

ASHLAND INDEPENDENT SCHOOL DISTRICT
URBAN COMMUNITY EDUCATION DEMONSTRATION PROJECT

On Friday, October 12, 1973, the following people met in Ashland, Kentucky, to discuss the feasibility of developing the Community School and Community Right to Read Demonstration Projects in the Ashland City Schools:

Dr. Tilman Juett, Superintendent
Mr. David Gover, Assistant Superintendent
Mrs. Wackel, Instructional Supervisor
Ashland City Schools

Mr. Harlan Stubbs, Supervisor
Adult Education Unit
State Department of Education

Mr. George W. Eyster, Executive Director
Mr. C. J. Bailey, Training Specialist
Mrs. Sharon Moore, Reading Specialist
Appalachian Adult Education Center
Morehead State University

After Mr. Eyster gave an overview of the AAEC and what would be included in the demonstration projects, Dr. Juett expressed his interest and agreed to participate in the development of the demonstration projects. He agreed to initiate a letter of confirmation to the AAEC, expressing that agreement.

It was agreed that, upon receipt of the letter, a mutual planning session would be conducted to structure objectives for the two projects, and thus implement sub-contracts.

On November 30, 1973, the following people met to design planning objectives for the Ashland Independent School District Urban Community Education Demonstration Project:

Mr. C. J. Bailey	AAEC Monitor
Tilman Juett	Superintendent Ashland Independent School District
Karen Moore	Federal Programs Coordinator Ashland City Schools
Sharon Moore	Reading Specialist Appalachian Adult Education Center
John Duram	Social Worker Ashland City Schools

It was agreed that a second planning session would be held the week of December 17, to further delineate objectives for the program to begin January 15, 1974. The administrative structure of the community education project was discussed. It was decided that it would tentatively consist of one part-time director and three part-time community education program personnel. Upon completion of the planning objectives, the program would go into operation at two locations: Wiley Elementary and Crabbe Elementary; then expand to Paul Blazer Senior High School and Cole Junior High School.

The following are the planning objectives:

Objective 1. To assess existing activities in the Ashland City Schools and other organizations.

Activities:

- a. Karen Moore and John Duram will develop a master calendar of existing activities for all (12) Ashland City Schools; YVCA; YMCA; Senior Citizens Center, Senior Citizens Scope Tower; Ashland Public Library; Art Gallery Center Ashland Community College, Ashland Recreation Commission; all service clubs.
- b. Preliminary contact will be made with persons in charge at each of the above mentioned organizations, agencies and institutions--for the purpose of promoting cooperation and participate in announcing and coordinating activities in conjunction with the Ashland Community Education Program.
- c. Constructing, compiling, and plotting the activities onto an individual agency calendar which identifies their specific activities, days, and hours--then transfer this information onto a master calendar--which would include a coding system identifying each organization activities, days, and hours. (For possible publication in local newspaper supplements.)
- d. The Chamber of Commerce survey will be completed based upon the information obtained in activities A, B, and C. Karen Moore has requested a final tally from the survey, which community education programs can use in developing activities related to the interests expressed in the survey. Hopefully, this will be in cooperation with the Chamber of Commerce.

Documentation:

1. The master calendar
2. Chamber of Commerce final tally of the survey.
3. The extent of cooperation between Community Education Program and Chamber of Commerce will be logged and a narrative will be written.

Objective 2: To conduct a needs and interest assessment in the Crabbe Elementary, Wiley Elementary, Cole Jr. High, and Paul Blazer Sr. High Communities.

Activities:

- a. Contacts will be made by telephone to a cross-section of the people in each community--with a brief explanation of what the program is attempting to do--with suggested activities to be checked --and an opportunity for the person to express other activities they may be interested in.
- b. A brief explanation and list of suggested activities will be sent home with the students and returned to the school.
- c. Para-professionals will conduct door-to-door assessment as they conduct their home instruction activities.
- d. Each student, fourth grade and up, will be asked to react to, or check, the suggested activities list.
- e. Radio station talk shows will be contacted to air community education programs--to have a call-in by listeners as to what activities on the suggested list they would be interested in.
- f. The needs and interest of business and industry will be conducted by contacting the community and personnel representatives of those industries.

Documentation:

A record of the responses to suggested activities will be kept--including total number of people contacted by each of the above means.

Objective 3. To develop on-going community education planning.

Activities:

- a. Orientation to the concept and practice of community education.
 1. superintendent - done
 2. board of education - approval has been made
 3. principals
 4. teachers
 5. students
 6. civic clubs
 7. school-related federal advisory groups
 8. PTA'S
 9. community service agencies
 10. general community - radio, TV, etc.
 11. labor unions
 12. libraries
- b. From the above groups, a council will be selected to be a representative cross-section from the community--including at least 50% from low-income families.
- c. The duties of the council will be structured to include dissemination, identifying community problems, and acting in an advisory capacity.

