



309(b) FINAL REPORT:
Volume II - Part I - 1975

*Appalachian
Adult
Education
Center*

COMMUNITY

EDUCATION



RURAL-SMALL URBAN DEMONSTRATION
VOLUME II

Final Report

of the

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

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CONTENTS

| | |
|---|----|
| INTRODUCTION | 1 |
| Appalachian Adult Education Center (AAEC) | 3 |
| Background | 3 |
| 1. Community Education | 6 |
| 2. Interrelating Public Libraries and Adult Basic Education | 9 |
| OBJECTIVES | 12 |
| Principal Objective | 12 |
| Subordinate Objectives | 13 |
| Subordinate Objective 1 | 13 |
| Subordinate Objective 2 | 13 |
| Subordinate Objective 3 | 13 |
| Subordinate Objective 4 | 13 |
| POPULATION AND GEOGRAPHIC AREA NEED FOR THIS ASSISTANCE | 16 |
| People | 16 |
| GENERAL METHODOLOGY | 23 |
| Identification of Community Needs and Resources | 25 |
| Input from as Many Resources as Possible | 25 |
| An Intensive Two-Day Planning Session | 26 |
| A Written Agreement of Objectives | 27 |
| An Outside Middle-person Acting as a Catalyst in the Developmental Process | 27 |
| DEVELOPMENTAL PROCESS OF RURAL EDUCATION PROGRAMS | 28 |

| | |
|---|----|
| Introduction | 28 |
| Strategies | 28 |
| The Orientation Meeting | 29 |
| The Planning Session | 30 |
| IMPLEMENTING THE OBJECTIVES AND WORK AGREEMENT | 32 |
| Staffing | 32 |
| Ashland Community Education--Small Urban | 32 |
| Montgomery County Community Education--Rural | 39 |
| Accomplishments | 44 |
| Owensboro Community Education--Small Urban | 49 |
| Scioto Valley Local School System--Community Education | 58 |
| Conclusions: Scioto Valley Local School District | 63 |
| Cost | 66 |
| Community Education Development Strategies | 66 |

INTRODUCTION

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

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

- Volume I: COMPARATIVE GED STRATEGIES
- Volume II: RURAL COMMUNITY EDUCATION
- Volume III: KET/GED PREPARATION SERIES, AN ADMINISTRATORS' UTILIZATION HANDBOOK
- Volume IV: KET/GED SKILLS PACKET

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

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

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

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

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

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

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

Appalachian Adult Education Center (AAEC)

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Community Education

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

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

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

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

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

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

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

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

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

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

Schools make excellent community education centers because:

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

8. they are capable of the most direct line of communication;
9. in rural communities the school is often the only public service and facility available.
10. they are often the institution with the most influential leadership and with the greatest potential for initiating the interagency collaboration necessary for successful community education.

