Based Learning (Service Learning)

The NWREL has defined service learning as “a method by which young people learn and develop through active participation in thoughtfully organized [community] service experiences” (Fager, 1996). This can include learning through curriculum that includes community service, school-to-work programs, school-based entrepreneurial programs, and apprenticeships for youth in local businesses. There is really no limit to the type of service-learning program that could be established. The resources in this section offer ideas, methods, technical assistance, and written guides to start and develop service-learning programs in your community.

Learning in the Community: From A-Z

Education & Work Program. Northwest Regional Educational Laboratory, 1996.

KEY TOPICS: Community-based learning, using the community as a classroom

SUMMARY: This “idea book” provides brief descriptions of many ways that students can learn valuable skills outside the classroom. The book describes how to do community-based learning and gives some insights into the value of taking students into the community. The book alphabetically lists different ways for children to get involved with businesses and to learn important skills by observing and participating in real-world activities. A strength of *Learning in the Community* is that it finds learning value in community areas that typically are not thought of as educational. For

example, *Learning in the Community* finds learning opportunities in antique stores, hospitals, and irrigation systems. Keep in mind that this book is primarily intended to provide ideas, not instruction.

HOW TO ORDER:

Northwest Regional Educational Laboratory
Document Reproduction Service
1-800-547-6339, ext. 519
Cost: \$12.10* includes shipping and handling

For information about Education & Work resources call 1-800-547-6339, ext. 599.

***Learning by Serving:*
2,000 Ideas for Service Learning Projects**

Joseph Follman, James Watkins, and Dianne Wilkes.
Southeastern Regional Vision for Education, 1994.

KEY TOPIC: Service learning

SUMMARY: A very good source of ideas for communities interested in starting or expanding service-learning programs in their schools and communities. *Learning by Serving* provides examples of many different projects around the country from all grade levels. The book provides examples and information on the following topics:

- Interdisciplinary projects—such as intergenerational, environmental, or mentoring projects
- Single-discipline projects—such as language, math, science, art, or business projects
- Initiating service learning—ways to get projects, time, funding, etc.
- Useful publications—a detailed list of how to get additional information on service learning

The bulk of *Learning by Serving* is bullet lists of ideas and case studies of successful projects. Helpful service-learning tips and appendices are provided. The publication does not include much information on process and how to get projects going.

HOW TO ORDER:

Southeastern Regional Vision for Education (SERVE)
1203 Governor's Square Blvd., Suite 400
Tallahassee, FL 32301

<http://www.serve.org>

1-800-755-3277 or (336) 334-3211

Cost: \$8 + \$2.50 shipping and handling

***Growing Hope:*
A Sourcebook on Integrating
Youth Service into the School Curriculum**

Rich Willits Cairn and James C. Kielsmeier (Editors).
National Youth Leadership Council, 1991.

KEY TOPIC: Youth service

SUMMARY: A comprehensive and well-presented manual describing service learning and the integration of youth into community-development projects. *Growing Hope* provides detailed descriptions of service-learning projects and the rationale for why service learning is effective, and includes an extensive section on implementation of projects. *Growing Hope* also includes a number of case studies, resources, and materials to help communities get started with service-learning projects. These materials include worksheets, checklists, lesson plans, and step-by-step instructions on developing and implementing projects. The book can be somewhat confusing at times because of the wealth of information, but it is a very good resource.

HOW TO ORDER:

National Youth Leadership Council
1910 W. County Road B
St. Paul, MN 55113-1337
(612) 631-3672

<http://www.nylc.org>

Cost: \$29; no additional charge unless special delivery (10 percent)

***Learning by Giving:*
K-8 Service Learning Curriculum Guide**

Rich Willits Cairn and Theresa L. Coble.
National Youth Leadership Council, 1993.

KEY TOPIC: Service learning

SUMMARY: A companion guide to *Growing Hope*, this manual provides a workplan and advice for establishing service-learning programs in your community. *Learning by Giving* begins by outlining some of the potential outcomes of service learning for teachers, schools, and communities, as well as for students. The second part of the manual offers ideas on how to begin building a program. This includes scheduling and liability issues, involving families, and conducting team-building exercises. The manual also provides 15 samples of service-learning activities, grouped in grade clusters K-2, 3-5, and 6-8. Examples of projects for different age groups are provided, which may be helpful in choosing specific activities and projects. This manual is very process oriented. It can be used both as a source of ideas and as a method of walking through all the steps of setting up service-learning programs.

HOW TO ORDER:

National Youth Leadership Council
1910 W. County Road B
St. Paul, MN 55113-1337
(612) 631-3672
<http://www.nylc.org>
Cost: \$45 includes shipping and handling

***Route to Reform:*
K-8 Service Learning Curriculum Ideas**

Madeline Wegner, Michelle Anderson, and Carol Stenberg (Editors). National Youth Leadership Council, 1995.

KEY TOPICS: Service learning, school improvement

SUMMARY: Another idea book developed by the same organization that published *Growing Hope* and *Learning by Giving*. This publication provides ideas for service-learning projects that can be conducted during the academic year and the summer session. Potential programs are described and organized based on the following categories: arts, citizenship, environmental protection/restoration, multicultural, intergenerational, and others. Each project description includes a community profile, materials needed, community involvement techniques, hurdles encountered, and other information. *Route to Reform* is strictly case studies; no instruction is included.

A 20-minute video, *Route to Reform: Service Learning and School Improvement*, may be purchased in conjunction with, or separate from, the *Route to Reform* book. This video entails three examples of service-learning projects that provide students with hands-on experiences and enriches the curriculum by integrating a real-world experience. The projects include:

1. The Gathering Place Project, Minneapolis, Minnesota
2. Illinois River Project, East Peoria High School, Illinois
3. Educational Reform Plan, Washington Elementary School, Mt. Vernon, Washington, involving peer tutoring, bird sanctuary, and conflict management program

The material presented is effective and gives good examples of how to link extracurricular activities to the classroom and services to the traditional classroom environment. It also describes a way to keep service as a part of the culture.

HOW TO ORDER:

National Youth Leadership Council
1910 W. County Road B
St. Paul, MN 55113-1337
(612) 631-3672

<http://www.nylc.org>

Cost: book, \$19; video, \$15; book and video, \$30; includes shipping and handling

The Service Learning Planning and Resource Guide

Council of Chief State School Officers, 1994.

KEY TOPIC: Service learning

SUMMARY: This guide is designed to help schools, education agencies, institutions of higher education, and others develop service-learning initiatives to improve K-12 education. It includes descriptions of 130 funding programs in 15 federal agencies. The first portion of this guide offers profiles of programs in a number of areas, including education, humanities, science, technology, and so forth. The second part contains information on selected service-learning resources and related networks. These are resources for designing and implementing service-learning initiatives at various levels. Overall, a very comprehensive guide to the theory behind service learning and funding programs available for programs. Slightly more technical than other guides listed here, but very useful.

HOW TO ORDER:

Council of Chief State School Officers
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001-1431
(202) 408-5505

<http://www.ccsso.org>

Cost: Free + \$3 shipping and handling

Service Learning:

Applications from the Research

Alan S. Waterman (Editor). National Youth Leadership Council, 1997.

KEY TOPICS: Research and evaluation

SUMMARY: This book provides an overview of service learning and the role of research and evaluation in service-learning programs. Part I deals with methodologies for the study of service learning. Part II provides research on the elements of effective service learning. Part III covers research on the contexts for service learning. Each part entails sections from various contributors pertaining to their area of interest.

Particularly useful sections include "Service-Learning Support of Rural Community Development," by Bruce Miller, and "The Role of Students Characteristics in Service Learning," by Alan S. Waterman.

HOW TO ORDER:

National Youth Leadership Council
1910 W. County Road B
St. Paul, MN 55113-1337
(612) 631-3672

<http://www.nylc.org>

Cost: \$22.50 paperback; \$45 hardcover; no additional charge unless special delivery (10 percent)

School-Based Enterprise:

Productive Learning in American High Schools

David Stern, James Stone, Charles Hopkins, Martin McMillion, and Robert Crain. Jossey-Bass Publishers, 1994.

KEY TOPIC: Work-based youth apprenticeship

SUMMARY: This book describes the educational benefits of facilitating high school students in running a school-based business. These benefits include applying and extending knowledge acquired in the classroom, solving problems in

the context of real social situations, and working in teams. *School-Based Enterprise* is similar to a textbook in that it tends to be instructional and theoretical at times. However, this book provides comprehensive information about a specific topic and is useful as a guide.

HOW TO ORDER:

Jossey-Bass
350 Sansome Street, 5th Floor
San Francisco, CA 94104
(415) 433-1740
<http://www.josseybass.com>
Cost: \$36.45 + varying shipping and handling fees

***Taking the Classroom into the Community:
A Guidebook***

Neal A. Glasgow. Corwin Press, 1996.

