

ASSEMBLY EDUCATION COMMITTEE

FEBRUARY 4, 1975

1- 95

MEMBERS PRESENT: Chairman Wittenberg
Mr. Chaney
Mr. Coulter
Mr. Polish
Mr. Vergiels
Mr. Lowman
Mr. Weise

MEMBERS ABSENT: None

GUESTS: Ben J. Martin, Community College
Charles Donnelly, University of Nevada System
Richard L. Morgan, NSEA
Shirlee Wedow, PTA
Marvin Picollo, Washoe County School District
John R. Gamble, Department of Education
Lloyd W. Mann, Assemblyman
Gerald Matheson
Kenneth Hansen, Nevada Department of Education
Frank Schank, Silver Springs Advisory Board
Sandy McCormick, Lyon County School Board

A quorum being present, Vice Chairman Polish called the meeting to order at 3:00 p.m. on February 4, 1975 for the purpose of hearing testimony on AB 22, which recognizes the community school concept and provides state assistance therefor.

Mr. Gamble of the State Department of Education was called to testify. He stated that this was one of the bills sponsored by the Legislative Coalition on Education.

This is a relatively new concept in the State of Nevada from a formal standpoint. When they received the draft from the billdrafters, it was not all they really desired. They would propose several amendments.

Lines 6-8 on page 1 should be changed to make the wording much weaker.

Section 12, page 3, lines 15-25 should be deleted.

Sections 16 & 17, page 4, lines 15-27 should also be deleted.

This bill would establish a formal basis for the utilization of our school buildings on a year round, 24-hour basis, rather than the limited use of them that we now know. A concept of community education functions that go way beyond the K-12 concept not recognized.

ASSEMBLY EDUCATION COMMITTEE
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In order to have community help and to provide incentive to start up, they are asking for an appropriation in the form of a state director to provide research and other material for the local directors and so not to overburden school administrators on the local level. This concept is carried on beyond the regular hours of the school.

Mr. Lowman asked if this bill was supposing that the local schools are not acting in this way at the present time. Mr. Gamble stated that was not true but that this would establish a formal organization in order to act in an concentrated manner. It would be an incentive for the whole district.

Mr. Lowman then asked if it would be an incentive or a directive. Mr. Gamble replied that no district would be forced into this act. It actually could cost a district more than the small amount that they could provide. The rest of the cost would have to be assumed by the community and the participants.

Mr. Lowman asked if it would be the duty of the State Board of Education to sell this program to the individual school districts. Mr. Gamble stated that this was largely a Board program but that there had been requests for it, not directly from the districts but as a result of a Community Aware Program which they had conducted, the requests had come from the lay people within the district.

Mr. Weise stated that he was concerned that the State Board of Education was circumventing the powers of the elected district boards. He asked where the authority of the principal, local school boards, and district director were in relation to the state director. Mr. Gamble replied that the bill would establish, in the Department of Education, a State Director who would be in a leadership position only with no authority over the local programs. He would be there only to help and research in order to set up local programs.

School districts would make application to the State as outlined in the bill, which would in turn review the application and act upon it. Approval would be assumed for a grant to establish the program and pay 1/2 cost of the local director. The local director would be under the local trustees and supervisors.

Mr. Weise stated that he felt that if the district director was appointed by the method outlined in the bill, the local board would have to accept him whether they wanted to or not. He asked if he could be appointed directly by the board of trustees. Mr. Gamble stated that perhaps that should be made more clear in the bill. The purpose of it had been to avoid the involvement of so many people in the school district.

Shirlee Wedow, representing the Nevada PTA, spoke next in support of the bill. She presented the committee with a statement and other position papers from the PTA (see Attachment I). She stated that the PTA considers this bill of top priority. They support the bill as written with a few minor amendments as presented by Mr. Gamble. They feel it is a great step in providing for the people of the State who have unmet needs.

Dr. Charles Donnelly of the University of Nevada - Community College System then spoke in favor of the bill. He stated that there was very good cooperation between the University of Nevada, Community Colleges and the Department of Education. He said that he felt there was no state in the Union with any better relationship between the State Board of Education and the University and Community College Systems. He stated that the bill also has the support of the College of Education from both Universities. There would be no duplication of services and thus it would be better for everybody.

Mr. Lowman asked Dr. Donnelly what there was for the University in this bill, to which Dr. Donnelly stated that the University would help educate the leaders and directors for the program.

Mr. Lowman then asked Dr. Donnelly if the Community Colleges supported this bill to which Dr. Donnelly stated they did.

Mr. Weise asked Dr. Donnelly if there wouldn't be duplication of courses offered by a local community college and adult education courses and might not this create a competitive academic program. Dr. Donnelly stated that they felt there would be no duplication of courses offered.

Mr. Vergiels asked why was bill needed if there was so much cooperation between the schools, community colleges and university and State Board of Education, etc. Why put another piece of legislation in the books if it was working so well already.

Mrs. Wedow asked if she might be allowed to answer Mr. Vergiels. She stated that there had been duplication before and there had been some working against one another to get the best program. This has changed and there is cooperation and work now being done. This bill would do away with any duplication of services.

Mr. Weise asked what the preschool program would be. Mrs. Wedow stated that it would entail nursery schools, health education programs, and health checkups, etc. Most of this would be done on Saturdays and after school hours.

Mr. Vergiels stated that he felt this concept was for the affluent school districts. If cooperation was already there and if the idea had so much merit and is being done to some degree already,

what good was the bill. Why not amend so that the school district can run it themselves and give the school district so much money so they don't have to work for the State Department of Education. Mrs. Wedow stated that the community school concept is something that needs to be done at the local level with local people but needs to be coordinated at the State level. There is a need for a director at the State level to work with each director at the local level. Things seem to work best when someone is given the responsibility.

Mr. Vergiels stated that he didn't see why the responsibility had to be at the State level and Mrs. Wedow replied that it was one way to see that it happens.

Mr. Lowman stated that in southern Nevada they have a community college now and they are having the same subjects offered at the community college, university and local adult education programs. Mrs. Wedow reiterated that the community school concept needs to be coordinated.

Next to speak was Assemblyman Mann, who stated that he was in opposition to this bill as it was not the bill that had been promised before the session. He cited the situation in the Clark County School district adult education program where they made \$70,000 profit. They gave it to the community college as they did not want a duplication of programs. It was the only profitable program they had, but they could not see two groups doing the same thing. Then this piece of legislation comes up which would establish the same kind of thing that they had just given away.

He stated that he felt that this bill would create another bureaucracy. He also stated that since no school district has to go along with it, Clark County has no intention of going along with it. He could not see why it would be necessary. He stated that he felt that it did not have the approval of the teachers or administrators.

Mr. Mann then pointed out some of the hidden costs which had not been considered or provided for in the bill. Some of these were liability insurance for a 24-hour round the clock operation, additional janitorial services, cost of additional materials, cost of air conditioning, heat, lights, etc. He stated that at Valley High in Las Vegas it costs \$600 just to turn on the air conditioner for the summer.

He felt that before this piece of legislation should be considered it would have to be completely rewritten because what this bill says is not what it does. He testified that the area directors would be advising the principal on the program but the principal would have to assume the liability as he has to answer to the community and the school board.