2. Interrelating Public Libraries and Adult Basic Education

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

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

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

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

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

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

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

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

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

OBJECTIVES

Principal Objective

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

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

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

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

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

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

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

Subordinate Objectives

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

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

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

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

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

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

Authority: Right to Read Community Based Programs

Funding: \$80,000 and \$72,000

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

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

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

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

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

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

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

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

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

Funding: \$252,418 and \$108,008

Period: July 1, 1973-June 30, 1975

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

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

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

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

Grant No: OEG-0-73-5341

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

POPULATION AND GEOGRAPHIC AREA NEED FOR THIS ASSISTANCE

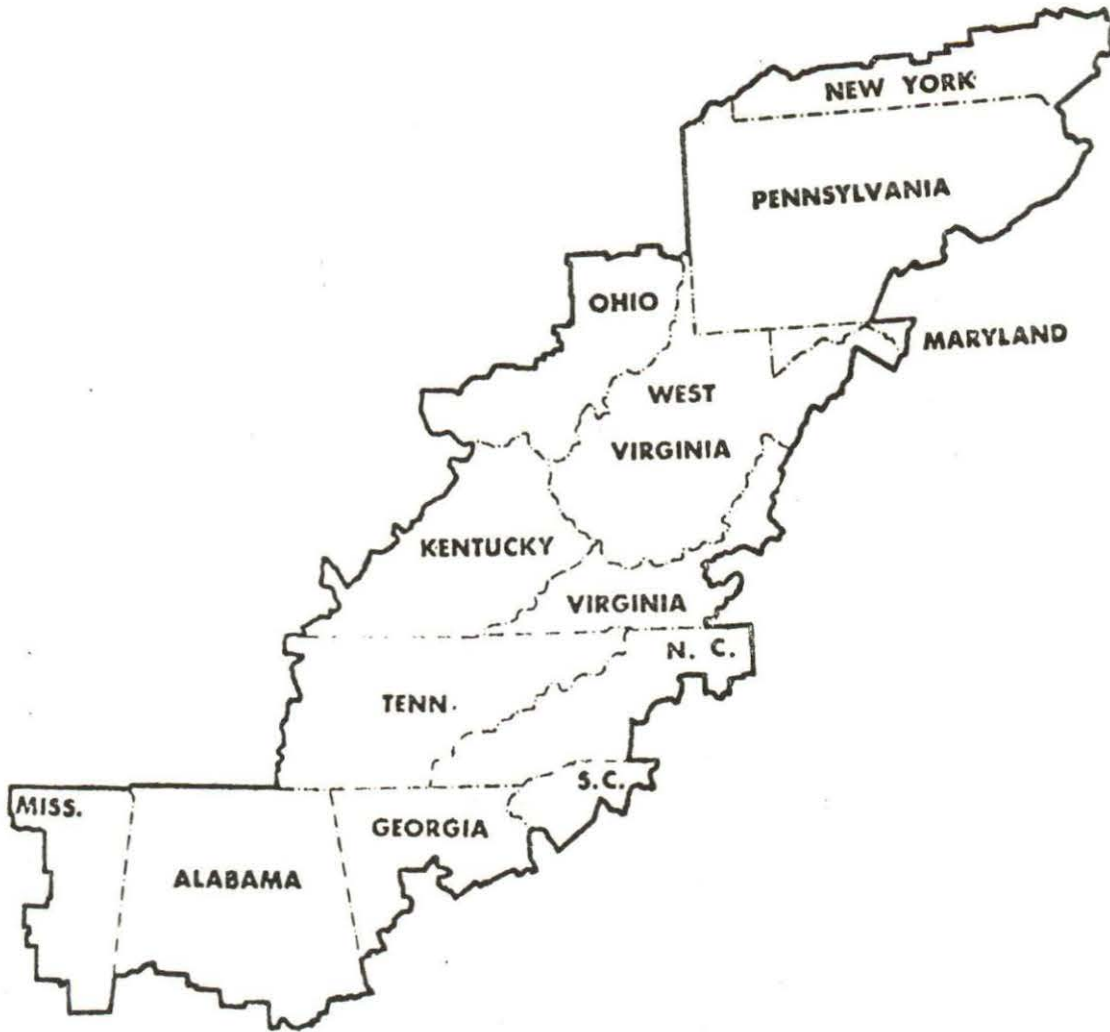
People

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

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

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

THE APPALACHIAN REGION



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

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

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

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

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

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

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

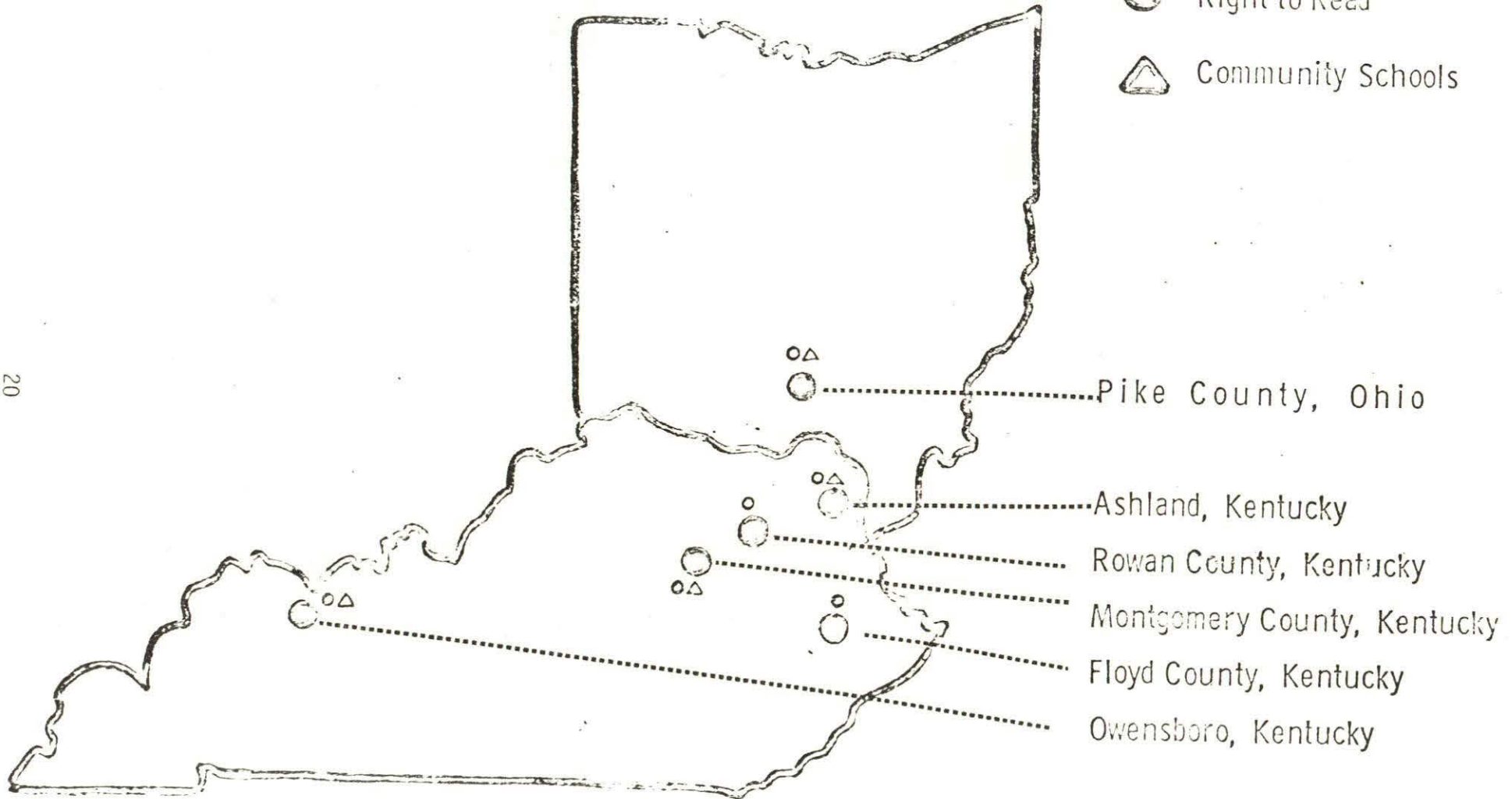
Map 1, page 20, is a display of the states of Kentucky and Ohio with the AAEC community education and Right to Read demonstration projects.