KEY TOPICS: Service learning, mentoring

SUMMARY: *Taking the Classroom into the Community* takes a look at service learning from a slightly different perspective. This guidebook describes how one school's approach was for the individual classes to maximize their potential for learning in off-campus settings and use professionals in the community for project work. The guidebook focuses on how community professionals served as mentors to the students during their projects, and the process of mentoring is described throughout. Glasgow gives examples of an existing working model using important definitions, outcomes, and roles of mentoring; explains how to recruit mentors; explores communication with the community and the mentors; provides managing strategies; and includes examples of mentor project experiences.

Overall, a great resource for those interested in using mentors during their service-learning experience.

HOW TO ORDER:

Corwin Press
2455 Teller Road
Thousand Oaks, CA 91320-2218
(805) 499-9734
<http://www.weber.edu/MBE/clearinghouse/C/Corwin>
e-mail order: order@corwin.sagepub.com
Cost: \$12.95 + \$1 shipping and handling

***Community Service Learning:
A Guide to Including Service in the
Public School Curriculum***

Rahima C. Wade (Editor). State University of New York Press, 1997.

KEY TOPICS: Service learning, curriculum

SUMMARY: Wade states that the primary intent of this guidebook is to help service-learning practitioners develop quality service-learning experiences for public school students, schools, and communities. The introduction focuses on the link between civic education and service learning, and the notion of service learning in our democratic society is discussed throughout the book. The body of the book is divided into four parts:

1. Community Service Learning: preparation, collaboration, service, curriculum integration, reflection, and building support for service learning
2. Service Learning in Schools: K-12 programs and teachers of service learning
3. Voices from the Field: teachers, students, parents, administrators, coordinators, and staff developers
4. The Future of Service Learning: challenges to effective practice, and service learning in preservice teacher education and in a democratic society

The extensive appendix contains resources for K-12 community service-learning programs and resource kits. Multiple service projects are listed

throughout. *Community Service Learning* tends to be too theoretical at times, but it efficiently delivers the ideas and process needed to create service-learning programs.

HOW TO ORDER:

Cornell University Press
P.O. Box 6525
Ithaca, NY 14851
(607) 277-2338
<http://www.cornellpress.cornell.edu>
Cost: \$21.95 + \$3.50 shipping and handling

Enriching the Curriculum Through Service Learning

Carol W. Kingsley and Kate McPherson (Editors).
Association for Supervision & Curriculum Development, 1995.

KEY TOPIC: Service-learning projects

SUMMARY: In this practical service-learning guide, 21 contributors describe specific service-learning projects that have enhanced the curriculum in schools across the United States and detail the importance of the classroom as an asset to the community. Whether it be quilting lessons, oral histories of elder citizens, or AIDS education, the students are able to participate in a variety of projects and can understand the positive benefits of service learning through their accomplishments. *Enriching the Curriculum* also discusses the benefits of building a seamless relationship between the community and the school and gives examples of service-learning projects specifically designed to build this partnership. The last section outlines service-learning resources, including centers, national organizations, books, and planning guides. The guide is an excellent tool for integrating service learning into schools.

HOW TO ORDER:

Association for Supervision and Curriculum Development
1703 N. Beauregard
Alexandria, VA 22311
1-800-933-2723
<http://odie.ascd.org>
Cost: \$15.95 member, \$18.95 nonmember, + \$3 handling fee; no fee for orders under \$20 with purchase order or with credit card payment

Job Shadow Guide for Staff (and Students)

Northwest Regional Educational Laboratory and Jobs for the Future, 1996.

KEY TOPIC: Job shadowing

SUMMARY: This guide provides a clear and well-written description of how to design and implement a job-shadowing program. Job shadowing allows students the chance to observe and talk to adults on the job. This provides students with a firsthand view of the skills and knowledge required in the work world. *The Job Shadow Guide* is designed to help teachers, administrators, and communities structure and implement job shadows that provide meaningful learning experiences for students at the workplace and in the classroom. Five sections are provided: (1) information for program coordinators, (2) information for teachers, (3) useful tools to create a program, (4) a glossary of key terms, and (5) forms of sample documents to be used. This guide is meant to be used once support for job shadowing has been garnered in your community; it does not provide information on how to build support.

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Document Reproduction Service
1-800-547-6339, ext. 519
Cost: \$19.95* includes shipping and handling

For information about Education & Work resources call 1-800-547-6339, ext. 599.

Integrated Workplace Learning Project—Teacher Reference Guide

Education & Work Program. Northwest Regional Educational Laboratory, 1996.

KEY TOPICS: Service learning, linking classroom and community

SUMMARY: This document is designed to help students and teachers plan effective work-based learning opportunities for youth. The primary focus is on projects that are considered “internships” (three 18-week experiences) or “extensive work-based learning” (three 12-month experiences). According to the guide, integrated workplace learning projects are “self-directed, intellectually rigorous, field-based learning experiences in which students apply academic skills in solving real-world problems in the community.” Students, teachers, and employers work collaboratively to define the goals and activities of the project. This resource provides detailed examples to establish step-by-step guidelines to help students and teachers brainstorm ideas and effectively plan projects. The examples provide mock planning processes that can be emulated by teachers and students. These examples are clear, tangible, and helpful.

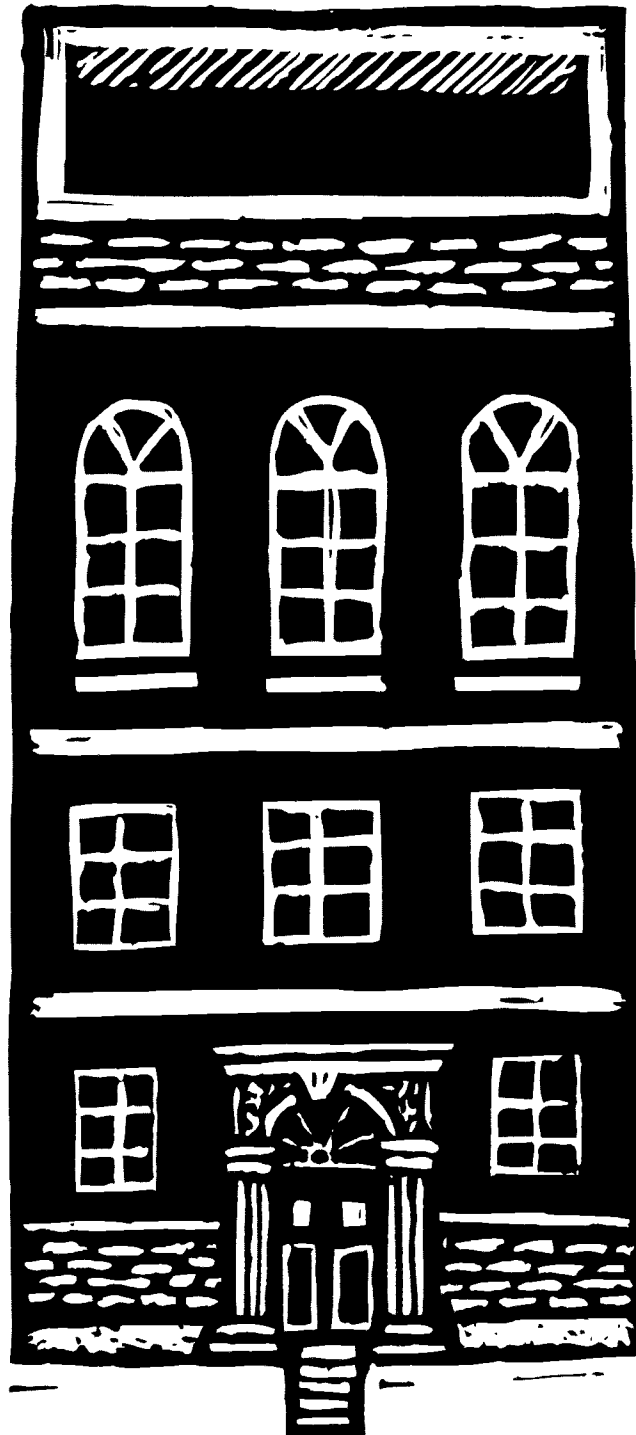
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1-800-547-6339, ext. 519

Cost: \$21.30* includes shipping and handling

For information about Education & Work resources call 1-800-547-6339, ext. 599.



School-Based Community Learning

School-based community learning refers to the utilization of the school as a place where the entire community can come to learn or interact. Often, sporting events held at rural schools are viewed as a time when the community can get together at the school to socialize and interact. School-based community learning simply extends this concept to include using the school for other social gatherings. This concept is particularly useful in rural areas that may not have many public gathering places. Schools can be viewed as a community center where adults can come after hours to take classes, learn skills, or just hold meetings or celebrations. Schools can also be used as common areas where human and social services can be provided to the community. The resources listed in this section provide ways to establish the school as a “community center.”