Mr. Mann stated that at the present time teachers were having enough problems just teaching kids to read and write and with federal funding they have additional tasks of feeding lunch and breakfast to them. Not that this isn't alright, but we are losing sight of the real function of schools - to turn out an educated child. He also felt that this bill would take away local control in that the State Board would be telling the local elected school board that you will or will not do this.

He stated that he was a proponent of the community education concept but not on a 24-hour basis. If the people want they should be willing to pay part of the cost. It would do away with the joint use agreements not in use.

Next was Richard Morgan, NSEA, who stated that although this bill would probably create extra jobs for his teachers who could really use the extra money, he could not favor this expenditure at this time. The community college program is just getting started and the cost of it has not yet really been established. He felt the first priority was to establish this program before looking for new programs. He also cited the fact that the present time the class loads for K-12 were one of the worst in the nation. He said that the community education concept was a good idea but felt in view of previous priorities that it should wait it's turn. Perhaps if the communities that so desired this wanted to find a independent income source or vote a special levy, this might be a solution. But at this time he could not support a general fund appropriation for this.

Mr. Hansen, Superintendent of Schools, stated that he wished to make it clear that no one person spoke for the department as a whole or for the Board of Education as a whole. Coalitions are a wonderful thing in the summer but when winter comes they fall apart. The department feels that this bill is pump priming bill and they have no intention of interfering with local control. It would be the same as in other fields of education. It would be a good thing to get started in the counties that want it but do not have it now. They could take advantage of the grant to get started. Primarily it was an attempt to utilize schools more efficiently in order to offer broader courses. He would like to go on record as wanting it, but not trying to force it on anybody.

Mr. Weise stated that he was concerned that if this were to be passed that someone next session would come along and change the word may to shall and thus force it on everybody. He also felt that the State Board of Education should not have the final veto power. Mr. Hansen stated that someone had to decide whether a grant is given or not. If the local boards had this authority the Department of Education would not be able to control the limited funds available for this program.

Marvin Picollo, Washoe County School District, stated that he did not feel that this bill would accomplish what the Department of Education thinks it will, which is furthering community education. Right now Washoe County has 500 different organizations using their schools. They do not have any duplication with the community college. He felt that the advisory board idea was commendable but that it could amount to some 280 people telling the school board what to do. Unfortunately, advisory boards eventually go beyond their duties and end up emasculating existing groups. He felt that this bill weakens the authority of the local board of trustees. Advisory board would be making judgements that elected boards should be doing. Program would probably cost Washoe County 3/4 million dollars without equipment and other special features. Thus he felt that he must go on record as opposing this bill.

Mr. Lowman asked if a bill could be written to further Community Education Concept in Nevada. Mr. Picollo stated that if you mandate this type of thing you defeat its purpose. He stated that he would question any bill that would entirely encompass this program.

Mr. Lowman than asked if he felt that it would be necessary to have a bill in order to get community education going. Mr. Picollo stated that a bill could be drafted very simply leaving the authority in the local board and directing the school boards to do some type of community education.

Mr. Lowman asked if the schools weren't moving toward this type of concept, to which Mr. Picollo stated that Washoe County has one that is a classic example and one that is often used as an example in many areas.

Gerald Matheson stated that he was representing himself even though he was a teacher at the University of Nevada. He said that he had quite a background in community education and felt that he might be able to offer a little information.

He is a proponent of the concept and that much of his objections to this bill had already been cited in earlier testimony. He hoped that the committee would recognize that the community education concept is not a new concept but one that is already going on in many forms. He felt that the money provided should be divided between school districts to encourage participation. He wondered if this bill was written to meet the requirements of federal legislation promoting community education as there was federal money available. He stated that community education works best if the people involved participate in the planning and implementation of the program. There does need to be some means for encouraging the development of the program.

Mr. Vergiels asked if a simple resolution urging all schools districts to look into this would work. Mr. Matheson stated that he felt it needed more than that, namely money.

Frank Schank of the Silver Springs Town Advisory Board stated that he would like to speak for a small community. He stated that Washoe and Clark Counties are big and well organized and their school systems are well run. The small counties have problems of distance and sectionalism. They get very little cooperation from the local counties but excellent cooperation from the State and Federal people. In his area, half the kids can't afford to go to kindergarten, so this sets them behind from the start. They are the type of community this is hungry for preschool and community education at night. If this bill will get the assistance they need and are desperate for they they favor this bill.

Sandy McCormack of the Lyon County School Board stated that she had basically the same thing to say as Mr. Schank, as they were from the same area, but that she would like to see some provision made for getting the grant without actually having the school facility. They have facilities such as town hall where they could hold classes etc. but no money. The bill requires the actual use of a school building in order to get a grant. The community college way would not work for them because of their class size requirement. She stated that they had a problem that they would sure like to see helped.

As there was no further testimony to be taken, Vice Chairman turned the gavel back to Chairman Wittenberg, who thanked the witnesses and called a 5 minute recess.

Chairman Wittenberg called the meeting back to order and began by explaining to the committee that when a "Do Pass" motion fails, the bill is automatically killed and that it would require an affirmative vote of 5 members of the committee for reconsideration. He explained that there had been a misunderstanding in a previous meeting when AB -23 had failed on a "Do Pass" motion. He stated that at the request of the committee he had contacted Chancellor Neil Humphrey of the University on the cost and feelings of the University toward this bill. Humphrey stated that this item had not been broken down in the University budget. It was placed into student months with students participating about 4-4 1/2 months. Both Nevada Universities had about 1290 students participating per year. This year at the proposed rate of \$1.07 it would cost the University \$1,380 per year. Chancellor Humphrey stated that the University had not proposed this bill but that he understood it came the school districts and association who were concerned with the district's liability toward the teacher. The school districts would benefit from this bill. Chancellor Humphrey stated that the University approved of the bill and they agreed to foot the bill.

Mr. Weise asked if Chancellor Humphrey had anything to say about the singling out of this one segment of the student body. Chairman Wittenberg stated that this had not been discussed.

Mr. Lowman stated that he was still concerned about the student health program covering these students already.

Chairman Wittenberg stated that there was still the question of where the liability lay and that perhaps some students could not afford the student medical insurance and the University cannot mandate that they take out the insurance. The precedent had been set with the coverage of the safety patrol.

Mr. Vergiels moved to reconsider AB-23. Mr. Polish seconded the motion. The vote was 5-2 for consideration. (See attached Legislation Action Form.)

Mr. Lowman moved to indefinitely postpone AB-23. Mr. Vergiels seconded the motion. The vote was 4-3 to indefinitely postpone AB-23. (See attached Legislation Action Form.)

Next up for consideration was AB-21. Mr. Weise moved to indefinitely postpone AB-21. Mr. Vergiels seconded the motion.

Chairman Wittenberg stated that the Department of Education had agreed to submit a bill that every school district would be mandated to comply with federal regulations.

The vote was 6-1 to indefinitely postpone AB-21. (See attached Legislation Action Form)

AB-22. Mr. Vergiels moved to indefinitely postpone AB-22 and Mr. Chaney seconded the motion. The vote was unanimous to indefinitely postpone AB-22. (See attached Legislation Action Form.)

As there was no further information, Chairman Wittenberg adjourned the meeting at 5:00 p.m.