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

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

MAP 1

- Right to Read
- △ Community Schools



AAEC/GED Cooperating and Demonstration Sites

MAP 2
Kentucky Counties and
County Seats

21

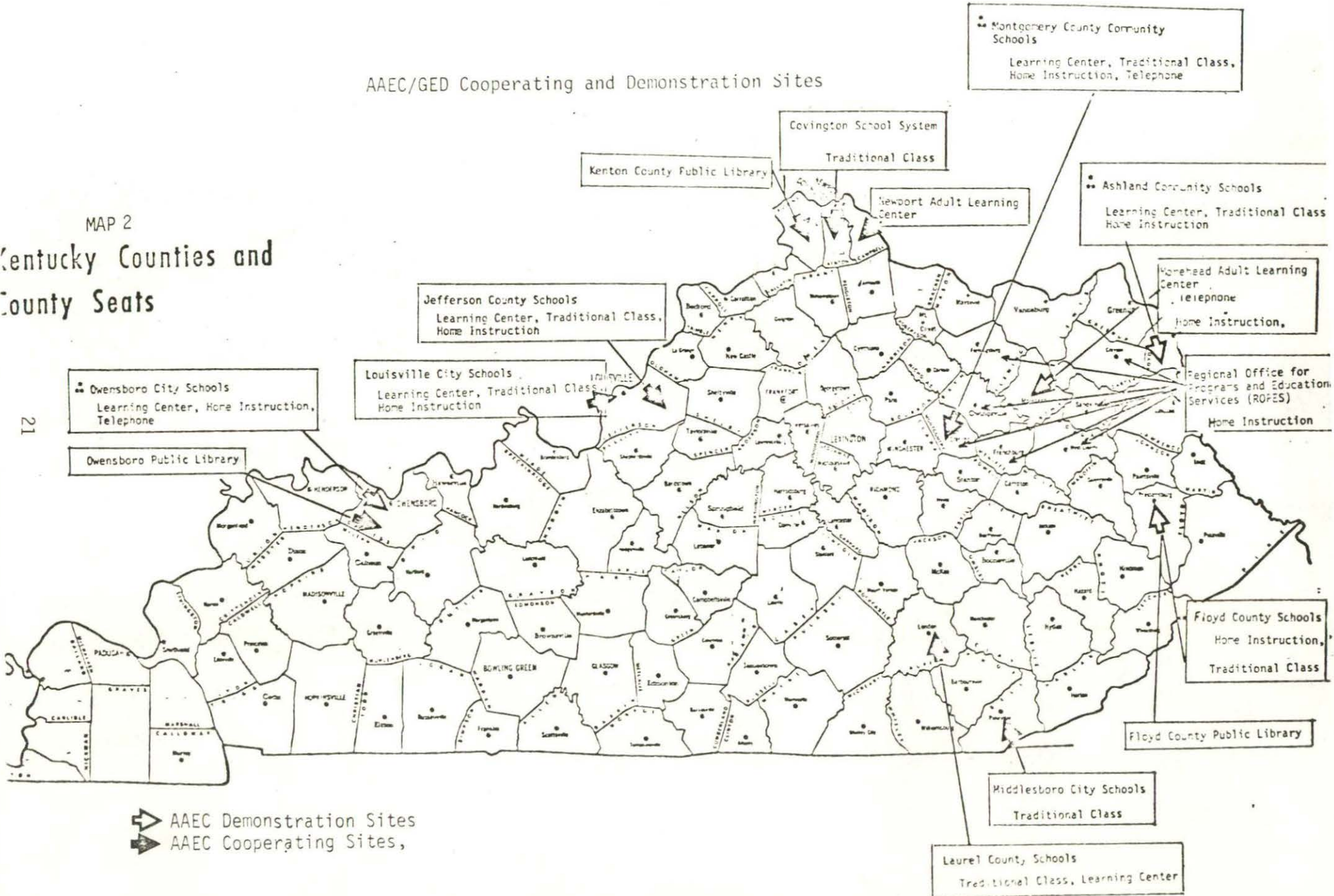


TABLE 1
AAEC POPULATION SUMMARY

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

GENERAL METHODOLOGY

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

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

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

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

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

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

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

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

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

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

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

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

Identification of Community Needs and Resources

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

Input from as Many Community Resources as Possible

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

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

An Intensive Two-day Planning Session

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

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

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

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

A Written Agreement of Objectives

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

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

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

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

Introduction

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

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

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

Strategies

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

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

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

The Orientation Meeting

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

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

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

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

The Planning Session

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

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

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

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

IMPLEMENTING THE OBJECTIVES AND WORK AGREEMENT

Staffing

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

Ashland Community Education--Small Urban

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

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

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

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

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

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

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

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

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

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

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

Our first night of actual operation was Thursday, February 7. An additional 367 people registered for our courses. Our plans now call for full operational status every Monday, Tuesday, and Thursday evenings for eight weeks.

Morehead State University's Recreation Department under the direction of Dr. Rex Chaney, (a result of the AAEC planning sessions) provided invaluable assistance both in manpower and technical advice. In Ashland, we are providing native foreign language teachers. Babysitting services have been essential.

The success of our program would never have been possible had it not been for Dr. Tilman Juett, Superintendent of Schools, leadership, understanding, and guidance. Mrs. Sharon Moore and Charles J. Bailey, AAEC staff members, provided us with their patience as a novice community school staff, but above all were there when we needed their assistance.

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

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

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

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

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

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

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

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

- * An Ashland Adult Learning Center was established by the Kentucky Department of Education, Unit of Adult Education, as a result of increased recruitment and enrollments
- * additional paraprofessional home instructors were provided by the Unit of Adult Education and added to the corps of AAEC Right to Read paraprofessionals providing an important community school outreach
- * Mental health patients--from the Landsdown Mental Health Center--are provided instruction in the adult learning center

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

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

- * Community Education Director was elected president of FIVCO Area Development District Community Education Advisory Council
- * Community Education Director was elected to Ashland Public Library Board of Trustees (It was an objective to work with the public library.)
- * The KSDE Adult Education Unit funded the proposal for the establishment of an adult learning center including two positions
- * Army recruiting station referring recruits who fail to meet educational standard to the adult learning center
- * Mayor of Ashland proclaimed the week of October 14-October 18 Community Education Week in the City of Ashland (See Appendix F.)
- * Registration for beginning of second year numbered 2,000 (See Appendix G for brochure of activities.)
- * Operation Change Project--an experimental program in juvenile delinquency prevention and rehabilitation was submitted by Ashland Community Schools, City of Ashland, to the Kentucky Crime Commission--with support letter from Landsdown Mental Health Center--was funded
- * Community education personnel are working very closely in a united effort with the adult homemaking program and the Ashland City-School Recreation Commission
- * Students enrolled in adult education has increased from 25-30 to over 300

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

ASHLAND CITY SCHOOLS
2601 Lexington Avenue
ASHLAND, KENTUCKY 41101

TELEPHONE 608 - 325 - 9714

TILMAN L. JUETT
SUPERINTENDENT



June 30, 1975

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

Re: Community School Project # OEG-0-73-5212

Dear Mr. Eyster:

