



FINAL REPORT: 75

Executive Summary

*Appalachian
Adult
Education
Center*



COMMUNITY

EDUCATION

FINAL REPORT 1975: EXECUTIVE SUMMARY

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RURAL AND SMALL TOWN COMMUNITY EDUCATION

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**U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Adult, Vocational and Technical Education**

EXECUTIVE SUMMARY

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

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

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

WHAT IS COMMUNITY EDUCATION?

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

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

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

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

Community education must be:

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

COMMUNITY EDUCATION COST

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

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

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

A METHOD FOR COMMUNITY PLANNING

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

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

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

- (2) orientation of state department personnel
- (3) sanctions and support from state department
- (4) seed monies for program initiation (especially important in rural, no risk money communities)
- (5) orientation of local decision-makers
- (6) sanctions and support from local decision-makers
- (7) orientation of local staff
- (8) review of community survey and status report for planning
- (9) preparation for two-day community planning session
- (10) two-day community planning session

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

- a. *What are we going to do?* (Statement of objective)
- b. *Why are we going to do it?* (Goal of objective)
- c. *How are we going to do it?* (Chronological listing of activities to accomplish the objective)
- d. *Who is going to do it?* (Assignment of staffs, institutions, or agencies responsible for each activity)
- e. *What do we need to know to be able to do it?* (List of the knowledge needs of those responsible for activities)
- f. *How will we know we have done it?* (Documentation for evaluation of each activity)
- g. *How much will it cost?* The two-day community planning session produces a written work agreement describing a realistic community commitment to solving problems through community education activities. Implementation of the work plans requires the following:

- (11) review and approval of work agreements by planning sessions participants
- (12) in-service training of local staff
- (13) initiation of work plan
- (14) monitoring of work plan, by the planning committee or advisory council
- (15) reporting of year-end results (dissemination)
- (16) encouraging dissemination and visitors for spread of concepts

RESULTS

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

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

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

Table 1

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

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

Table 2

SUMMARY MONTGOMERY COUNTY COMMUNITY SCHOOL EDUCATION ACTIVITIES

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

* First year of community education

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

- + The Scioto Valley Local School District, after a history of repeated failures, passed a bond issue. Monies were designated for school renovation and for community school activities. The success of the campaign was directly related to community involvement and satisfaction with community school activities.
- + The Ashland City Schools expected an enrollment of 400 persons for initial community education programs. They were overwhelmed with enrollments of more than 3,500 people.
- + The Montgomery County School Board inserted the descriptive "community" into the system's title.
- + A full-time community education coordinator was employed cooperatively by the Montgomery County School Board and local recreation commission department.
- + Community involvement in Montgomery County enabled the county and city school boards to plan an important merger which might have been impossible without the community education movement.
- + Community education leadership from Montgomery County testified before the President's National Advisory Council on Adult Education.
- + The Owensboro Public Schools employed a full-time coordinator of community education, who has established linkages and cooperation among the community education services, state agencies, and local agencies.
- + The Kentucky Department of Education has created a new position in community education for state-wide coordination.
- + The Department of Education's Adult Education Unit has reinforced the adult education components in all AAEC community demonstration sites to meet the tremendous upsurge of enrollment in adult education generated through community education.
- + The four rural and small town community education programs initiated by the AAEC experienced remarkable growth. All are serving as area demonstration sites, and will continue independent of the Center.
- + The resource of federal, state, and local agencies were focused in the four sites by the AAEC, enhancing program development.
- + The community education projects were linked with other AAEC projects: the Right to Read Effort, a comparative study of strategies for GED preparation, and Kentucky Educational Television's GED series.
- + The Center provided technical assistance in many communities, e.g., to an Eastern Kentucky multi-county service center which obtained a large grant for human resource development through community education.
- + International visitors were sponsored by the Agency for International Development to visit the AAEC and AAEC non-formal community programs.

PROBLEMS

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

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

If all these factors are taken into consideration, the sharing of resources can be accomplished. The AAEC has suggested a comprehensive strategy of collaborative planning by objectives to manage the problems, pages 2 through 3.