Respectfully submitted,

Sandra Gagnier
Assembly Attache

ASSEMBLY

AGENDA FOR COMMITTEE ON EDUCATION

94

Date February 4 Time TBA Room TBA

Bills or Resolutions
to be considered

Subject

Counsel
requested*

JOINT HEARING WITH SENATE EDUCATION COMMITTEE

AB 22

AN ACT relating to public education; recognizing the community school concept; providing for a state director of community education; creating community education advisory councils; establishing a community school grant program; providing for district directors of community education; making appropriations; and providing other matters properly relating thereto. Fiscal note: yes (BDR 34-239)

NO

NOTE: EXACT TIME AND HEARING ROOM NUMBER WILL BE POSTED LATER.

*Please do not ask for counsel unless necessary.

58TH NEVADA LEGISLATURE

EDUCATION
LEGISLATION ACTION

103

DATE February 4, 1975

SUBJECT AB-23 Extends coverage of Nevada Industrial Insurance to
include student teachers working public schools without compensation

MOTION:

Do Pass _____ Amend _____ Indefinitely Postpone _____ Reconsider XX

Moved By Mr. Vergiels Seconded By Mr. Polish

AMENDMENT:

Moved By _____ Seconded By _____

AMENDMENT:

Moved BY _____ Seconded By _____

VOTE:	<u>MOTION</u>		<u>AMEND</u>		<u>AMEND</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
CHANEY	<u>X</u>	_____	_____	_____	_____	_____
COULTER	<u>X</u>	_____	_____	_____	_____	_____
LOWMAN	_____	<u>X</u>	_____	_____	_____	_____
POLISH	<u>X</u>	_____	_____	_____	_____	_____
VERGIELS	<u>X</u>	_____	_____	_____	_____	_____
WEISE	_____	<u>X</u>	_____	_____	_____	_____
WITTENBERG	<u>X</u>	_____	_____	_____	_____	_____
TALLY:	5	2				

ORIGINAL MOTION: Passed XX Defeated _____ Withdrawn _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

Attached to Minutes February 4, 1975

EDUCATION
LEGISLATION ACTION

DATE February 4, 1975

SUBJECT AB-23, Extends coverage of Nevada Industrial Insurance to
include student teachers working public schools without compensation

MOTION:

Do Pass _____ Amend _____ Indefinitely Postpone XX Reconsider _____

Moved By Lowman Seconded By Vergiels

AMENDMENT:

Moved By _____ Seconded By _____

AMENDMENT:

Moved BY _____ Seconded By _____

VOTE:	<u>MOTION</u>		<u>AMEND</u>		<u>AMEND</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
CHANEY	<u>X</u>	_____	_____	_____	_____	_____
COULTER	_____	<u>X</u>	_____	_____	_____	_____
LOWMAN	<u>X</u>	_____	_____	_____	_____	_____
POLISH	_____	<u>X</u>	_____	_____	_____	_____
VERGIELS	<u>X</u>	_____	_____	_____	_____	_____
WEISE	<u>X</u>	_____	_____	_____	_____	_____
WITTENBERG	_____	<u>X</u>	_____	_____	_____	_____
TALLY:	<u>4</u>	<u>3</u>				

ORIGINAL MOTION: Passed XX Defeated _____ Withdrawn _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

Attached to Minutes February 4, 1975

58TH NEVADA LEGISLATURE

EDUCATION
LEGISLATION ACTION

9- 105

DATE February 4, 1975

SUBJECT AB-21 , Establishes rights and duties concerning public
school pupil records.

MOTION:

Do Pass _____ Amend _____ Indefinitely Postpone XX Reconsider _____

Moved By Mr. Weise Seconded By Mr. Vergiels

AMENDMENT:

Moved By _____ Seconded By _____

AMENDMENT:

Moved BY _____ Seconded By _____

VOTE:	<u>MOTION</u>		<u>AMEND</u>		<u>AMEND</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
CHANEY	<u>X</u>	_____	_____	_____	_____	_____
COULTER	<u>X</u>	_____	_____	_____	_____	_____
LOWMAN	<u>X</u>	_____	_____	_____	_____	_____
POLISH	_____	<u>X</u>	_____	_____	_____	_____
VERGIELS	<u>X</u>	_____	_____	_____	_____	_____
WEISE	<u>X</u>	_____	_____	_____	_____	_____
WITTENBERG	<u>X</u>	_____	_____	_____	_____	_____
TALLY:	<u>6</u>	<u>1</u>				

ORIGINAL MOTION: Passed XX Defeated _____ Withdrawn _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

Attached to Minutes February 4, 1975

EDUCATION
LEGISLATION ACTION

DATE FEBRUARY 4, 1975

SUBJECT AB-22 Recognizes community school concept and provides state assistance therefor.

MOTION:

Do Pass _____ Amend _____ Indefinitely Postpone XX Reconsider _____

Moved By Mr. Vergiels Seconded By Mr. Chaney

AMENDMENT:

Moved By _____ Seconded By _____

AMENDMENT:

Moved BY _____ Seconded By _____

VOTE:	<u>MOTION</u>		<u>AMEND</u>		<u>AMEND</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
CHANEY	<u>X</u>	_____	_____	_____	_____	_____
COULTER	<u>X</u>	_____	_____	_____	_____	_____
LOWMAN	<u>X</u>	_____	_____	_____	_____	_____
POLISH	<u>X</u>	_____	_____	_____	_____	_____
VERGIELS	<u>X</u>	_____	_____	_____	_____	_____
WEISE	<u>X</u>	_____	_____	_____	_____	_____
WITTENBERG	<u>X</u>	_____	_____	_____	_____	_____
TALLY:	7	0				

ORIGINAL MOTION: Passed XX Defeated _____ Withdrawn _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

AMENDED & PASSED _____ AMENDED & DEFEATED _____

February 4, 1975
3:00 p.m.

Attachment I

Mr. Chairman and Members of the Education Committee my name is Shirlee Wedow, representing the Nevada PTA. 107

PTA HISTORY OF SUPPORT
FOR COMMUNITY EDUCATION
CONCEPT:

Each of you has a packet expressing the many reasons for the PTA's strong support for the Community Education concept and process.

The PTA in Nevada and the Nation believe in and strongly supports Community Education and Community Schools. Community Education has been a part of the PTA's program even before it became a part of the State and National legislative action program. We have urged PTA units to get involved in Community Education at the local level. This many PTA's have done over the past years.

WHY PTA SUPPORT:

We are aware of the fact that most school districts are already serving the Community by opening schools to the public, after school hours. We are aware too that local school districts throughout the state are cooperating with Community College programs and are offering adult education classes. These school districts are to be commended. We are aware too that many local school districts believe they are already doing as much as can be done. This is very likely true considering the time and effort and personnel needed to coordinate Community Education programs and the cost to school districts which they are really not able to furnish over and above their monies for the basic support program.

But if we explore the statement "we are doing as much as we can" -- we find some unmet needs. In a survey done by the American Association of Community and Junior Colleges it was discovered that 77% of adults over 18 want some kind of higher and continuing education. In the 1970 census in Nevada there were 318,000 people over 18 and that means approximately 250,000 want some kind of continuing Education. Currently the two universities and 3 community colleges are serving only 27,000 (figures as of October 1974) maybe by now it could be 50,000. Now the question is what are we doing for 200,000 people with unmet needs? (This does not even figure in the senior citizens and others -- even those under 18 -- who want recreational and hobby programs.)