Documentation:

- a. Descriptions will be written of the elements of the orientation for each group.
- b. The duties of the council are to be determined. Mrs. Karen Moore will forward them to the AAEC to be included later.

- c. Minutes of the council meetings will be kept.
- d. A record will be kept of community problems identified and action taken on those problems.

Objective 4. A cost benefit analysis will be conducted for each objective of the community school programs (thinking in terms of explaining this program to another superintendent and board of education)--that it is a good thing thing, and if they want to do any part--this is what it involves in terms of dollars and time.

Activities:

- a. A breakdown of cost in each objective in terms of the following:
 - 1. direct cost
 - 2. in-kind cost
 - 3. source of monies
 - 4. staff and employees' time in hours spent
 - 5. volunteer's - as related to carrying out objectives
 - 6. utilization of existing agencies in the community
- b. Benefits derived from the community school program as related to:
 - 1. public support - in terms of dollars and attitude
 - 2. student gains: academic, social, attitudinal, and in total school atmosphere
 - 3. employment use - dollars for school support
 - 4. endorsement by business and industry
 - 5. career opportunities - Vocational - Post - Secondary - Employment
 - 6. Pre-school
 - 7. Number utilizing services - breakdown on age, income, grade level, etc.

Objective 5. Present and future career opportunities available to project adult clients in existing local industrialization will be assessed and interpreted in terms of career progress.

Activities:

- a. Encourage employment of the local stationary poor.
- b. Community-based business and industry will be involved in community education developmental processes.
- c. Adult education programs will be related to human resources needs of local industry and intermediate industrial sites.
- d. Coping skills prototype materials related to re-location for employment will be developed by AAEC and implemented by community school project.
- e. Work with the family together in relation to career education and career planning.
- f. Parent education will be incorporated as coping skills into ABE classes and home instruction-- such as methods of acting as a model for one's children with school work and family planning information will be offered.
- g. Information on available careers in the Ashland area will be collected and made available to the adult education classes.
- h. Links will be made among the Ashland Area Vocational School, business and industry in the Ashland area, and labor unions to collaborate with the agencies and institutions identified in Objective 1, to best utilize the needs and interest assessment in developing educational opportunities designed to assure career opportunities.

Documentation:

A log will be kept of the results carried out under each activity.

Objective 6. To develop a Community Volunteer Resources File.

Activities:

- a. Various individuals, community organizations, civic clubs, professional organizations, etc., should be contacted to determine:
 1. Their special interest.
 2. Their capability to provide information, instructions, etc., to a class or group of people with the same interest.
 3. Their willingness to volunteer time and energy (perhaps they could be compensated).

Documentation:

- a. The Community Volunteer Resource File.
- b. A record of how the file was utilized and a narrative of its impact on the program.

Objective 7. To measure educational impact of home instruction with KETV support GED instruction series. (Data collection design will be prepared by AAEC - Dr. John Caylor.)

Activities:

- a. Right to Read paraprofessionals will, in their home instruction responsibilities, collect pre- and post-test data (TABE -Level D)--a demographic profile for 40 participants.
- b. Three (3) case studies will be collected assessing growth in some area of the AAEC coping skills--as related to career education. Assessment of the employment status in terms of where the individual was, is, and plans to go, will be part of each case study.
- c. Parent education will be assessed in terms of their children. A random sample of five (5) pre-schoolers will receive pre- and post-school readiness tests. School records will be compared for 73-74 and 74-75 for a random sample of three elementary and three secondary school children of the participants.

Objective 8. To expand an adult learning center as part of the community school.

Activities:

- a. The AAEC will provide the initial pre-service training of learning center staff.
- b. The Kentucky State Education Department Adult Education Unit will be kept informed as to the development of the learning center--with anticipation that they will provide materials, equipment, and staff for a full operational adult learning center.
- c. Link with Vocational Education, business and industry, and Ashland City Schools and offer the services available to the community center.
- d. Ashland City Schools reading consultant, Candy Sapp, tentatively will provide direction for the two paraprofessionals involved in adult home study under the supervision of Karen Moore.

Documentation:

- a. A narrative will be written describing the successes and the problems encountered in developing the adult learning center.
- b. A bibliography will be kept of those materials provided by the State Department of Education.
- c. Enrollment, retention, and achievement figures will be kept for the adult learning center and ABE Units.
- d. A description will be written of the pre-service training. (Has been conducted--but in-service will be on-going.)

Tentative objectives to be discussed and developed in the second planning session include the following:

- *To prepare unemployed and underemployed persons for employment
- *To recruit to the community education program
- *To develop and expand enrichment programs for all ages
- *To develop a community referral center
- *To develop cooperative services with other agencies
- *To provide social, educational and recreational programs for the aging
- *To develop public library service
- *To analyze industry and labor sponsored ABE programs
- *To identify industry willing to cooperate in developing and introducing career education models