Accommodating Change and Diversity: Linking Rural Schools to Communities

Jacqueline D. Spears, Larry R. Combs, and Gwen Bailey. Ford Western Taskforce, Rural Clearinghouse for Lifelong Education and Development, 1990.

KEY TOPICS: Adult education, lifelong learning, community linkages

SUMMARY: *Accommodating Change* explores many facets of rural community-school linkages. Case studies and suggestions for community development, social services, and lifelong learning in the schools are provided. Particularly useful is the chapter on rural schools and community development, which provides strategies for economic development, curriculum development, school-based business enterprises, and extracurricular activities. The rural schools and lifelong learning chapter examines the arguments for involving schools in lifelong learning and explores traditional and innovative programs offered by rural schools. Resources, including schools, organization contacts, and references, are provided.

HOW TO ORDER:

College of Education
Kansas State University
234 Bluemont Hall
1100 Midcampus Drive
Manhattan, KS 66506
(785) 532-5530, ext. of Jacqueline D. Spears
<http://www.educ.ksu.edu>
Cost: \$12 includes shipping and handling

Education: How Can Schools and Communities Work Together to Meet the Challenge?

Matthew Leighninger and Mark Niedergang.
Study Circles Resource Center, Topsfield
Foundation, 1995.

KEY TOPIC: Creating and enhancing school and community dialogue

SUMMARY: This booklet is best used as a tool for creating or enhancing communication between community members. It is written as a series of “sessions,” or group discussions based around general questions. The questions include:

- How have schools affected our lives, and how do they affect our community?
- What do we want our graduates to know and be able to do?
- How can we meet every student’s needs?
- How can we make schools safer?

- How can we deal with racial/ethnic diversity?
- How can we provide quality education with limited resources?
- Making a difference: What can we do in our community?

These sessions are designed to include ideas from all interested community members. These are not questions that should be left up to school administration alone.

This booklet is simple and direct; it will be best used to organize and facilitate meetings to discuss community-school relationships. It does not provide much detail on expected outcomes of the sessions; the situation in each community will dictate the outcomes of each session.

HOW TO ORDER:

Study Circles Resource Center
P.O. Box 203
Pomfret, CT 06258
(860) 928-2616
<http://civic.net/ACF/SCRC.html>
Cost: \$2.50 + \$2 shipping and handling within U.S.

Interagency Collaboration: Improving the Delivery of Services to Children and Families

Southeastern Regional Vision for Education, 1992.

KEY TOPIC: Creating a family service center

SUMMARY: A useful guidebook outlining a process for developing family service centers within schools. In this case, a family service center is defined as “a collaborative strategy through which a range of services are co-located at a school.” The benefits of these centers are described in detail, as well as the key steps for developing them. The guidebook lists barriers and challenges to this process as well as examples of successful programs and practices. A detailed listing of national services supporting this type of work is also included. Much of the emphasis of this book

is on modeling programs that involve diverse agencies cooperating to provide services. An extensive source for collaboration and implementation ideas, including samples of needs-assessment surveys and release forms.

HOW TO ORDER:

Southeastern Regional Vision for Education (SERVE)
1203 Governor’s Square Blvd., Suite 400
Tallahassee, FL 32301
1-800-352-6001 or (850) 671-6078
<http://www.serve.org>
Cost: \$12 + \$2.50 shipping and handling

Building a Learning Community: A Guide to Family-Driven, School-Linked Services

Ameetha Palanki and Helen Soussou. Institute for Responsive Education, 1995.

KEY TOPICS: Training, linking services

SUMMARY: As described in the guide, linking education, health, and social services requires opening up the public schools to their surrounding community, and engaging families, communities, and schools in helping the child grow and learn to his or her fullest ability. The guide also helps in creating a partnership team for school-linked services, in the understanding of the community and school perspectives, and in mapping the current community health and social service system. The guide provides the steps involved in establishing an information system, funding your program, creating an information-and-referral network between schools, and designing a full-service school. Appendix I gives examples of school-linked services projects, and Appendix II offers publications and samples of school-linked services. The guide is a helpful tool for locating school-linked services for community involvement.

HOW TO ORDER:

Institute for Responsive Education
 Northeastern University
 50 Nightingale Hall
 Boston, MA 02115
 (617) 373-2595
<http://www.dac.neu.edu/ire>
 Cost: \$12 + \$3.50 shipping and handling with
 single-item purchase; other charges vary

***Schools as Entrepreneurs:
 Helping Small Towns Survive***

The Heartland Center for Leadership
 Development, 1988.

KEY TOPIC: Entrepreneurship

SUMMARY: *Schools as Entrepreneurs* consists of profiles and updates of schools throughout the country who have integrated entrepreneurship in order to help their small, rural communities survive. Some schools find success, while others experience and learn from failure. Although unknown to each other, the profiled schools demonstrate a collective goal, and even though the outcomes may differ, the lessons learned remain the same. School profiles explain the enterprises they created, which demonstrate planning, development, critical thinking, risk taking and responsibility. The book discusses students learning the importance of community assistance and cooperation, whether it be financial or simply volunteering time. "10 Strategies for Making the Connection (Rural Schools and Economic Development)" and "Legal Considerations for School-Based Businesses" are found in the back of the book. This book primarily provides ideas, not instruction.

HOW TO ORDER:

The Heartland Center for Leadership Development
 941 O Street, Suite 920
 Lincoln, NB 68508
 1-800-927-1115 or (402) 474-7667
<http://www.4w.com/heartland/publications.html>
 Cost: \$10 includes shipping and handling

***Building a Learning Community:
 Reaching Out to Families;
 A Guide to Family Centers***

Vivian R. Johnson and Scott Thompson. Institute
 for Responsive Education, 1995.

KEY TOPIC: Family centers

SUMMARY: Johnson and Thompson define a family center as a place in or near a school that is set aside for the purpose of making the school accessible and helpful to family members and encouraging involvement in their children's learning. This guide discusses strategies to create a successful family center; staffing the center; what the family center is used for; and relationships with administrators, teachers, and others. Resources, such as books, manuals, handbooks, reports, videos, articles, and magazines, are available. The guide also provides samples of family centers. The section on family centers is the most useful in terms of school-based community learning. *Reaching Out to Families* is thorough in providing details for creating family centers.

HOW TO ORDER:

Institute for Responsive Education
 Northeastern University
 50 Nightingale Hall
 Boston, MA 02115
 (617) 373-2595
<http://www.dac.neu.edu/ire>
 Cost: \$12 + \$3.50 shipping and handling with
 single-item purchase; other charges vary

Additional School-Community Partnerships

School-community partnerships can take many forms. The resources listed in this section provide linkages between rural schools and communities that are not specifically defined as service learning or community learning. For example, youth have a unique perspective and can provide leadership, new ideas, and energy to community-renewal efforts. This section lists several resources that provide insight on involving youth in community-development efforts. Additionally, resources are included that provide tangible examples of various linkages between schools and communities.

School, Family, and Community: Techniques and Models for Successful Collaboration

Michael J. Dietz (Editor). Aspen Publishers, 1997.

KEY TOPICS: Research-based partnerships, detailed models for collaboration

SUMMARY: The purpose of this resource is to provide active, entrepreneurial school leaders with proven practices that will enhance the quality and effectiveness of parent, family, and community involvement in ways that benefit learning outcomes for children. This book features a solid, research-based partnership framework and detailed models for more than 25 real-life programs that have been proven effective in generating support and resources. The specific characteristics of the six-type model are:

- Type 1: Parenting
- Type 2: Communicating
- Type 3: Volunteering
- Type 4: Learning at home
- Type 5: Decisionmaking
- Type 6: Collaboration between the school and community

Drawing from more than a decade of research, the author describes this six-type model as coherent, valid, and reliable. An excellent tool for developing programs essential to building partnerships.

HOW TO ORDER:

Aspen Publishers
200 Orchard Ridge Drive, Suite 200
Gaithersburg, MD 20878
1-800-638-8437

<http://www.aspenpub.com>

Cost: \$49 includes shipping and handling if purchasing order with a credit card; 8.5 percent otherwise

Building Partnerships Workbook

Diane Dorfman. Northwest Regional Educational Laboratory, 1998.

KEY TOPICS: Community building, collaboration, renewal

SUMMARY: This workbook on building collaborative networks focuses on relationships and partnerships as the foundations of community-development work. *Building Partnerships* provides people in the first stages of community organizing with ideas, strategies, and activities designed to get people thinking about how to build and strengthen collaborations. The workbook is divided into sections covering familiar and active relationships, therapeutic states, the role of schools, collaborative leadership, partnerships and change agents, and models of collaborative networks. This workbook will be useful for organizing community groups, discovering who wants to commit to the process, and practicing the art of social relations.

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1-800-547-6339, ext. 519
Cost: \$20* includes shipping and handling
The full text is also available online at:
<http://www.nwrel.org/ruraled/Workbook.PDF>

***Promising Practices in the
Northwest Region's Rural Schools***

Jennifer Fager. Northwest Regional Educational Laboratory.