The PTA brochure -- "The School Becomes Our School -- tells many reasons why PTA and its membership supports Community Education".

Some of the most pertinent ones are:

1. Better use of the multi-million dollar investment in school facilities would be possible by extending services around the clock and throughout the year.

2. It is for the whole family and so builds family strength.
3. Uses all the resources of the school and the community so as to avoid duplication of facilities and services.

WHY SUPPORT LEGISLATION:

The PTA because of this strong belief in the need for Community Education feels that the state of Nevada should pass enabling legislation for school districts and provide monies on a pilot basis to get Community Education firmly established in Nevada. We believe leadership and assistance should be provided local school districts -- A state Director of Community Education and the proposed legislation would do just this.

HOW REACH DECISION TO SUPPORT LEGISLATION:

The PTA delegates, representing the 20,000 membership in the state, voted Community Education our top Legislative priority. If legislation had not been introduced by the State Board of Education the PTA would have had it introduced.

FEDERAL LEGISLATION:

The state and national PTA supported Federal Community Education legislation. This passed but at this moment it is not funded. If it is funded nationally Nevada will be well on its way to be eligible for grants and funds since a state must have a state plan to qualify. If there is no funding the State of Nevada still recognizes the importance and need and has a head-start on our own program.

SUGGESTED AMENDMENTS TO A.B. 22:

We support the proposed legislation in A. B. 22. After studying the bill it is our suggestion that Section 3-Paragraph 1 be omitted and that Section 3-Paragraph 3 become Section 3, Paragraph 1. Also we strongly recommend that Section 16 and 17 be omitted. There is no intention on anyone's part to change the designated name of school districts.

There is one further amendment that we think might be needed. Somewhere in Section 13 it should be clearly stated how much monies would be provided for school district participation.

Then the \$105,000 for each year of the biennium would include a specific amount for school districts. The remainder would be for administration at the State Department level.

The packet you have in your hands includes the National PTA Brochure; Article by Sylvia Porter "Community Education Solves Many Problems" from Reno Evening Gazette, January 24, 1975; State Department of Education Brochure; Six basic principals of Community Education; The State PTA Board of Managers position paper and comments of nationally known Community Education leaders. We hope you will read these at your leisure and again we strongly urge the passage of A.B. 22.



OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Carson City, Nevada 89701

KENNETH H. HANSEN
Superintendent

February 4, 1975

MEMORANDUM

TO: Superintendents of the County School Districts

FROM: Kenneth H. Hansen, Superintendent
KHH

SUBJ: Educational Accountability in Nevada

I thought you might be interested in reading--and perhaps commenting on--the attached statement which I believe fairly represents the Department's view of how we should work toward greater accountability in education.

As we often do when addressing you on a matter of general educational concern, we are also sending copies to representatives of other groups who may be interested.

KHH:ms

Enc.

cc: State Board of Education
Representatives, SDE Legislation Coalition
Concerned Legislators

EDUCATIONAL ACCOUNTABILITY IN NEVADA

Kenneth H. Hansen,
Superintendent of Public Instruction

The Nevada Department of Education is deeply committed to the concept of educational accountability. We believe that the citizens of the state and the students in our schools have every right to expect clear assurance that the educational enterprise is operating at the highest possible level of social, educational, and fiscal effectiveness.

"Accountability" may be defined simply as the ability of those connected with education to render an accounting for the expenditures of money, time, and effort in such a way that it can be determined whether these resources expended are yielding the greatest possible benefit to the state and its citizens.

This view of accountability is based upon the belief that there is a discernible and describable sequence of events which can be set forth and carried out so that the educational system can at all times be able to render a clear and candid accounting of its stewardship. The steps in accountability may be thought of as follows:

1. Establishing Goals: Clear-cut and defensible statements of the multiple goals of education at state, local district, classroom, and individual student levels.

2. Conducting Needs Assessments: Assessments and statements of what needs to be done in order to reach the stated goals--what gaps need to be filled, what discrepancies need to be overcome between where we now are and where we want to be in educational programs.
3. Planning and Programming: Setting forth alternative plans for overcoming the identified gaps between where we are and where we want to be in education; devising those alternative programs (curricula, courses of study, instructional methods, instructional materials, etc.) which are best designed to meet the identified needs; and carrying out these programs through the teaching/learning process.
4. Evaluating: Using multiple methods of evaluation (for example, standardized tests, teacher-made tests, other evaluative and appraisal instruments suitable to the needs of individual schools and individual students, etc.) which will show clearly whether the programs undertaken have achieved the desired results.
5. Reporting: Candid reporting through a variety of methods so that all citizens--taxpayers, parents, lawmakers, and students as well--know clearly where the educational program has been effective and where it has not yet accomplished the desired goals.

The commitment of the State Department of Education to this concept of accountability is made explicit in our current organization and activities.

Central to the organization of the State Department of Education is the "Office of Educational Accountability," which now brings together into a single organizational unit the concentrated efforts of the Department in goal-setting, needs assessment, planning and programming, evaluation, and reporting.

The current program emphases approved by the Board for the Department likewise encourage greater departmental accountability, especially to those segments of the school population who have been disadvantaged or handicapped by conditions beyond their control, or who have unique and individualized needs for special programs of academic, career, and vocational education.

The services offered through the departmental consultants under our current organization are all geared toward greater accountability through coordinated planning, programming, and evaluating in the entire educational process.

Thus, the work of the Department of Education, under the direction of the State Board of Education, is focused around accountability as the central departmental commitment.

It is important in carrying out such a broadly-conceived but operationally specific concept of accountability that the Department not let its resources be dissipated nor its efforts blunted by attempting to conform to some of the popular but

Accountability

4.

short-sighted views of accountability which promise easy accountability through some simple proposed solution.

For example, accountability cannot be achieved solely through a program of standardized testing, though such testing plays a significant part in the entire accountability process. Likewise, accountability cannot be achieved through the simple application of mechanistic "cost/benefit" ratios, perhaps appropriate to the Department of Defense but totally inappropriate to the complexities of education with its multiple goals and values. Moreover, accountability cannot come through the automatic imposition of some "systems approach" to education, such as a Program Planning Budgeting System (PPBS) or Management by Objectives (MBO), though both of these are useful tools in achieving educational accountability. Finally, accountability cannot be thought of as a guarantee that every learner will achieve some specified level of academic competence regardless of his own innate abilities and his own personal needs. Accountability is never achieved through simplistic solutions that short circuit the entire educational process involved.

Therefore, the State Department of Education would be reluctant to support attempts to legislate a specific accountability program, for a number of reasons. First, there is no simple solution to the problem of educational accountability. Second, such legislatively mandated approaches to something called "accountability" have been relatively unproductive in any of the

states where they have been tried. Finally, the commitment both in philosophy and in operation of the Department to a broad-range and carefully-sequenced set of steps toward accountability is already so well established that the interposing of some special short-cut method to accountability does not seem appropriate.