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

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

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

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

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

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

In summary, community education programs can:

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

Community education programs are influenced by:

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

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

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

- + a middleman to act as a catalyst in the developmental process
- + a community leader responsible for planning and programming
- + minimal funding, to support developing programs
- + built-in systems for reporting and evaluation

CONCLUSIONS

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

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

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

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

Those institutions and agencies throughout the United States currently prepared to assist in community education development are listed in Table 3, "Centers for Community Education Development," pages 9 through 12.

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

Table 3

CENTERS FOR COMMUNITY EDUCATION DEVELOPMENT

ALABAMA

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

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

ALASKA

Refer to Oregon, University of

ARIZONA

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

ARKANSAS

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

CALIFORNIA

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

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

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

COLORADO

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

Community Education Center
Colorado State University
Fort Collins, Colorado 85021

CONNECTICUT

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

DELAWARE

Center for Community Education
University of Delaware
Newark, Delaware 19711

DISTRICT OF COLUMBIA

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

FLORIDA

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

Center for Community Education
University of Florida
Gainesville, Florida 32601

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

GEORGIA

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

HAWAII

Refer to California State University, San Jose

IDAHO

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

ILLINOIS

Center for Community Education
Southern Illinois University
Carbondale, Illinois 62901

ILLINOIS (cont.)

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

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

INDIANA

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

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

IOWA

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

KANSAS

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

KENTUCKY

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

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

LOUISIANA

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

MAINE

Community Education Development Center
 University of Maine
 Orono, Maine 04473

MARYLAND

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

MASSACHUSETTS

Community Education Development Center
 Worcester State College
 Worcester, Massachusetts 01609

MICHIGAN

Regional Center for Community Education
 Alma College
 Alma, Michigan 48801

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

Center for Community Education
 Eastern Michigan University
 Ypsilanti, Michigan 48197

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

Center for Community Education
 Northern Michigan University
 Marquette, Michigan 49855

Community School Development Center
 Western Michigan University
 Kalamazoo, Michigan 49001

MINNESOTA

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

MISSISSIPPI

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

MISSOURI

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

MONTANA

Refer to Oregon, University of

NEBRASKA

Center for Community Education
 University of Nebraska
 Lincoln, Nebraska 68508

NEVADA

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

NEW HAMPSHIRE

Refer to Connecticut, University of

NEW JERSEY

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

NEW MEXICO

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

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

NEW YORK

Center for Community Education
 Syracuse University
 Syracuse, New York 13210

NORTH CAROLINA

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

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

NORTH DAKOTA

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

OHIO

Center for Community Education
 Kent State University
 Kent, Ohio 44242

Center for Community Education Development
 Miami University
 Oxford, Ohio 35056

Center for Community Education
 Wright State University
 Dayton, Ohio 45431

OKLAHOMA

Community Education Center
 Oklahoma State University
 Stillwater, Oklahoma 74074

OREGON

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

PENNSYLVANIA

Educational Development Center
 Shippensburg State College
 Shippensburg, Pennsylvania 17257

RHODE ISLAND

Refer to Connecticut, University of

SOUTH CAROLINA

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

SOUTH DAKOTA

Refer to Michigan, Western Michigan University

TENNESSEE

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

TEXAS

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

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

UTAH

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

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

VERMONT

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

VIRGINIA

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

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

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

WASHINGTON

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

WEST VIRGINIA

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

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

WISCONSIN

Refer to Michigan, Western Michigan
University

WYOMING

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

C.S. Mott Foundation

510 Mott Foundation Building
Flint, Michigan 48502
(313) 239-9441, 232-9500
Dr. Robert Kelly, Director, Field Services
Dr. Doug Procnier, Director, Training &
Dissemination

National Center for Community Education

1017 Avon Street
Flint, Michigan 48503
(313) 238-0463
Dr. William Kromer, Director
Dr. Patricia Edwards, Staff Assistant

National Community Education Association

1017 Avon Street
Flint, Michigan 48503
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