KEY TOPIC: Linking schools and communities

SUMMARY: *Promising Practices* was created to highlight some of the diverse instructional practices throughout the states served by the Northwest Regional Educational Laboratory. This database represents a sampling of the practices being used in the Northwest states. The collection includes older successful programs as well as newer programs. This database allows you to search subject and curriculum-related links, along with related resources inside and outside the Northwest. The database is organized in five categories: type of recognition, educational theme, level of the system served, age group served, and state. An excellent, up-to-date resource.

HOW TO ORDER:

Full text is available online at the Northwest Regional Educational Laboratory Web site:
<http://www.nwrel.org/psc/bestofnw>

***Building Home, School,
Community Partnerships***

Southwest Educational Development Laboratory, 1995.

KEY TOPIC: Developing partnerships

SUMMARY: These three handbooks summarize the lessons the Southwest Educational Development Laboratory (SEDL) researchers learned in five years of working with home-school-community partnerships in the South and Southwest. The set includes:

The Planning Phase: Introduces partnership programs, along with communications and organizational strategies and positive and negative group dynamics. This handbook also moves through the stages of producing a partnership: (1) initiating a partnership; (2) building a partnership; (3) developing a shared vision; and (4) moving to collaborative action.

The Role of the Neutral Facilitator: Explains why neutral facilitators are essential in partnership development, and describes the characteristics and skills a neutral facilitator must possess.

Charting Progress Toward Collaboration: This guide for evaluating partnerships also identifies the five factors of successful collaboration that are necessary for community action.

HOW TO ORDER:

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701-3281
(512) 476-6861
<http://www.sedl.org/>
Cost: \$21 includes shipping and handling

Connecting Service Learning and School-to-Career Initiatives

Council of Chief State School Officers (CCSSO), 1997.

KEY TOPIC: Making the service learning and school connection

SUMMARY: *Connecting Service Learning* discusses making the connection and describes how service learning has begun playing a more central role in helping students develop academic opportunities. The Council of Chief State School Officers (CCSSO) states that school-to-career initiatives focus on improving and expanding the range of school-based and work-based programs that prepare students for employment. This book also discusses the benefits of making the connection, service-learning skills and competencies, and common goals. The book provides challenges and issues related to connecting school-to-career initiatives and service learning. As a bonus, examples are given from a CCSSO study that demonstrate the various approaches school districts, schools, and communities have taken to connect service learning and school-to-careers.

HOW TO ORDER:

Council of Chief State School Officers
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001-1431
(202) 408-5505
<http://www.ccссо.org>
Cost: Free + \$2 shipping and handling

Shared Decision Making: A Briefing Paper for School Board Members

Larry Swift. Washington State School Directors Association, 1995.

KEY TOPIC: School-community decisionmaking

SUMMARY: This booklet describes a process for developing shared decisionmaking among school boards, teachers, superintendents, and community members. The rationale for shared decisionmaking is that the quality of the school's work can be increased by involving those affected by decisions in decisionmaking. This book describes the development of a Learning Improvement Team (LIT) to guide the process of decisionmaking and lend credibility to the efforts. Six brief appendices are also included, which provide case studies and sample policies from successful shared decision-making processes.

HOW TO ORDER:

Washington State School Directors Association
221 College Street N.E.
Olympia, WA 98516-5313
(360) 493-9237
<http://www.wssda.org>
Cost: Free

Connecting School-Family-Community Resources

RMC Research Corporation, 1996.

KEY TOPICS: Family programs, resources

SUMMARY: This booklet is intended for use by school administrators and community leaders serving families of students in the middle grades (6-8), although in order to strengthen family access to resources, schools have developed family resource programs for families with children of all ages. The programs outlined in the booklet forge a link between families and a comprehensive network of educational and community services. The eight programs described were selected to

illustrate a broad range of practices that attempt to match specific services to the unique needs of families served in each community. Each program touches on the topics of the program scope/objective, program setting, planning, needs/resource assessment, rationale and mission, services and staffing, governance, resources, and outcomes. The outcome section provides evaluation data that indicates the programs' measure of success. The booklet provides well-developed examples of programs for all types of communities, and includes contact names and addresses.

HOW TO ORDER:

RMC Research Corporation
1512 Larimer Street
Writer Square, Suite 540
Denver, CO 80202
1-800-922-3636 or (303) 825-3636
<http://www.rmcdenver.com>
Cost: Free

Northwest Community-Based Learning Network (Resource Book)

Education & Work Program. Northwest Regional Educational Laboratory, 1997.

KEY TOPIC: Resource book on community-based learning

SUMMARY: The Northwest Community-Based Learning Network provides participating schools and school districts with information and expertise about community-based learning. Through the network, practitioners receive assistance from other practitioners and NWREL staff. A resource book distributed to all member sites contains contact information, areas of expertise, and district information, and a listserv supports communication. Joining the Northwest Community-Based Learning Network is free!

HOW TO ORDER:

Northwest Regional Educational Laboratory
Document Reproduction Service
1-800-547-6339, ext. 519
Cost: Free

For information about Education & Work resources, call 1-800-547-6339, ext. 599.

Service Learning in the Northwest Region

Jennifer Fager. Northwest Regional Educational Laboratory, 1996.

KEY TOPIC: Service learning

SUMMARY: Part of NWREL's By Request series, *Service Learning in the Northwest Region* describes several service-learning programs in the five Northwest states of Alaska, Idaho, Montana, Oregon, and Washington. Each program listing includes the name of the program, the participating school, the contact name and address, observed outcomes, keys to success, and a program description. This resource also provides a short section on steps to getting started and making a program successful. Although the booklet is brief, it contains helpful ideas concerning service-learning programs.

HOW TO ORDER:

Full text is available online at the Northwest Regional Educational Laboratory Web site:
<http://www.nwrel.org/request/july96/index.html>
For a free paper copy, call 1-800-547-6339, ext. 454



ORGANIZING FOR ACTION

The phrase “actions speak louder than words” is particularly applicable to community-development processes in rural communities. People often relate more to action than to planning and process. If a community project shows tangible results, local residents are more apt to support the project, and a greater sense of ownership is often instilled. The five topics included in this section provide various methods of initiating community action and provide the basis for conducting community-development projects.

NOTE: For NWREL resources marked by *, refer to page 35 for ordering information.

Asset Mapping

Asset mapping, also called community assessment, can be defined as determining the resources, skills, and capacities found in your community’s people, organizations, and institutions. All of the various social groups in the community should be included in an asset map, including the elderly, youth, non-English-speaking residents, and so forth. Community associations should include all of the recreational, cultural, religious, athletic, and neighborhood groups in your community. Community institutions refer to schools, businesses, libraries, hospitals, police and fire departments, and health and human service agencies. For each of these groups, your asset map should focus on existing strengths and abilities. In simple terms, asset mapping can be thought of as finding out what is going on in your community and recording those actions.

The resources listed in this section describe how to develop an asset map and how to begin linking existing groups and skills together to create a stronger community.

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets

John P. Kretzmann and John L. McKnight. Institute for Policy Research, Northwestern University, 1993.

KEY TOPIC: Community assessment/asset mapping

SUMMARY: The authors of *Building Communities* are widely regarded as the leaders in the field of asset mapping. This excellent guidebook provides a detailed description of a method of assessing your community’s capacities and assets, rather than focusing on deficiencies and needs. Methods of determining the capacities of youth, seniors, local associations, and institutions are provided in detail. After explaining how to take stock of assets, *Building Communities* goes on to describe

building relationships between community members and organizations and linking assets to form stronger communities. This guide will help local community leaders and organizers start a community-driven process of sustainable development. An excellent source of information for those communities that want to assess local capacity and assets.

HOW TO ORDER:

ACTA Publications
4848 North Clark Street
Chicago, IL 60640
1-800-397-2282

Cost: \$20 includes shipping and handling

**Putting the Pieces Together:
Comprehensive School-Linked
Strategies for Children and Families**

U.S. Department of Education, 1996.

KEY TOPICS: School-community linkages, asset mapping

SUMMARY: Although this manual provides good information on ways to link schools and communities, the most useful chapter has to do with "community assessment" (or asset mapping). Information on community assessment is taken largely from Kretzmann and McKnight's *Building Communities*. Despite this, *Putting the Pieces Together* provides a concise, brief description of how to conduct a community assessment that may be valuable.

HOW TO ORDER:

Northwest Regional Educational Laboratory
Child and Family Program

A free copy is available by calling NWREL's Child and Family Program at 1-800-547-6339, ext. 581. This publication is also available from all of the other regional educational laboratories.

Mapping Community Assets Workbook

Diane Dorfman. Northwest Regional Educational Laboratory, 1998.