Valid educational accountability requires deep commitment on the part of many to the shared responsibilities for making the educational system accountable. For example--and the list below is not complete:

- . Lawmakers have responsibility for providing the necessary statements of legislative purpose and the specific appropriations which will permit the schools to do an adequate job.
- . State and local boards of education, on behalf of the citizens who elected them, have responsibility for giving concrete support and direction to an effective educational system through their professional staffs.
- . Teachers and administrators at the building level are responsible for using the best available professional methods, supported by a deep understanding and appreciation for individual worth and individual differences, if their part in accountability is to be carried out.
- . Parents must hold themselves responsible for providing the very best possible home environment that will encourage the work of the school.

Accountability

- . Students, too, have a stake in accountability--they have responsibility for directing their own lives and efforts toward socially acceptable goals compatible with individual aspirations.

The State Department of Education* expresses its strong commitment to doing its part, along with all of the others involved, to make educational accountability a reality in Nevada.

Enclosure: "Accountability: Who Does What?"

*It should be emphasized that this is an informal Departmental position statement, not yet a formally-adopted State Board of Education policy.

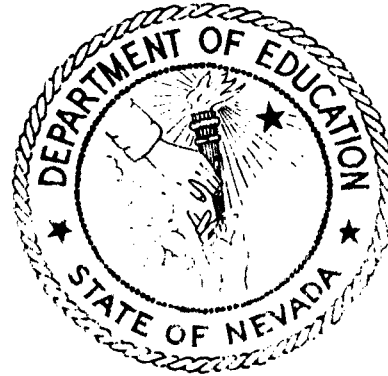
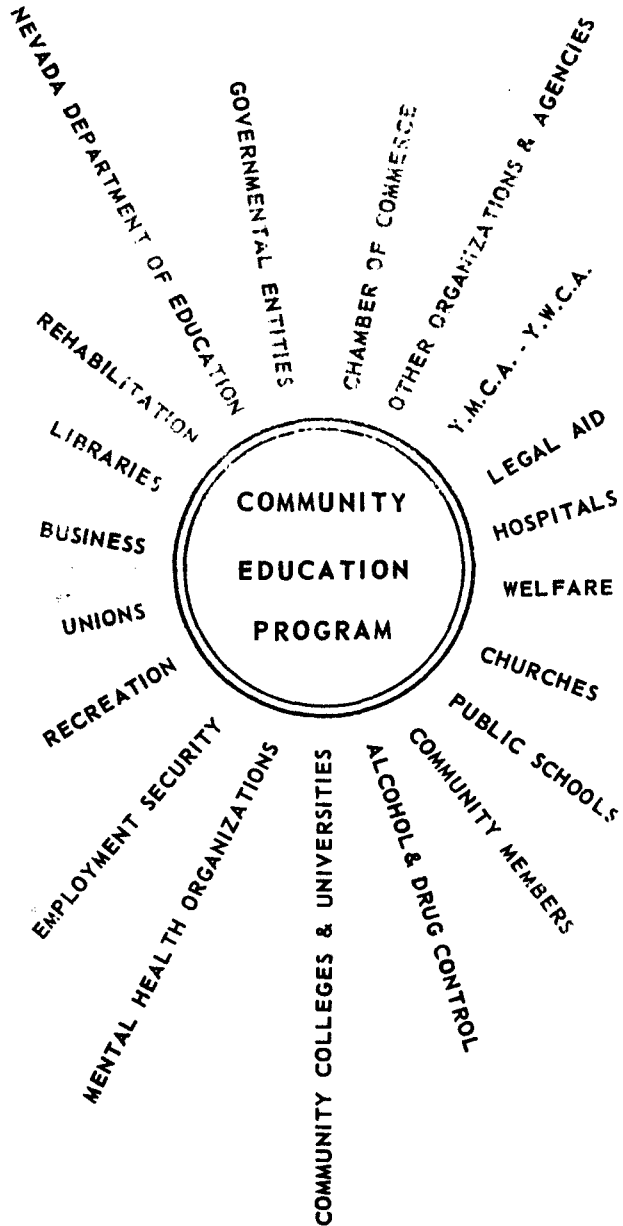
ACCOUNTABILITY: Who Does What?

KHH
1-31-75

(Not everyone can be totally accountable: The job must be divided to be managed!)

	Goal Setting	Needs Assessment	Programming	Evaluation	Reporting
Legislature	Adopt broad social and educational goals for state			Review general educational effectiveness and quality of state school systems	To public
State Board of Education	Translate legislative goals into state educational objectives; initiate new educational policies consistent therewith			Review evaluative reports provided by Dept. staff, advisory councils and districts	To Legislature and to public
State Department of Education		Provide technical assistance to local education agencies at their request	Provide assistance via service teams to local education agencies at their request	Develop & monitor statewide testing programs on "criteria-referenced" basis--i.e., in terms of student-performance expected	To State Board of Education
Local Boards of Trustees	Adapt state goals and objectives to local needs			Review district-level educational performance by observation; by feedback from citizens; by formal reports from local administration	To State Department of Education and to local parents
District Administration	Translate local-board goals and objectives into specifics	Conduct specific assessment by school, grade, individual	Establish general curricular and instructional policy	Monitor achievement of objectives through testing programs (multiple, broad in scope)	To local Board of Trustees
Teachers	Formulate teaching/learning objectives in performance-expected terms	Via individual tests and observation of students	Full responsibility for own professional work: design and execute actual teaching/learning activities	Total student evaluation program	To parents of each student; to district administration by class

Taxpayer's Delight



FOR MORE INFORMATION
CONCERNING COMMUNITY
EDUCATION, CONTACT:

COMMUNITY EDUCATION COMMITTEE

Nevada Department of Education

Carson City, Nevada 89701

885-4465

Call Toll Free

outside the Reno/Carson City area

1-800-992-0900

Las Vegas

385-0191



DO YOU BELIEVE ???

COMMUNITY SCHOOLS

WHO SUPPORTS COMMUNITY EDUCATION?

1. IN WISE USE OF YOUR TAX DOLLAR? yes no

✓ make use of existing resources by coordinating ongoing educational efforts.

2. THAT PEOPLE OF ALL AGES CAN WORK TOGETHER TO IMPROVE THE CONDITIONS OF LIFE? yes no

✓ involve people of all ages in planning and operating programs designed to meet their needs.

3. COMMUNITY AGENCIES SHOULD WORK IN ISOLATION TO MEET NEEDS OF PEOPLE? yes no

✓ consolidate fragmented efforts by involving concerned agencies, groups, and individuals.

4. IN MAKING PUBLIC FACILITIES AVAILABLE TO NEVADA CITIZENS OF ALL AGES? yes no

✓ make full use of existing public facilities. Doors are opened for social, and recreational use as well as educational programs.

5. THAT ALL PEOPLE SHOULD BE REPRESENTED & INVOLVED IN PLANNING FOR THEIR COMMUNITY SCHOOL? yes no

✓ promote democratic thinking by involving people of all ages. Those concerned with community improvement can assume a leadership role in the Community School setting.

IF MOST OF YOUR ANSWERS WERE

YES

YOU SUPPORT COMMUNITY EDUCATION.



DR. TERRELL H. BELL
U. S. Commissioner of Education

"....In fact, if I, as superintendent, could name only one priority, I would focus on the community school program, because I believe it is the key to all of the others...."

NEVADA STATE BOARD OF EDUCATION

The Nevada State Board of Education adopted a position statement supporting Community Education in August, 1973. A legislative program that will support the program has been adopted by the Board.