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

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

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

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

Sincerely yours,

Tilman L. Juett
Tilman L. Juett

TLJ:lj

Education Is An Investment In The Future

Montgomery County Community Education--Rural

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

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

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

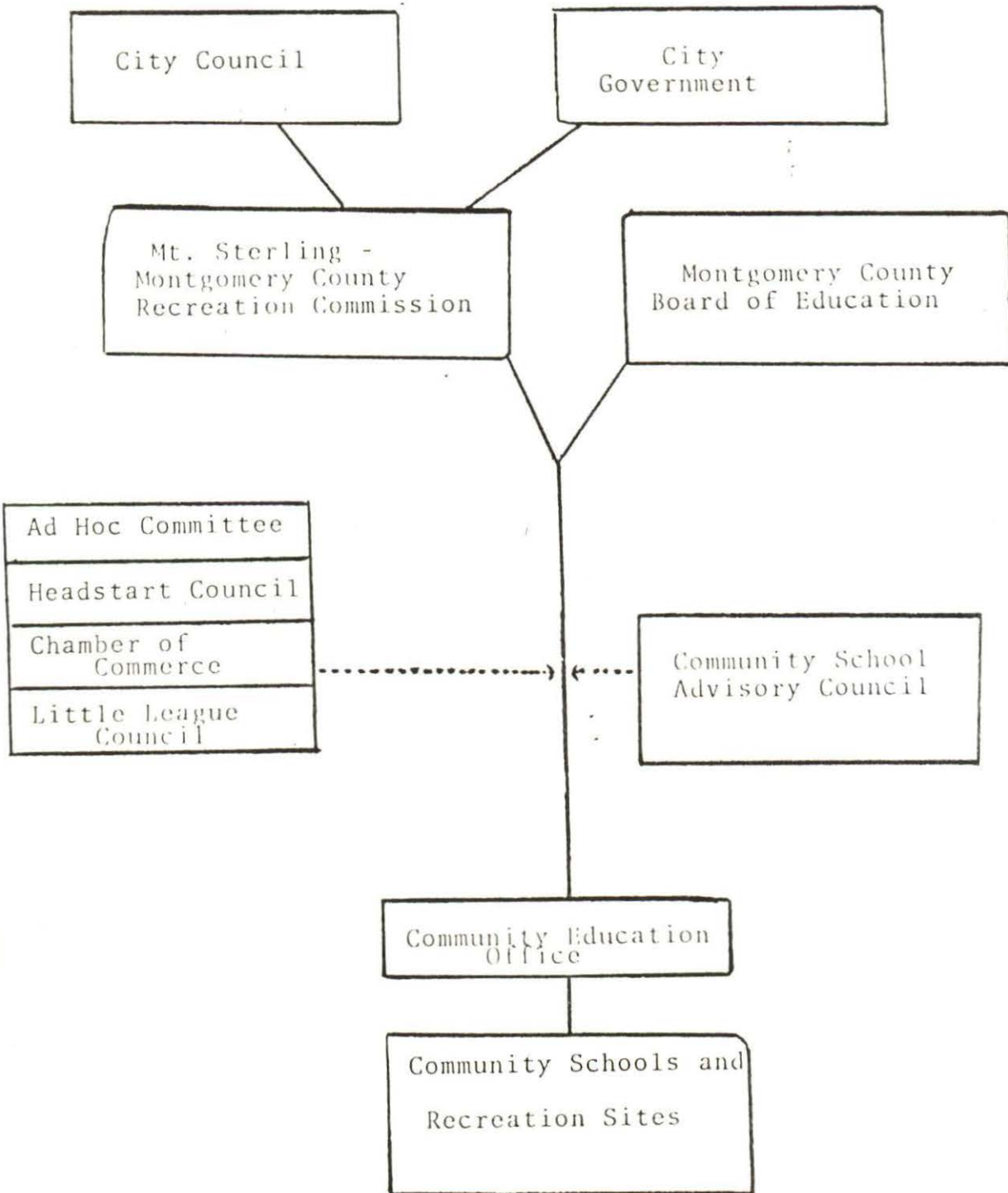
All during this second year, there had been planning and strategies underway to establish a stronger community education structure--mainly the efforts of the superintendent and chairman of the newly emerging Mr. Sterling-Montgomery County Parks and Recreation Commission. The Recreation Commission could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