KEY TOPIC: Mapping assets

SUMMARY: This workbook is designed to help communities explore and map their assets in order to reveal useful resources. *Mapping Community Assets* begins with the creation of a personal asset map. This idea is expanded into mapping an entire community, and as your map grows, the assets become more defined. Throughout the workbook, questions are asked to help facilitate ideas and also to help focus on what and where the community's assets are. The idea that assets include people as well as things is reinforced through exercises. A great source for guidance in mapping your community's assets and matching the assets with your needs.

HOW TO ORDER:

Northwest Regional Educational Laboratory
Document Reproduction Service
1-800-547-6339, ext. 519

Cost: \$10.30* includes shipping and handling



Leadership and Organizational Development

The ability to provide effective leadership is an extremely valuable trait. Being a leader does not simply mean knowing how to tell people what to do. Successful leaders understand the ingredients of community and the importance of involving people as active participants in the decisionmaking process. One of the most important components of leadership is the ability to form, nurture, and sustain groups, partnerships, and committees. Resources in this section provide information on skills pertaining to leading groups, facilitating meetings and committees, guiding the creation of community groups, and relating to a variety of people.

Partners in Community Leadership: Youth and Adults Working Together for Better Communities

North Central Regional Center for Rural Development, Iowa State University, 1993.

KEY TOPICS: Process for developing youth-adult partnerships, youth leadership

SUMMARY: This is a process-oriented handbook to implement the Partners in Community Leadership process in your community. The Partners in Community Leadership process involves training adults to better work with youth, viewing them as resources rather than simply recipients of information. The handbook provides worksheets and information on training facilitators of the process. Numerous program modules are also provided with this handbook. Some of the modules include: Working Together; Getting To Know Your Community; What Are You Most Proud of in Your Community; Knowing Community Leaders; and Examining Our Community's Future. Each module contains detailed information on materials, processes, work plans, time frames, and more. This is a process document; it should be used only by communities ready to utilize a process to develop adult-youth partnerships and leadership programs.

HOW TO ORDER:

North Central Regional Center for Rural Development

108 Curtiss Hall

Iowa State University

Ames, IA 50011-1050

(515) 294-8321

<http://www.ncrcrd.iastate.edu>

Cost: \$15 includes shipping and handling

School Leadership: A Handbook for Excellence

Stuart C. Smith and Philip K. Piele. ERIC Clearinghouse on Educational Management, University of Oregon, 1997.

KEY TOPICS: Leadership in schools

SUMMARY: *School Leadership* is somewhat theoretical yet is very readable and informative. This book is useful for school administrators and/or educators interested in developing their own leadership skills or transferring leadership to others. Leadership is approached from four perspectives: the person, the values, the structure, and the skills. Each topic is described in detail, both in theory and in practice. *School Leadership* touches on leadership style, effective leadership traits, ethics, vision, leadership support systems, important skills and abilities, and many other aspects. The most useful topic area has to do with necessary leadership skills. This section includes valuable information on build-

ing coalitions, leading meetings, and leading staff. This book does not provide a process; it provides a clear and well-written discussion of the many facets of leadership in schools. Some readers may find this text difficult to read because it is somewhat theoretical.

HOW TO ORDER:

ERIC Clearinghouse on Educational Management
5207 University of Oregon
Eugene, OR 97403
1-800-438-8841
<http://eric.uoregon.edu>
Cost: \$19.95 paperback, \$29.95 hardcover,
+ 10 percent shipping and handling

***Building a Foundation for
Community Leadership:
Involving Youth in Community***

Development Projects. Southern Rural
Development Center, 1996.

KEY TOPICS: Youth involvement, community
empowerment, service learning

SUMMARY: A very detailed handbook designed to be used as an extracurricular activity or as a curriculum supplement for high school students. The activities and ideas could be utilized for younger students as well. This manual describes community action, with such topics as project initiation, project organization, goal setting, recruitment, and implementation. Activities and worksheets are provided for each action step. The manual also includes information for students and teachers on how to do a community needs-assessment, utilize the media, and design surveys. The bulk of *Building a Foundation* deals with developing a school-based community-development project. A stepwise list of ideas, worksheets, templates, and activities is provided for students to design their own project. This handbook is highly recommended.

HOW TO ORDER:

Southern Rural Development Center
Box 9656
Mississippi State, MS 39762
(601) 325-3207
<http://www.ext.msstate.edu/srdc>
Cost: \$23.75 includes shipping and handling

***The Role of Leadership in Sustaining
School Reform: Voices From the Field***

Mary S. Leighton and Adel Nadeau (Project
Director). U.S. Department of Education, 1996.

KEY TOPICS: School leadership, reform

SUMMARY: This booklet describes leadership in the school using theory, practice, and case studies from around the nation. This resource focuses on developing community leadership and sustaining it over time. The authors list the following as the dimensions of leadership: partnership and voice; vision and values; knowledge and daring; savvy and persistence; and personal qualities. Each of these dimensions is described in detail. The most useful portion in the booklet is the chapter on self-assessment. This chapter outlines strategies for leaders to assess their strengths, weaknesses, and areas to develop. Overall, this booklet is useful for those recently entering a leadership position and for those communities that have existing leadership programs. This is not a "how-to" document.

HOW TO ORDER:

U.S. Government Printing Office
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 512-1800
http://www.access.gpo.gov/su_docs
Cost: \$6.50 includes shipping and handling

**Community Action Toolkit:
A Do-It-Yourself Kit for Education
(Community Organizing Guide)**

National Education Goals Panel, 1994.

KEY TOPICS: Community organizing, organizational development

SUMMARY: The *Community Action Toolkit* provides four workbooks for community action. While each of these workbooks is useful, the *Community Organizing Guide* is most applicable to leadership and organizational development. The *Community Organizing Guide* details a step-by-step process to mobilize communities to achieve the National Education Goals. Each element of developing an organizational structure to complete a community action plan is described. This includes suggestions on how to identify a leadership team, develop a common vision, create and implement strategies, and evaluate results. The process outlined is somewhat simplistic, but the worksheets and stepwise approach is valuable. The section on "Getting Out Your Message" is included in the "Media and Communications" section of this guide.

HOW TO ORDER:

U.S. Department of Education
8242 Sandy Court
Jessup, MD 20794
(877) 433-7827
<http://www.ed.gov>
Cost: Free

**Collaborative Leadership:
How Citizens and Civic Leaders
Can Make a Difference**

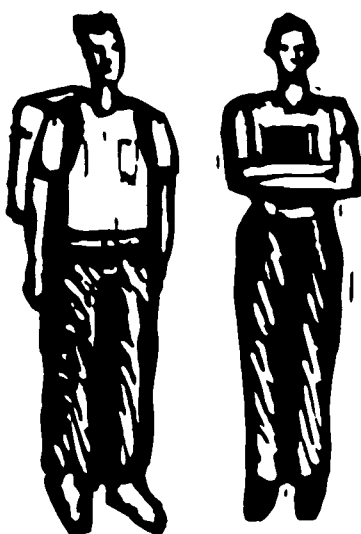
David D. Chrislip and Carl E. Larson. Jossey-Bass Publishers, 1994.

KEY TOPICS: Leadership, community development

SUMMARY: *Collaborative Leadership* is an informative and helpful book designed to help citizens and civic leaders bring together diverse community members in efforts that lead to real change in the community. This book informs the reader how to deal with conflict, motivate people, and work with others to achieve goals. It describes specific leadership strategies and offers insights and tools to be a better leader.

HOW TO ORDER:

National Civic League
1445 Market Street, Suite 300
Denver, CO 80202-1717
1-800-223-6004 or (303) 571-4343
<http://www.ncl.org/ncl/>
Cost: \$20 includes shipping and handling



***The Entrepreneurial Community:
A Strategic Leadership Approach
to Community Survival***

The Heartland Center for Leadership
Development, 1985.

KEY TOPIC: Strategic planning approach

SUMMARY: *The Entrepreneurial Community* gives an overview of the application of strategic planning to community programs, detailing how the approach teaches small-town leaders to use a process that is both highly practical and results-oriented. Small-town leaders may include elected and appointed officials and community leaders. The strategic-planning approach results in action and shows, through the phases, how to get it done, who does what and when, and how well it is working. This guidebook contains chapters that are organized around the different phases of work involved in planning, such as developing strategic leaders, expanding access to resources, citizen participation, the entrepreneurial community, and recruiting and motivating community leaders. The guidebook also contains an extensive resource section with helpful lists, discussion guides, and sample activities for community leadership groups and community organizations. Although dated 1985, this book remains a great “toolbox” for helping to ask the right questions because the topics discussed are general rather than specific.