DR. KENNETH HANSEN
Superintendent of Public Instruction

"....Through the use of existing school buildings, duplication of facilities and effort can be reduced, at the same time increasing the level of services in the school-community while economizing on the overall cost. The community in a sense becomes a giant classroom...."

DR. CHARLES R. DONNELLY, President
Community College Division

"....The community college is highly supportive of Community Education. All public school and college buildings can serve as a hub for community activities and everyone can thus participate in worthwhile programs. These programs can help people both recreationally and vocationally. Community Education brings the community and the school or college together...."

NEVADA PARENT TEACHER ASSOCIATION

The Parent Teacher Association selected Community School Education as their Number 1 legislative priority and endorsed the Community School Education concept that public schools, which belong to the people, become community centers.

RESOURCES

Executive Secretary--National Community School Education Association, 1017 Avon Street, Flint, Michigan 48503

Regional Community Education Centers located at colleges and universities:

Region 1--Univ. of Conn. - Storrs, Conn.

Region 2--Univ. of Va. - Charlottesville, Va.

Region 3--Fla. Atlantic Univ., Boca Raton, Fla.; Univ. of Ala. - Birmingham, Ala.; Univ. of Fla. - Gainesville, Fla.

Region 4--Alma College - Alma, Mich.
Ball State Univ. - Muncie, Ind.
Eastern Mich. Univ. - Ypsilanti, Mich.
Northern Mich. Univ. - Marquette, Mich.
Western Mich. Univ. - Kalamazoo, Mich.

Region 5--Univ. of Minn. - St. Paul, Minn.

Region 6--Texas A & M - College Station, Tex.; Univ. of Missouri - St. Louis, Mo.

Region 7--Univ. of Oregon - Eugene, Ore.

Region 8--Ariz. State Univ. - Tempe, Ariz.; Brigham Young Univ. - Provo, Utah; Calif. State Univ. - San Jose, Calif.

These Regional Centers can provide a listing of community education centers located within their geographic areas.

State Departments of Education

Adult Education Departments in local school districts



COMMISSION ON INDIVIDUAL DEVELOPMENT
NATIONAL PTA
700 NORTH RUSH STREET
CHICAGO, ILLINOIS 60611

AND WHAT DO THEY LEARN?

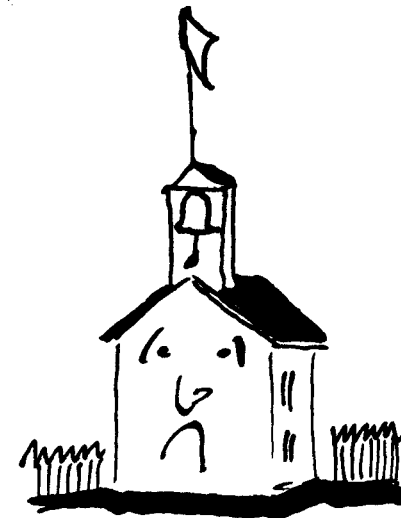
Just as no individual is left out, no field of learning is omitted. People have varied learning needs--academic, social, cultural, recreational, vocational, economic. Needs related to use of leisure time and health care. All of these fields of learning are a part of the curriculum of community schools.

WHY CHANGE FROM "THE" SCHOOL TO "OUR" SCHOOL?

Exciting things can happen when a community develops an "Our School" concept. Among these are:

1. The school becomes the hub of community life, and support for the school is strengthened.
2. School shop facilities are open to adults.
3. Community drama and musical groups are formed in which adult participation is encouraged.
4. Gymnasias become recreational centers.
5. Playgrounds are used extensively.
6. Cultural activities of all kinds become a reality.
7. Adult education flourishes.
8. School vandalism is minimized.
9. Cooperative procedures are developed.
10. School libraries are utilized to a maximum degree.

In short, both young and old can point with pride to "Our School."



WHEN THE SCHOOL
BECOMES



our
school

THE COMMUNITY SCHOOL PROGRAM
(Resolution adopted at the 1972
National PTA convention)

Resolved, That the National PTA and all its branches promote the development of the community school program to more fully utilize the public school facilities.

THE COMMUNITY--NOT NEIGHBORHOOD--SCHOOL

The community school concept as approved by the National PTA is not another name for the neighborhood school.

The community school is that school facility which is a center of service to all people in the community, regardless of their age, race, creed, or socioeconomic condition. As a social instrument, it offers its greatest service when its facilities and staff are made available to all community members for assistance in fulfilling their basic needs. Its facilities are available 10 to 14 hours each day (or longer if needed), five days each week.

The school day is a composite of several segments, each relating to and supporting the others. Except for the required portion (normally 8:30 a.m. to 3:30 p.m.) for children of school age, all segments are used voluntarily by people in the community. During optional periods, programs of recreational, cultural, aesthetic, vocational, and academic nature are provided. Older youth and adults may engage in many learning experiences that bring great returns. They can

obtain job skills, learn how to purchase, prepare, and conserve food and clothing; how to maintain property; or how to invest wisely. Academically, it is possible for an illiterate adult to begin at first grade level, progress through each subsequent level, and obtain a high school diploma. During these optional periods, additional instruction to strengthen student performance in required classes is also available.

The community school involves parents in the learning process of their children. Parents become thoroughly acquainted with the total school program, learn to know the purposes and values of the educational process, and are called upon to assist teachers with the instructional program in various ways. A variety of learning, recreational, and social experiences are open to the family as a unit, thus strengthening family unity and supporting the role of each individual as a member of that unit.

WHO ARE THE LEARNERS?

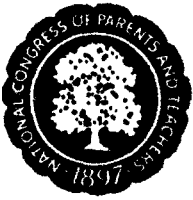
In order to develop a community education curriculum that will be meaningful and meet learning needs, we must first establish who the learners are.

In the community education plan, no one is left out--no learning needs go unattended; no facility in the community which can be utilized for learning goes unused. The student body of the community school includes everyone who can benefit from a learning experience.

Community education can contribute to the well-being of:

- The aged as well as the unborn.
- The ill as well as the healthy.
- The poverty burdened as well as the affluent.
- The handicapped as well as the able-bodied.
- The illiterate as well as the learned.
- The emotionally disturbed as well as the emotionally secure.
- The incarcerated as well as the free.
- The unemployed as well as the employed.
- The laborer as well as the executive.
- The rural as well as the urban resident.
- The renter as well as the homeowner.
- The irreligious as well as the religious.
- The bitter as well as the happy.
- The dependent as well as the socially secure.
- The foreign born as well as the native.
- The conservative as well as the liberal thinker.
- The common man as well as the socially and politically powerful.
- The employed woman as well as housewife.
- The free enterprise employee as well as the public service worker.
- The follower as well as the leader.
- The child as well as the parent.

People at both ends of every scale, as well as all those in between, are the learners in community education.



Nevada Parent Teacher Association (PTA)

680 Greenbrae Drive -- Room 288
Sparks, Nevada 89431
February 4, 1975

~~Richard E. Blakemore, Senator~~
~~Nevada State Legislature~~
~~Carson City, Nevada 89701~~

Dear Senator Blakemore:

The Nevada PTA feels that Community Education is one of the most exacting and most important concepts in Education today -- so much so that we've made it our top legislative priority.