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

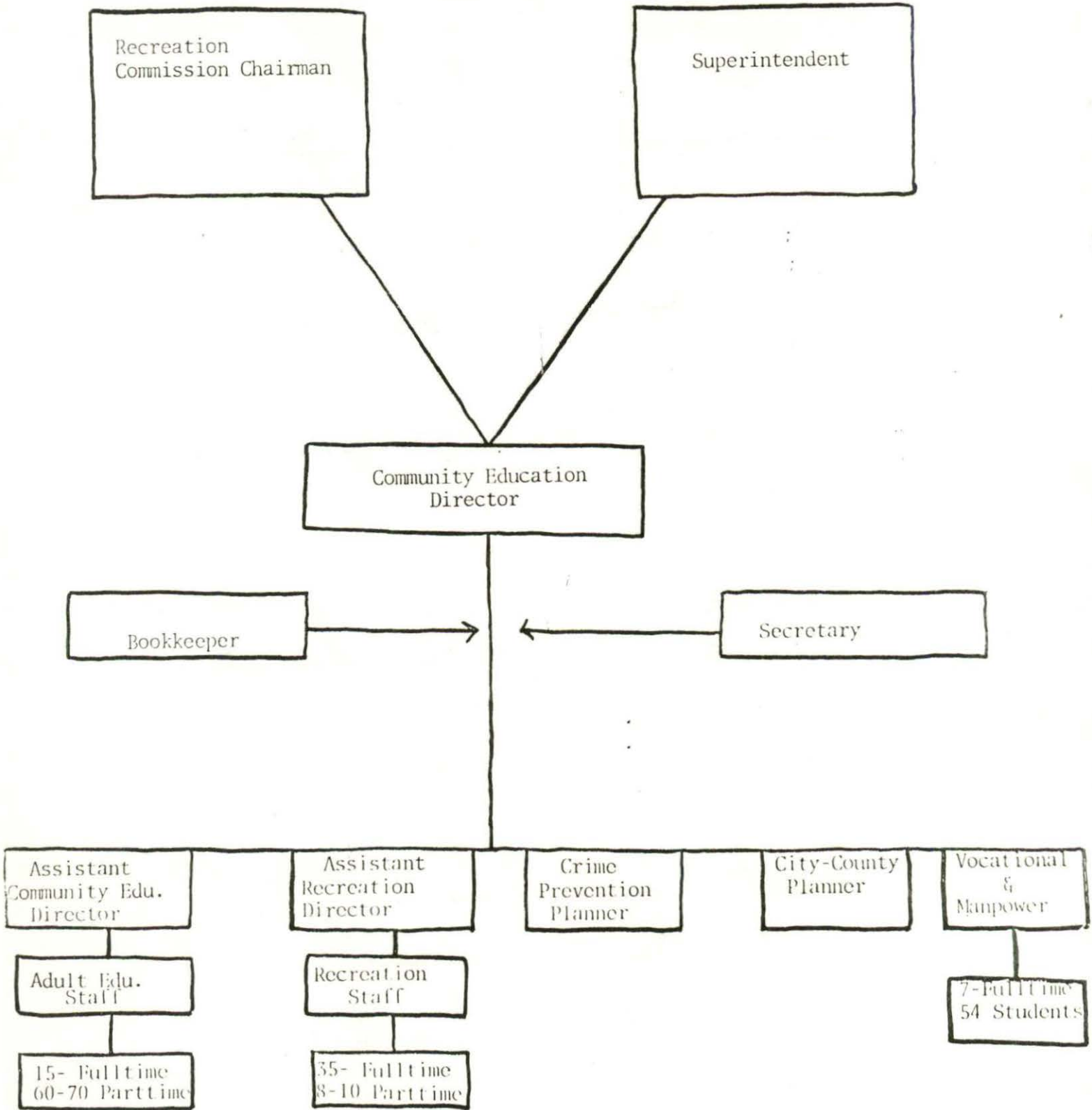
Organizational and administrative structure for the Montgomery County Community Education Program, including staffing, financing, and facilities is included in Part II, Montgomery County Final Report, and provides a model which may be of use in developmental programs in other rural areas.

MONTGOMERY COUNTY COMMUNITY
SCHOOLS

Administrative Structure



Staff Organization



Accomplishments

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

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

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

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

12. The Montgomery County Community School's Superintendent and Board of Education work to establish a public library in Montgomery County, with written support from the county judge, commissioners, and the Mt. Sterling private library.
13. The two local industries counsel their employees to enroll in adult education to increase their opportunities for advancement.
14. Community education bulletin boards are located in all industrial sites.
15. Community education activities and course announcements are enclosed in all industries' employee paycheck envelopes.
16. The Right to Read Home Instruction program received national recognition in "Techniques," a publication of NAPCAE.
17. The community received international recognition as the result of visitation from foreign educators: Indonesia educators engaged in non-formal educational systems as a part of the Institute for International Studies and educators from five other foreign countries co-sponsored by the American Association of colleges for Teacher Education. (See newspaper article, Appendix L.)