HOW TO ORDER:

The Heartland Center for Leadership Development
941 O Street, Suite 920
Lincoln, NE 68508
1-800-927-1115 or (402) 474-7667
<http://www.4w.com/heartland/publications.html>
Cost: \$25 includes shipping and handling



Establishment of Indicators to Track Community Progress

Over the past decade or so, the establishment of indicators has become a popular method of tracking changes within communities and regions. Indicators can be defined as summarized statistics through which we can look into the community to gauge its well-being (Willapa Indicators for a Sustainable Community, 1995). To “establish” indicators, a community typically sets overall social, economic, or environmental goals and then tracks progress toward them. For example, a goal would be “the graduation rate will be 100 percent by the year 2005.” Indicators of progress toward that goal would be to obtain information on the graduation rate for every year until 2005. Indicators can be established for community health, the environment, education, the economy, and many other areas. The resources included in this section provide information on how to set goals, establish indicators, and monitor both over time.

Guide to Sustainable Community Indicators

Maureen Hart. QLF/Atlantic Center for the Environment, 1995.

KEY TOPICS: Community indicators, sustainability

SUMMARY: This guidebook provides a clear and thoughtful presentation of sustainability and the establishment of community indicators. The author views indicators as a way of measuring how well a community is meeting the needs and expectations of its present and future members. This guidebook provides definitions of sustainability and presents examples and case studies of sustainable projects that are being “tracked” through indicators. The characteristics of a good indicator are described, along with various categories of useful indicators. The most tangible portion of this guidebook is the chapter that provides sample indicators. The rationale for each category of indicator is provided, along with examples of “better” and “poor” indicators. This guidebook is a very good reference for communities in the process of establishing indicators.

HOW TO ORDER:

QLF/Atlantic Center for the Environment
55 S. Main Street
Ipswich, MA 01938
(978) 356-0160
Cost: \$12.50 includes shipping and handling

Sustainable Community Checklist

Rebecca Bauen, Bryan Baker, and Kirk Johnson. Northwest Policy Center, Graduate School of Public Affairs, University of Washington, 1996.

KEY TOPICS: Community indicators, sustainability

SUMMARY: The purpose of this publication is to generate awareness and interest in sustainability in Northwest communities. Six principles of sustainable communities have been developed in this document: foster a commitment to place; promote vitality; build resilience; act as steward; forge connections; and promote equity. Indicators are provided for each of these principles in the form of questions. Each of these questions can be answered on a continuum between “agree” and “disagree.” If the answers to most questions fall in the “disagree” column, the community is not judged to be sustainable. Throughout this guidebook, case studies and examples are given of sustainable communities elsewhere. This is a nicely presented manual that provides a good

process of establishing indicators and determining sustainability. It is concise and clear, with a minimum of detail.

HOW TO ORDER:

The Northwest Policy Center
University of Washington
Box 353060

Seattle, WA 98195-3060

(206) 543-7900

<http://weber.u.washington.edu/~npcweb/>

Cost: First copy, \$12.50; each additional copy in the same order, \$6

***Willapa Indicators
for a Sustainable Community***

The Willapa Alliance and Ecotrust, 1995.

KEY TOPICS: Community indicators, sustainability

SUMMARY: The *Willapa Indicators* offer a set of indicators designed for a specific geographic region: the Willapa Bay Watershed in Southwest Washington. The report is an effort to gather and summarize information about the community and its residents, social setting, and economy. Indicators are designed to broaden sense of place and to provide a method of understanding the community more completely. Indicators are provided for three broad and interconnected areas: environment, economy, and community. This is not a guidebook; it can be used as a model of how a locally based, rural community can establish indicators and produce long-term goals. Graphics are provided for each indicator, as well as discussion on each indicator's rationale and value.

HOW TO ORDER:

The Willapa Alliance
P.O. Box 278

South Bend, WA 98586

(360) 875-5195

Cost: \$15 donation includes shipping and handling

***Community Action Toolkit:
A Do-It-Yourself Kit for Education
(The Guide to Goals and Standards)***

National Education Goals Panel, 1994.

KEY TOPICS: National Education Goals, community

SUMMARY: This guide, another portion of the *Community Action Toolkit*, may be useful for communities working to establish indicators. The contents of this guide follow a simple format. There are six areas that are viewed as overall national goals: readiness to learn; school completion; student achievement and citizenship; mathematics and science; adult literacy and life-long learning; and safe, disciplined, and drug-free schools. For each of these overall goals, the guide provides questions to ask in your community to see how the goal is being met. The guide also contains sections on "what do we know" about each goal, and provides additional resources for more information. At times, this document is confusing and hard to follow. Despite this, it does provide ideas for tracking progress toward the National Education Goals.

HOW TO ORDER:

U.S. Department of Education

8242 Sandy Court

Jessup, MD 20794

(877) 433-7827

<http://www.ed.gov>

Cost: Free

The Indicators of Sustainable Community

Sustainable Community Network, 1995.

KEY TOPICS: Community indicators, sustainability

SUMMARY: The 1998 edition of *Indicators of Sustainable Community* provides a review of sustainability trends for the Seattle/King County region. Selected and researched by more than 250 citizens, there are 40 economic, environmental, and social indicators. Of these 40 indicators, 12 have shifted in a positive direction since the 1995 edition. At the same time, five indicators have shifted in a negative position. This 1998 edition is basically an updated version of the 1995 edition, improving nearly half of the indicator data sources and trend analyses. This report is intended to be used by citizens and policymakers to guide behavior changes that will steer Seattle's community on a more sustainable course. The 40 indicators are divided into sections: Environment; Population & Resources; Economy; Youth & Education; and Health & Community. Again, this is not a guide or manual; these reports are geared toward a particular community.

HOW TO ORDER:

Sustainable Seattle

514 Minor Avenue N.

Seattle, WA 98109-5516

(206) 622-3522

<http://www.scn.org/sustainable/indicators.html>

Cost: \$15 includes shipping and handling

Sierra Nevada Wealth Index

The Sierra Business Council, 1996.

KEY TOPICS: Indicators, community development

SUMMARY: This resource provides a good example of how to use indicators to track community wealth and development. The *Wealth Index* was developed to provide business leaders and other decisionmakers with a comprehensive report on the Sierra region's assets. The report includes indicators that describe the area's social, natural, and financial capital. For each indicator, a description of "How are we doing?" and "Why is it important?" is included. Each indicator also includes a graphic to illustrate progress. This is a very well-presented report that includes some good ideas for economic development and community "wealth." While the *Wealth Index* may not be as comprehensive as some of the other indicator manuals, it still provides valuable ideas and presentation.

HOW TO ORDER:

Sierra Business Council

P.O. Box 2428

Truckee, CA 96160

(530) 582-4800

<http://tahoe.ceres.ca.gov/sbc/>

Cost: \$15 + \$2 shipping and handling

Media and Communications

The local media can be a very important resource for promoting rural school-community partnerships and community-development projects. Newspapers, radio, and mailers can all be utilized to spread the word and raise awareness of events occurring in the community. Through various media sources, effective communication linkages can be made between residents of the community and, with outside technical assistance, providers and funding institutions. Utilizing the media and improving communication systems is vital to the success of community-renewal efforts. The resources listed in this section offer ways to create connections and work with media organizations in your community.

Community Action Toolkit: A Do-It-Yourself Kit for Education (Guide to Getting Out Your Message)

National Education Goals Panel, 1994.

KEY TOPIC: Utilizing the media to promote community development

SUMMARY: This guidebook is the most useful portion of the *Community Action Toolkit*. The guide provides helpful information on how to conduct news releases, conferences, and various other media sources. Although this document does not specifically address rural issues, it does provide good templates. This handbook goes through a list of six primary facets critical to getting your word out. They are:

- Who are you trying to reach?
- What do we want that person/group to do?
- What information does the target audience need?
- What message will create the attitude or behavior we seek?
- What is the best way to get our message to each audience?
- How well did the strategy work?

HOW TO ORDER:

U.S. Department of Education
8242 Sandy Court
Jessup, MD 20794
(877) 433-7827
<http://www.ed.gov>
Cost: Free

Foundation Resources: Community Networks, Telecenters and Televillages

Timothy Walter. Aspen Institute Rural Economic Policy Program, 1996.

KEY TOPIC: Funding for communications projects

SUMMARY: This publication is a list of private and corporate foundations that sponsor telecommunications projects in rural areas and other general areas. Foundations are listed based on the type of projects they fund. This list of foundations focuses on helping rural development practitioners and local rural "decisionmakers" use computer networking to communicate and collaborate. In addition to listing approximately 70 foundations and their phone numbers, this publication contains advice on how rural communities should go about making their pitch to foundations. This publication is useful only if improved telecommunications or networking systems are being considered in your community.

HOW TO ORDER:

The Aspen Institute
Rural Economic Policy Program
1333 New Hampshire Avenue, N.W., Suite 1070
Washington, DC 20036
(202) 736-5800 or Fax (202) 467-0740
The full text is available on their Web site:
<http://www.aspeninst.org/rural/foundres.html>

***Communications as Engagement:
A Communications Strategy for
Community Revitalization***

Ann Beaudry and Marcia Sharp. Millennium
Communications Group, 1994.