We are aware that many Community Education programs are already in process in most or all school districts -- through cooperative Community College classes, Recreation programs, University Extension and in some instances School District programs. It is our contention that every school should become a Community School --The School - Becomes Our School; that school facilities and other public facilities should be available to the people at all times. Primarily we feel that Community Education should be -- not something imposed on people but programs that people want. This concept of allowing people to express their needs and have them fulfilled requires full time personnel to develop and coordinate such needs.

We support Legislation as proposed by the State Department of Education to provide for (1) full time state director; (2) at least 6 district wide Community Education Coordinators; (3) funds for training of Community Educators at the Universities.

We are willing to accept further suggestions to allow for items school districts say would be necessary to do a full time job -- such as funds for maintenance, utilities, materials, etc.

We urge your legislative support for Community Education in Nevada. There can be little doubt of its importance and need. The price tag is certainly not prohibitive. This would be an enabling legislation to permit school districts to try this program without the necessity of short changing the traditional school program.

We are not attempting to define or go into detail about Community Education but we do have background information and brochures you may wish to study at your leisure. Please feel free to contact us for any further information or let us answer any questions you may have.

Sincerely,

(Mrs.) Shirlee Wedow
Legislative Coordinator

POSITION PAPER ON COMMUNITY EDUCATION
ADOPTED BY THE BOARD OF MANAGERS IN
TONOPAH, NEVADA
August 17, 1973

1- 118

Community Education is a concept wherein the public schools, which belong to the people, become community centers through which programs of education, recreation, cultural enrichment and related social services are coordinated and facilitated for citizens of all ages, ethnic backgrounds and socio-economic classes. The community school is the vehicle whereby the many services of community education are generated.

Ideally, Community Education is totally responsive to expressed community needs; hence, the needs of the community and of individuals within the community, provide the foundation from which educational programs emerge.

In support of this emerging concept of public education, it is our position that Nevada's public schools should become more community oriented; that they should function as natural, open systems that are process-based and accountable to the public; and that all resources--human, financial, and physical within each community should be utilized optimally in the education process. We believe that people learn from their total environment, that the entire community must serve and be served by education, and that local resources can be harnessed to attack and resolve individual and community problems.

We further believe that the public schools have the facilities and the capacity for greater educational leadership than they presently exercise and that successful implementation of the Community Education concept is dependent upon specific action steps which include the following:

- A. Organizational and staffing plans should be developed at appropriate levels to move community education from the periphery into the heart of the educational system.
- B. State and local boards of education and their respective staffs should function cooperatively with other agency, institutional, private business, and government leaders so that life in the school and life in the community are interwoven. Cooperative agreements should be negotiated among appropriate agencies and organizations in the interests of individuals and communities.
- C. Community schools should become "family centered" for the purpose of building individual and family strength and reinforcing this basic unit of society.
- D. School, district and State community education councils should be established to enhance communication, to provide advisory services and to participate in decisions appropriate to their defined responsibilities.
- E. Existing school facilities should be adapted and proposed facilities should be planned to serve as community centers. Public school facilities as well as other physical facilities within the community should be fully utilized to maximize educational and social services and to avoid costly duplication.

- F. Area community education centers should be established where feasible to provide more responsive and effective educational services to the community and to the recipients of direct client services.
- G. Competency-based certification requirements should be developed for Community Educators including administrators and instructors. Funds should be provided and/or reallocated to support the need for community education leadership and training.
- H. Standards should be developed and implemented to assure that the fundamental goals and objectives of the community education process are being achieved.

1. The "our school" concept:

The schools belong to the community and the schools will never constantly improve or move ahead unless the citizens of the community become actively involved as planners, organizers, attenders, workers, etc.

This principle holds true regardless of how much money is spent on the school program or how high the quality of personnel.

2. The "family education" concept:

Many sociologists and psychologists claim the family is breaking down as a unit in our society. The evidence for this is very evident throughout the nation. In the community school or community education concept, the entire family may attend the school one night a week, either in the form of family night, family activities, or separate classes to meet the needs of each family member. What better way is there to develop wholesome family relationships than to attend classes as a family? Educators generally believe that it is impossible to do an adequate job of educating the child without providing some form of education for the parents or adults as well.

3. The "small group interest" concept:

In a typical school system the average pupil to teacher ratio is one teacher per 30 to more students. In this type of arrangement it is often difficult to meet individual needs, irregardless of the skill and dedication of the teachers. The community education classes should, whenever possible, be limited to a small number of pupils per class. The small class rotates around two ideas or principles:

- (1) A qualified leader who has a knowledge and strong interest in the activity as well as an interest in developing wholesome attitudes toward school and self in the individual pupils. This idea or principle can help the regular school staff in many ways, if carried out.
- (2) A student who shares a common interest or hobby with the leader, who in turn relates well to the student

There is widespread evidence throughout the country that this principle or idea can really make a difference in a pupil's attitude toward and performance in the regular school program.

4. The "cooperation" concept:

Our present American urban society is over-run with problems. Many authorities on urban affairs claim that unless we begin to solve some of the problems and meet some of the needs, our cities will become almost total anarchy. The problems facing our young people of today as they attempt to adjust to a changing society are so great that no one organization can continue to operate independently of other organizations. It is time to lay down our "organizational banners" and join hands. We believe this is possible without relinquishing the principles upon which each organization is established. Throughout the country and state many urban organizations such as the YMCA, the Park and Recreation Boards, the churches, and the

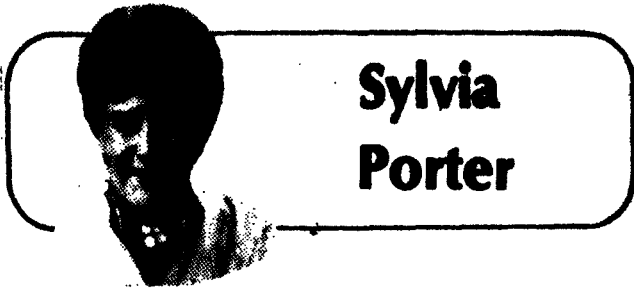
schools (and others) are joining hands as never before to solve community/— 121 problems. They are doing this under the community school or community education concept.

5. The "self-image" concept:

One of the primary goals of the community education program is to provide the opportunity for strengthening an individual's self-concept and to provide outlets for self-actualization. One of the things that can help people -- from pre-school to the grave -- to successfully solve problems is to believe that they are important as individuals and have an important role to play in our society. The community school or community education program can provide an additional outlet for this need.

6. The "total community school" concept:

There are two parts or aspects of the school program when a community education program begins in any given school system. One is the regular school program or the K-12 program, and the other is the community education program. These two programs must supplement or complement each other if either is to be successful. The people involved in the school system, whether they be principals, custodians, teachers, parents, community school coordinators, or a person playing any other role, must believe in the community school concept. Both programs, the regular school program and the community school program, are working with many of the same pupils and have many of the same goals. The people or personnel involved in these two programs must work together as a team, if the total school program is to be successful.



**Sylvia
Porter**

Community education solves many problems

Of all the stupid moves we, as citizens, are making in this murderous era of spiraling energy and other costs side by side with deepening recession and soaring joblessness, one of the most stupid is our shameful waste of our public schools during periodic vacations, weekends and the summer months.