18. Community education personnel from Montgomery County testified before the President's National Advisory Council on Adult Education. (See newspaper article, Appendix M.)
19. The Montgomery County Community Schools and the Mt. Sterling Public Schools are to merge as one school district. The plan and transition would have been far more difficult or impossible without the level of community involvement/understanding provided through the massive community education program and activities.

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

BOARD MEMBERS

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

Montgomery County Board of Education

Bobby Joe Whitaker, Superintendent
Mt. Sterling, Kentucky 40353

May 19, 1975

ADMINISTRATIVE STAFF

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

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

Dear Mr. Bailey:

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

- A. The program has created a tremendous amount of goodwill for the school system in terms of acquainting people with the schools because of their involvement on a weekly basis.
- B. The program has been especially beneficial at the time of merger of the two school systems here because it brought people from both systems together in an informal setting.
- C. The Community School operation has not placed an undue financial drain on the school budget. To the contrary, the Community School program has served as a channel for several other agencies to use their funds to benefit school children. Generally, the cost per adult or student served has been minimal and even these costs have been covered by outside sources to the major extent.
- D. The general attitude of our staff has become a "community spirited" one and the cooperation between agencies, governments, schools and people has been pleasing.

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

Yours very truly,

Bobby Joe Whitaker
Superintendent

BJW/lw

Owensboro Community Education--Small Urban

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Owensboro demonstration project in its second year of developmental activities achieved other significant accomplishments.

They are as follows:

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

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

13. Henderson Community College offered a real estate appraising class through the community education program, with optional college credit.
14. The community education program, health department, and Teenage Parent Program offered a class for expectant parents; 90 enrolled.
15. The Owensboro Chamber of Commerce distributed and supported the schedule of community education activities.
16. The Adult Homemakers Drop-in Center, a part of Kentucky's vocational education program, has grown from 30 to 58 enrollees since coordinating with the community education program.
17. Two Owensboro utility companies enclose community education activity schedules in billing envelopes to customers.
18. Seventeen local industries distributed community education activities schedules to their 9,000 employees, and several included community education activities in their newsletters. (See Appendix 0 for example of newsletter.)
19. Local industries encourage their employees to enroll in the adult education GED program.
20. Two local industries that do not employ applicants with less than high school or GED diplomas refer applicants to the adult learning center; 25 enrolled.

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

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

OWENSBORO PUBLIC SCHOOLS
1325 WEST ELEVENTH STREET
P. O. BOX 740
PHONE (602) 685-2081
OWENSBORO, KENTUCKY 42301

OFFICE OF THE SUPERINTENDENT

May 28, 1975

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

Dear Mr. Eyfster:

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

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

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

Sincerely yours,

James C. Hilliard
James C. Hilliard
Superintendent

JCH:gmo

Scioto Valley Local School System--Community Education

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

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

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

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

COMMUNITY EDUCATION DEMONSTRATION PROJECT, 1972

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

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

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

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

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

COMMUNITY EDUCATION DEMONSTRATION PROJECT, 1973

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

Outcomes of the second year's program included:

- a. The formation of a Pike County Community Services Council which has been instrumental in helping to create an awareness of the many social and personal services available to citizens of Pike County and assisting in the coordination of referrals to these services.
- b. Expansion of the community education program to include primitive arts and crafts and community restoration in preparation for the bicentennial year. Much of this activity was a cooperative venture with the Dogwood Festival Planning Committee and the Pike County Commissioners.

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

- c. Expanded community education services to the isolated rural population. Nutrition aides through the auspices of the County Action Agency, and various social agencies have all cooperated in providing expanded services to home bound adults and their families.
- d. Preplanning for day-care, early childhood education, and home-start programs was initiated. Plans included the use of a part of the Piketon Elementary School for day-care and E.C.E. programs.

COMMUNITY EDUCATION DEMONSTRATION PROJECT, 1974

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

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

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

Two part-time coordinator/directors were employed.

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

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

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

- a. Painting and sculpture classes utilizing new facilities
- b. Formation of a community chorus
- c. Modern and social dance classes
- d. Production of musical "Oklahoma" which ran five performances and played to more than 5,000 persons. This activity generated tremendous enthusiasm for future productions
- e. Expansion of the primitive arts program to include quilting, weaving, and other arts and crafts
- f. Photography classes were not too successful but new facilities available during the next year should improve the program offerings

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

New programs developed and functioning during the year include:

- a. A county-wide day-care center for children of low income working parents located at Piketon Elementary school facilities
- b. Initiation of a year round Head Start program. Scioto Valley provided facilities and assisted with training staff
- c. Initiation of Home Start program utilizing home visitors working with parents of pre-school age children. Scioto Valley provided facility and assisted with training of paraprofessional staff.