KEY TOPICS: Community revitalization, commu-
nications, media

SUMMARY: As stated by the Millennium Com-
munications Group, the Millennium Report was
commissioned by the Rockefeller Foundation in
April 1994 as a key component of the Foundation's
The Common Enterprise initiative. The initiative
seeks to revitalize citizenship at the local level by
bringing collaborative problem-solving and conflict-
resolution techniques to diverse groups of com-
munity stakeholders. The specific purposes of
the Millennium project were:

1. To provide an understanding of the variety
and focus of the actors in the community re-
vitalization "movement" in the country today
2. To explore the role and potential of commu-
nications in revitalization
3. To develop recommended communications
strategies for those who wish to support and
accelerate revitalization
4. To create a template or "architecture" for a
database on revitalization initiatives, and to
assemble examples to support and amplify
that architecture

The findings and strategy recommendations in
this report have been found to have dramatically
enriched the involvement and contributions of
dozens of practitioners, scholars, activists, leaders,
and participants in community revitalization, at
local and national levels, from across the country.
An excellent communications resource focusing
on multiple actors and characteristics of revital-
ization organizations.

HOW TO ORDER:

Communications Development, Inc.
1825 I Street, N.W., Suite 1075
Washington, DC 20006
(202) 775-2183

The full text is available at the Millennium
Communications Group Web Site:
<http://www.cdinet.com/Millennium>



Sustainable Community-Development Strategies

Sustainable community development involves developing strategies that are environmentally sound, socially supportive, and economically viable. "Development" in this definition does not refer to changing the character of a community or physically building new facilities or infrastructure. Ideally, sustainable community development refers to local individuals and organizations from all sectors of the community working together for the community's betterment. This section offers resources for communities seeking to get involved with or begin such efforts.

Sustainable Community Development: Partnerships and Winning Proposals

Christopher R. Bryant. Rural and Small Towns Research and Studies Programme, 1991.

KEY TOPIC: Sustainable community development strategies

SUMMARY: This guide defines and describes sustainable community-development strategies. According to the author, sustainable community development must: (1) maintain or improve the biophysical environment; (2) improve the social dimension; (3) improve local working conditions; and (4) improve economic health or business in the community. Sections in this resource deal with definitions of sustainable development, establishment of partnerships, and preparing winning proposals for projects. Each section is well written and informative, although fairly theoretical. Overall, a very good overview for developing projects.

HOW TO ORDER:

Rural and Small Town Programme
Mount Allison University
76 York Street
Sackville, New Brunswick, Canada E4L1E9
(506) 364-2391 or Fax (506) 364-2601
<http://www.mta.ca/rstp>
Cost: \$15 + \$5 shipping and handling in Canada and U.S.

Communities in the Lead: The Northwest Rural Development Sourcebook

Harold L. Fossum. Northwest Policy Center, 1993.

KEY TOPICS: Community-development strategies, community resources

SUMMARY: *Communities in the Lead* is an excellent resource guide on sustainable community development. The stated goal of this document is to improve access to ideas and assistance now available to community leaders as a way of empowering community-based revitalization efforts in rural areas. The book lists capacity building and value-added enterprise development as two ways to do this. Capacity building improves the ability of community groups to shape practical goals, find resources, and evaluate and change these goals over time. Value-added enterprise development refers to enhancing existing economics dependent on natural resources by maximizing local benefits. This document has focused on the primary resource providers in the Northwest as a major source of information. There is a wealth of information on these resources, and it is presented clearly and effectively.

HOW TO ORDER:

The Northwest Policy Center
University of Washington
Box 353060
Seattle, WA 98195-3060
(206) 543-7900
<http://weber.u.washington.edu/~npcweb/>
Cost: \$30 + \$1 shipping and handling

***Building Community Capacity:
The Potential of Community Foundations***

Steven E. Mayer. Rainbow Research, 1995.

KEY TOPICS: Community development, community foundations

SUMMARY: Mayer defines community foundations as an organization to which people or entities of any kind can give funds of almost any kind to meet the perceived needs of a community in any charitable field. This book describes the value of establishing a community foundation as three-fold: (1) It can act as a catalyst in mobilizing community support and enthusiasm; (2) community foundations can foster leadership skills and interactive relationships; and (3) community foundations can be a constant source of new ideas and local expertise. Of course, community foundations are also an excellent way to raise money for small-scale local projects that may not have access to large urban funds. This book is dense and detailed, and it contains a great deal of information. *Building Community Capacity* can be hard to read at times, but is a very good resource.

HOW TO ORDER:

Publications Department
Rainbow Research
621 W. Lake Street
Minneapolis, MN 55408
(612) 824-0724
Cost: \$17.50 + \$3 shipping and handling

***Take Charge: Economic Development
in Small Communities***

North Central Center for Rural Development.
Iowa State University, 1990.

KEY TOPICS: Community development, economic development

SUMMARY: This is a detailed workbook outlining a workshop to describe potential economic-development options in small communities. The program is divided into three sessions: (1) Where are we now?; (2) Where do we want to be?; and (3) How do we get there? It is designed to help communities choose strategies for short-term actions and long-term efforts to create feasible economic-development alternatives. This is a process-oriented document designed to be used in a community focus-group setting. It may provide some good ideas for sustainable community development.

HOW TO ORDER:

North Central Center for Rural Development
Iowa State University
108 Curtiss Hall
Ames, IA 50011-1050
(515) 294-8321
<http://www.ncrcrd.iastate.edu>
Cost: \$18 includes shipping and handling

Sustainable Small Schools

Craig B. Howley and John M. Eckman (Editors).
Clearinghouse on Rural Education and Small
Schools, 1997.

KEY TOPICS: School improvement and sustainability

SUMMARY: *Sustainable Small Schools* is organized into five chapters plus an extended resource chapter that gives you a list of other readings, organizations, and people. This handbook is for parents, concerned citizens, and educators, along with your children, school, and community. Chapter 1

discusses basic assumptions concerning small, rural schools. Chapter 2 considers the topic of consolidation and small schools. Chapter 3 gives examples of various rural programs and activities in which the community inspires the curriculum. Chapter 4 discusses options for keeping rural schools open, including the four-day week and the multiage classroom. Chapter 5 suggests how to ultimately help things to change: Do it yourself. The handbook is geared to be especially useful and accessible to noneducators, but is also recommended and useful for educators. The ideas and resources in this handbook can help parents, educators, and community members discover how to keep small schools open and how to improve them for the children and community.

HOW TO ORDER:

ERIC Clearinghouse on Rural Education and
Small Schools
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
1-800-624-9120
<http://www.ael.org/eric/brural.htm>
Cost: \$15 + 10 percent shipping and handling

Are You Sustainable? Tutorials

Center for Sustainable Communities. U.S.
Environmental Protection Agency, Region 10, 1995.

KEY TOPIC: Sustainable development

SUMMARY: This resource provides extensive information on the definition of sustainability, as well as the history, limits, and future of sustainability. It includes tutorials on a number of community-related topics, including equity, community indicators, ecology, organization, and many others. It provides good background information for community leaders and groups interested in promoting sustainable community development. There is no "how-to" information or guides to help with implementation. This resource could

be used in the classroom as curriculum or simply used as reference material.

HOW TO ORDER:

Center for Sustainable Communities
Cascadia Community and Environment Institute
208 P Gould Hall Box 355726
University of Washington
Seattle, WA 98195-5726
(206) 543-7900
Cost: Free
The full text is also available on their Web site:
<http://weber.u.washington.edu/~common/>



ADDITIONAL MATERIALS AND INTERNET SITES

This section provides materials and information sources that may be helpful for your community. These resources do not fall into any of our established categories, but we feel they are very useful.

NOTE: For NWREL resources marked by *, refer to page 35 for ordering information.

Miscellaneous Materials

The following resources offer valuable tools and skills to help in community-renewal efforts.

Getting Funded: A Complete Guide to Proposal Writing

Third edition. Mary Hall. Continuing Education Publications, 1988.

KEY TOPIC: Grant writing

SUMMARY: An indepth and accurate resource guide for writing proposals. This guide has been in print for 16 years because it is a comprehensive, clear, and valuable source of information for writing grants and successfully raising money. The guide details all phases of proposal writing and preproposal preparation. It also includes information on how to approach various foundations and funding sources. The guide is highly recommended.

HOW TO ORDER:

Continuing Education Publications
Portland State University
P.O. Box 1394
Portland, OR 97207
1-800-547-8887, ext. 4891
<http://extended.pdx.edu/press/index.htm>
Cost: \$23.95 + \$4 shipping and handling with the purchase of one book; fees depend on amount ordered

Doing Community-Based Research: A Reader

Danny Murphy, Madeleine Scammell, and Richard Sclove. The Loka Institute, 1997.