While our property taxes have skyrocketed almost out of sight and are intolerably squeezing homeowners in areas across the nation, most of the schools financed and maintained by these taxes are closed for a startling 50 per cent of the time!

While during this past Christmas-New Year's vacation, countless millions of our elderly, lonely, handicapped, poor and other needy were yearning for places to meet and share their meals and thoughts, our handsome, beautifully landscaped elementary and high schools were shut tight. While this coming summer millions more will be seeking places to improve their skills, learn new skills, find ways to meet today's problems, most of these schools again will be closed down as usual.

APPALLING

Our public schools are to an appalling degree unused for long periods of time — representing an abuse of schools and an extravagance that in this era America simply cannot afford.

The cost of supporting our elementary and high school system has tripled during the past 10 years. But the overwhelming majority of the schools still are used only five days a week, nine months a year and are restricted to the formal education of Americans between the ages of five and 17 or 18. A stranger to the American educational system might understandably deduce that human learning begins in early September at the age of five and terminates (for all except the lucky) in June at the ages of 17-18.

Meanwhile, there is an ever-mounting need for further education of the older American — ranging from vocational training to retirement preparation and planning, consumer education, nutrition, music, arts, crafts. It must be increasingly clear to all thinking Americans that learning is a lifelong process, among the human being's most basic needs — and not the process that begins at five and ends not many years later.

What's the answer? The answer is community education schools — the use of our idle public schools to serve all of us.

And this answer also will help slash our local tax bills by avoiding the need to build and maintain additional expensive facilities, by keeping more real estate from falling off local town tax rolls and incidentally by reducing vandalism in and around the schools. (Experience has demonstrated in a fascinating way that around community schools, with all the facilities for full-time, year-round use to help young and old, vandalism becomes negligible.)

The whole concept of community education is gaining acceptance at the federal, state and local levels at a speed that may come as a revelation even to the knowledgeable. As of last count, there were approximately 700 school systems involved in implementing community education on a planned, organized basis. There is an expanding national network with more than 60 centers for community education development headquartered mostly at colleges in more than 40 states.

As of early 1975, nine states had enacted legislation supporting community education. "The Community School Development Act," a part of the 1974 amendments to the Elementary and Secondary Education Act, was passed by Congress last year and signed by President Ford on Aug. 21, 1974. Under this law, federal funds will be available beginning in 1976 to assist local public school systems in implementing community education, to help in training and dissemination of information on activities and in the establishment of a National Advisory Council.

POTENTIAL

Instead of being used to a puny one-third of their potential, our traditional schools could become community schools and be open to all ages, 12 months a year, 12 to 18 hours a day, seven days a week — and be used to their full potential. Instead of taxpayers getting a 25 per cent return on their investment in schools and paying in addition for many other duplicated services, we would be getting a full return on our investment plus interest through more and better organized services.

You and your own community can broaden your schools in a thousand and one ways — using them for purposes ranging from rehabilitation to special feeding programs for those who need them; from meeting places for the elderly especially to special outings for those who could not leave their homes otherwise. Whatever you do to use your schools more fully will all be plus.

Community Education
Israel Heaton
Provo, Utah



The Community Education concept is based upon the fundamental premise that the public schools belong to the people, and that local resources can and should be harnessed to attack and resolve community problems. Community Education provides a program of education for all ages, utilizing not only the existing facilities and programs of the public schools, but all other community facilities as well. The community centered school which is the catalyst for bringing about community education serves the purposes of academic and skill development for children, youth, and adults; it furnishes supervised recreational and avocational instruction; it supplies remedial and supplemental educational needs; it furnishes meeting places for social and civic groups; it provides a forum for the discussion of social problems; and it provides facilities for social and medical services.

The key requirement for a successful Community Education program is the availability of trained and experienced Community Education personnel who are charged with the responsibility of being the catalyst that causes or allows the needs of the neighborhood or community to be met at or through the school.

The potential of Community Education can best be summed up in the words of a state legislator following a Community Education address by Dr. Walter Talbot, Superintendent of Public Instruction in Utah: "Superintendent, that's the smartest thing I've ever heard an educator say." The number of persons both in and out of the education system who are agreeing with the legislator, are increasing rapidly.

Community Education is education's best hope for fulfilling its century-old promise to America that through education man can become the master of his own destiny.

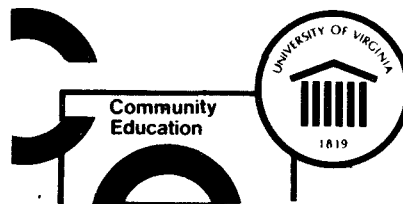
Community Education
Bill Hooks
Phoenix, Arizona



Community Education is people coming together to

- . . . think two heads are better than one . . .
a new source of power
- . . . play releasing anxieties and frustrations . . .
perpetual growth
- . . . love the only thing there's too little of . . .
a God given privilege
- . . . laugh a smile begets a smile . . .
the costless commodity
- . . . give a second chance to use that talent . . .
self-fulfillment
- . . . work creating atmospheres of understanding . . .
that's success
- . . . just

BE TOGETHER . . .
I'M O.K.! YOU'RE O.K.!
WE'RE O.K.!



Community Education
Curt Van Voorhees
Muncie, Indiana



Basic to understanding the concept of Community Education is an acceptance of three related premises—1) that every person, regardless of age, economic status, or educational background has unmet wants and needs which require the help of others for solution; 2) that people in every community have untapped skills, talents, and services to share with others, either individually or through existing organizations and 3) that in all communities there are many available public facilities that go unused a large portion of the day and evening.

With the acceptance of these premises Community Education can be defined as that process which coordinates existing facilities, local talent, skills, and services to meet the needs and wants of people from all walks of life. The product of the Community Education process is usually an educational, recreational, social or cultural program for groups of local people with common wants and needs.

DATE: FEBRUARY 4, 1975

LEGISLATION TO BE CONSIDERED: AB 22, RECOGNIZES COMMUNITY SCHOOL
CONCEPT AND PROVIDES STATE ASSISTANCE THEREFOR

PLEASE PRINT LEGIBLY

Only those persons who have registered below will be permitted to speak. All persons wishing to present testimony will please sign in below, stating their name, who they represent, and whether they wish to speak for or against the matter to be considered by the committee. Witnesses with long testimony on matters before the committee are encouraged to present their information in writing and make oral summary limiting it to five minutes or less. If you wish to speak more than five minutes please contact the committee chairman or the committee secretary. Questions from other than committee members are not in order and are not allowed. No applause will be permitted.

NAME	REPRESENTING	WISH TO SPEAK	
		FOR	AGAINST
Don J. MacLin	Community College		
Charles Donnelly			
3 CHARLES DONNELLY	U OF NEV SYSTEM	✓	
4 Richard L Morgan	NSBA	✓	
2 Shirley Wedgewood	PTA	✓	
7 Marvin Piegler ✓	Washoe Co. School Dist		✓
1 John R. Stumpe	Dept of Educ	✓	
8 Lloyd W. MANN	ASSEMBLYMAN		✓
6 Gerald Matheroff	Self	✓	
5 Kenneth H. Hansen	Nev. Dept. of Educ	✓	
9 Frank Schank	Silver Spring adv. Bd.	✓	
10 Mr. McCormick	" " " "	✓	