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

- d. Cooperation between libraries in 11 Southeastern Ohio counties "OVAL," initiated through the auspices of AAEC, Morehead University. The Scioto Valley adult basic education program enjoys excellent cooperation and service from libraries in Jackson, Pike, and Ross Counties. More than 300 ABE students are currently using "Mail a Book Services."
- e. A Senior Nutrition Program is utilizing Piketon Elementary # 1 kitchen and other facilities for walk-in nutrition program. A mobile Senior Nutrition Program will be initiated in July of 1975.
- f. RSVP and Green Thumb organizations provide services and transportation to elderly. These services are now working at the limit of personnel available.
- g. WIN and Mainstream programs continue to channel recipients into skill training classes and adult basic education programs. A number of the former participants have gained employment as a result of skills and educational achievements gained through participation in local programs.

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

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

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

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

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

1. Local efforts to disseminate program information include presentation to nine service clubs.
2. Training sessions for other programs in the area of home instruction and use of paraprofessional adult education personnel included seven school districts.
3. A number of representatives from other Ohio school districts have visited the Scioto Valley program during the year. These included representatives from six Ohio school districts.

Conclusions: Scioto Valley Local School District

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

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

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

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

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

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

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

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

"Our Boys and Girls First"

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

Clarence B. Anderson
Local Superintendent

Piketon, Ohio 45661

Ruth Botkin
Clerk



June 10, 1975

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

Dear Mr. Eyster:

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

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

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

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

Respectfully submitted,

Clarence B. Anderson
Clarence B. Anderson
Local Superintendent

CBA:rim

Cost

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

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

Community Education Development Strategies

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

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

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

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

"To Touch a Child"

"A Sense of Community"
3. Formal discussions and interviews with superintendents or librarians of successful community education programs
4. Similar orientation sessions if not combined with officials of Boards of Trustees
5. Visitation to exemplar community education programs. If at all possible a visit or workshop in Flint, Michigan, (providing a reinforcement of film presentations) and/or a visit to nearby community education programs in a site more like the developing community.

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

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

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

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

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

| | |
|--|--|
| Head librarian | Adult Work and Training Program Representative |
| Library Staff including: All Librarians Bookmobile Librarian Clerks | Education for Disadvantaged Youth (EDY) Representative |
| Library Trustees | Head Start Director |
| Regional Librarian | Vocational Rehabilitation Representative |
| State Library Representative | Family Planning Director |
| ABE Area Supervisor | Community Action Agency Director |
| Local ABE Director | Comprehensive Care Representative |
| ABE Teachers | Radio Representative |
| ABE Graduates and Students | TV Representative |
| ABE Teacher Aides | Editor of Paper |
| Superintendent of Schools | Senior Citizens Representative |
| Board of Education Member | Minister(s) |
| Welfare Representative | Home Economist |
| Manager of Local Business and Industry | Union Representative |
| Personnel Representative from Local Business and Industry | Federal Program Officer |
| Laubach Representative | Planning Commission Representative |
| Director, Area Vocational School | Visiting Health Nurse |
| Council on Aging Representative | Cooperative Extension Representative |
| Employment Security Representation | Mayor |
| Expanded Food and Nutrition Program Aides | County Court Representative |
| Volunteer Organization Representative ACTION VISTA RSVP | Day Care Representative |
| Health Educator | Concerned Citizens |

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

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

| | |
|--|--|
| Head Librarian | Head Start Director |
| Library Staff including: All Adult Services Librarians All Branch Librarians Clerks Working at Main Desk Bookmobile Librarians | Director, Salvation Army Tenants Rights Representative Child Care Director |
| Library Trustees | Minister(s) |
| State Library Director | Welfare Representative |
| Local ABE Director | Vocational Rehabilitation Representative |
| Area ABE Supervisor | Planning Commission Representative |
| ABE Teachers | Union Representative |
| ABE Graduates and Students | Personnel Director for Business and Industry |
| ABE Teacher aide(s) | Representatives from Ethnic or Cultural Identity Center |
| Learning Center Coordinator | Urban League Representative |
| ABE Counselor | OIC Representative |
| Family Planning Representative | Volunteer Organization Representatives: ACTION VISTA RSVP |
| Director, Recreation Department | Vocational School Director |
| Newspaper Representative | Employment Security Representative |
| Radio Representative | Food and Nutrition Program Director |
| TV Representative | Community Action Agency Director |
| College or University Staff: Adult and Continuing Education Department and Library Science Department | |
| Community Education Director | |
| Health Department Representative | |
| Senior Citizens Representative | |
| Laubach Literacy Representative | |

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

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

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

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

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

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

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

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

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

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

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