KEY TOPIC: Community-based research

SUMMARY: The Loka Institute defines community-based research as research conducted by, for, or with the participation of community members. Community-based research involves the collaboration of community members (grassroots activists) and experts (university researchers, etc.). This reader provides concrete examples of U.S. organizations and programs conducting community-based research. The reader also provides a series of detailed case studies and through articles, outlines the basic concept of community-based knowledge. The articles encompass a variety of social concern issues, and include contributions from both academics and grassroots activists. The case studies are particularly helpful in outlining community-based research.

HOW TO ORDER:

The Loka Institute
P.O. Box 355
Amherst, MA 01004-0355
(413) 559-5860
<http://www.loka.org/crn/pubs/reader.htm>
Cost: \$19 includes shipping and handling

Findings and Recommendations of the Community Partnership Center EZ/EC Learning Initiative

Community Partnership Center, The University of Tennessee, 1998.

KEY TOPIC: EZ/EC Learning Initiative

SUMMARY: The Empowerment Zones and Enterprise Communities Program is the most comprehensive federal program in recent years aimed at relieving severe distress in rural and urban areas. The EZ/EC Learning Initiative is a project designed to pilot a participatory evaluation process in 10 of the 33 rural zones. At each site, community-based Learning Teams worked with Regional Researchers to track progress of the program. This book presents a project overview, findings related to the EZ/EC program and the Learning Initiative, and recommendations related to the EZ/EC program and the Learning Team approach. These include collaboration and conflicts, goals and progress, team profiles, and programmatic issues. Figures, tables, and appendices are also included.

HOW TO ORDER:

Community Partnership Center
The University of Tennessee, Knoxville
Hoskins Library, Room 108N
1401 Cumberland Avenue
Knoxville, TN 37996-4015
(423) 974-4542 or Fax (423) 974-5229
<http://www.ra.utk.edu/cpc>
Cost: \$25 + \$3 shipping and handling

Grassroots Participatory Research: A Working Report from a Gathering of Practitioners

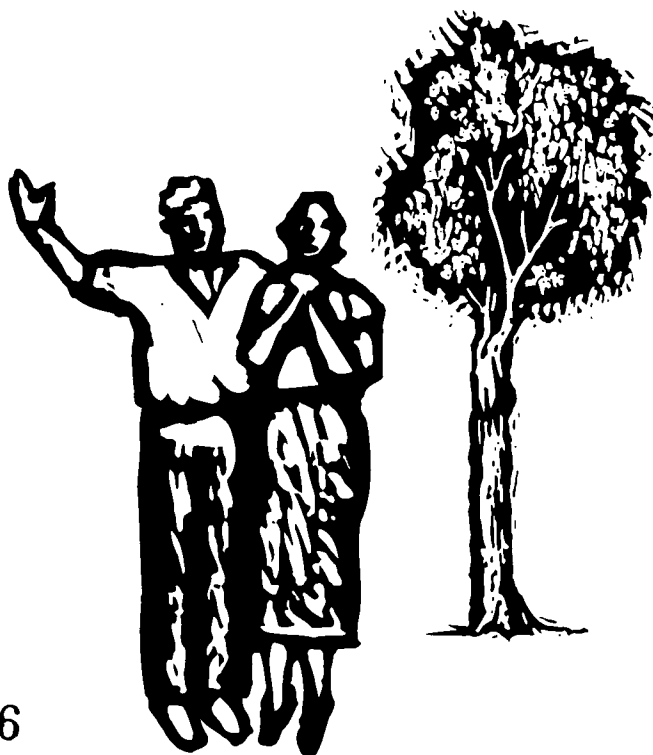
Lee Williams. Indiana University Southeast with the Community Partnership Center, the University of Tennessee, Knoxville, 1997.

KEY TOPICS: Workshops, projects, participatory research

SUMMARY: *Grassroots Participatory Research* develops the framework of the general idea of what participatory research is, who the workshop participants include, a list and explanation of projects participating in the study, and a list of "Dos, Don'ts, and Maybes" in regards to participatory research. A good tool for beginners.

HOW TO ORDER:

Community Partnership Center
The University of Tennessee, Knoxville
Hoskins Library, Room 108N
1401 Cumberland Avenue
Knoxville, TN 37996-4015
(423) 974-4542 or Fax (423) 974-5229
<http://www.ra.utk.edu/cpc>
Cost: \$7.50 + \$3 shipping and handling



***Building a Learning Community:
Four Guides to Dialogue and
School-Improvement Planning***

Scott Thompson. Institute for Responsive Education, 1995.

KEY TOPICS: Dialogue and action

SUMMARY: The four guides to dialogue and school-improvement planning are:

1. Starting Points: A Guide to Developing School/Community Partnership Teams
2. Building a Shared Vision: A Guide to Focus Groups and Town Meetings for Learning
3. Implementing and Evaluating School Improvement Efforts: A Guide to Action Research
4. Creating Community Alliances: A Guide to Improving Project Advocacy and Dissemination

Building a Learning Community includes topics such as school-home-community partnerships, leadership, problem solving, focus groups, and action research. The four guides offer excellent sample tools for partnership teams, examples and presentations of focus groups, sample tools for putting action research into practice, and steps to put together a team of community allies. These materials are highly recommended.

HOW TO ORDER:

Institute for Responsive Education
Northeastern University
50 Nightingale Hall
Boston, MA 02115
(617) 373-2595

<http://www.dac.neu.edu/ire>

Cost: \$12 + \$3.50 shipping and handling with single item purchased; additional shipping and handling varies according to amount ordered

Rural Education Program Informational Papers

Diane Dorfman. Northwest Regional Education Laboratory, 1997.

KEY TOPICS: Various

SUMMARY: These papers were written specifically for your communities. They include: (1) political activism in schools; (2) covering your community through the media; (3) getting funded and proposal writing; and (4) access to information from the Internet and databases. Each of these papers includes useful information and the addresses and phone numbers of other excellent sources on the topics. A good primer on networking and gathering information.

HOW TO ORDER:

Northwest Regional Educational Laboratory
Rural Education Program

A free copy is available by calling Diane Dorfman at 1-800-547-6339, ext. 561.



Useful Internet Sites

Each of the following Internet sites contains useful information on community development, rural development, school-community interaction, or youth involvement. Many of these sites offer free materials and the ability to download manuals and information.

The Heartland Center for Leadership Development

<http://www.4w.com/heartland>

Features programs, publications, and links to other leadership resources. Focuses on rural areas.

National Housing Institute/Shelterforce Online

<http://www.nhi.org/>

This housing and community-development magazine focuses on community building and asset mapping.

The Rural Economic Policy Program

<http://www.aspeninst.org/rural/>

Includes information on foundations and resources for rural areas.

Center of Excellence for Sustainable Development

<http://www.sustainable.doe.gov/>

Information and links on sustainability, sustainable resources, codes, and manuals can be found here.

National Service-Learning Clearinghouse

<http://www.nicsl.coled.umn.edu>

A comprehensive site filled with information on service learning.

The Northwest Policy Center

<http://weber.u.washington.edu/~npcweb>

This site features links to region-specific information, program areas, publications, projects, and a newsletter.

Center for Sustainable Communities

<http://weber.u.washington.edu/~common>

A library containing bibliographies, abstracts, and a gallery. Includes tutorials and case studies.

United States Department of Agriculture, Rural Development

<http://www.rurdev.usda.gov>

Includes rural development information, “ideas that work,” and community-development resources.

The Community Information Exchange

<http://www.comminfoexch.org>

This site provides access to computerized databases, publications, program information, and training and technical assistance.

Partners for Livable Communities

<http://www.livable.com>

Publications and case studies of successful “livable communities” can be found here.

Institute for Educational Leadership

<http://www.educ.msu.edu/epfp/iel/welcome.html>

Includes publications, programs, and information on improving opportunities for children and youth.

Alliance for National Renewal

<http://www.ncl.org/anr>

An extensive network of community stories, case studies, and lists of organizations.

Civic Practices Network

<http://www.cpn.org>

Case studies, tools for community development, civic maps, and more can be found here.

Rural and Small Town Programme

<http://www.mta.ca/rstp>

A Canadian site with access to case studies and a lot of rural community information.

Empowerment Zones/Enterprise Communities

<http://www.ezec.gov>

Features detailed information on communities in Empowerment Zones and community development.

Educational Resources Information Center

<http://www.aspensys.com/eric>

This site provides access to huge databases of information throughout the country, as well as extensive publications.

Goals 2000: Legislation and Related Items

<http://www.ed.gov/G2K>

Information on the National Education Goals and Goals 2000 can be found here.

National Rural Education Association

<http://www.colostate.edu/orgs/NREA>

Links to lots of information about rural educational policy are available at this site.

Community Partnerships

<http://www.sedl.org/hscp>

This site contains information on the school-community-home partnership.

Rural Development Virtual

Community Library

<http://www.gov.on.ca/omafra/english/rural/virtual/library.htm>

Includes the *Rural Development Handbook*, case studies, articles, and fact sheets.



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E-mail: products@nwrel.org

<http://www.nwrel.org>

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www.nwrel.org



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