12-1983

An Experiential Project Examining the Summer School and Enrichment Elements of Community Education

Susan V. Slade
Western Michigan University

Follow this and additional works at: http://scholarworks.wmich.edu/masters_theses

Part of the Adult and Continuing Education Commons

Recommended Citation
http://scholarworks.wmich.edu/masters_theses/1657

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Master’s Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
AN EXPERIENTIAL PROJECT EXAMINING THE
SUMMER SCHOOL AND ENRICHMENT ELEMENTS
OF COMMUNITY EDUCATION

by

Susan V. Slade

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
December 1983
AN EXPERIENTIAL PROJECT EXAMINING THE
SUMMER SCHOOL AND ENRICHMENT ELEMENTS
OF COMMUNITY EDUCATION

Susan V. Slade, Ed. S.
Western Michigan University, 1983

The objective of this experiential project was to examine the role and functions of the community school's director in the summer school and enrichment elements of the total program.

Major areas that were examined were budgeting procedures, curriculum and programming, staffing and personnel, and facility utilization.

Through the investigation of these areas it was found that budgeting was based on a "break-even" philosophy. It was observed that curriculum and programming were in a constant state of search for improvement and variety based on community need. Further, it was discovered that successful instructors and teachers for these programs are special people. Also, it was determined that facility utilization is an ongoing task based on availability and need. Finally, it was decided that flexibility is the key to successful community education programs.
ACKNOWLEDGEMENTS

Through the course of my internship and study I received help from several different sources. I would like to thank my advisors, Dr. William Grimshaw and Dr. Lawrence Schlack, for their advice and encouragement. I would also like to thank Mr. John Conroy, Director of Enrichment programs with the Portage Public Schools, for the time he spent supervising a portion of my internship. I am deeply indebted to Mr. Henry Houseman, Director of Community Schools for the Portage Public Schools, for his advice, knowledge, wisdom, encouragement, and support throughout my course of study and for supervising a portion of my internship. I would also like to thank Terri L. Hertzell for typing the final manuscript. Finally, I would like to thank my family and friends for their support and understanding during the course of my study.

Susan V. Slade
INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.

2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of “sectioning” the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

University Microfilms International
300 N. Zeib Rd
Ann Arbor, MI 48106
SLADE, SUSAN V.

AN EXPERIENTIAL PROJECT EXAMINING THE SUMMER SCHOOL AND ENRICHMENT ELEMENTS OF COMMUNITY EDUCATION

WESTERN MICHIGAN UNIVERSITY

ED.S. 1983

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS ........................................ ii

Chapter

I. SPECIALIST INTERNSHIP PROSPECTUS ..................... 1
   Projected Nature of Internship Experience ............. 3

II. LITERATURE REVIEW ..................................... 6

III. ADMINISTRATIVE SKILLS ................................. 8
   Conceptual Skills ....................................... 8
   Human Skills ........................................... 9
   Technical Skills ....................................... 10

IV. LOG OF EXPERIENCES .................................... 11

V. EVALUATION ............................................... 50

BIBLIOGRAPHY ................................................ 52
CHAPTER I

SPECIALIST INTERNSHIP PROSPECTUS

Intern: Susan V. Slade

Sponsoring Organization: Portage Public Schools

Field Supervisors: Mr. Henry Houseman, Community Schools Director and Mr. John Conroy, Director of Enrichment Programs, Portage Public Schools

University Advisors: Dr. William Grimshaw and Dr. Lawrence Schlack, Western Michigan University

Major Focus of Experience: Experiential project dealing with the administration of summer school and enrichment elements within a community education program which will include but not necessarily be limited to budgeting, staffing, programming, and facility utilization.

Duration: Sixteen weeks, including Spring and Summer Sessions commencing May, 1983.

Rationale: A community education program in many school districts includes adult high school completion, adult basic education, enrichment/leisure time activities, and summer high school. My experience in community education to this point has been in adult high school completion and adult basic education. I have been involved as a teacher, counselor and supervisor. Included in my experiences are aspects of budgeting, staffing, curriculum, facility utilization, and administration.
Two areas often times included in a community education program that I am not familiar with are summer school for high school students and enrichment/leisure time programs. It is my interest in learning how these programs operate that has prompted me to incorporate my understanding (through direct experience) with my community education knowledge and skills repertoire.

It is my intent to accomplish the following during my internship:

1. Become familiar with budgeting for both programs.
2. Become familiar with staffing and personnel procedures for both programs.
3. Become familiar with programming and curriculum for both programs.
4. Become familiar with facility utilization for both programs.

All of these tasks will be dealt with on a timely basis during each session. It is anticipated that the summer high school phase will occur during the Spring Session while the enrichment/leisure time phase will occur during the Summer Session. Because the internship is currently being developed, it is impossible to determine what additional experiences will occur throughout the course of study. However, it is anticipated that full involvement in both programs will occur so that I will be able to more completely understand the contents and their structures, the supervisory and operating processes, and the systems' structures and procedures within these elements of community education.
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>EXPERIENCES AND CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. CONCEPTUAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To review current information in Portage Public Schools regarding:</td>
<td>The intern will request and examine information from Portage Public Schools related to summer high school and enrichment/leisure time programs.</td>
<td>The intern will be able to point to a developed plan for:</td>
</tr>
<tr>
<td></td>
<td>* staffing and personnel</td>
<td>* staffing</td>
</tr>
<tr>
<td></td>
<td>* programming and curriculum</td>
<td>* programming and curriculum</td>
</tr>
<tr>
<td></td>
<td>* budgeting and financial plans</td>
<td>* financing</td>
</tr>
<tr>
<td></td>
<td>* facility utilization</td>
<td>* facility utilization</td>
</tr>
<tr>
<td></td>
<td>for summer high school and enrichment/leisure time programs.</td>
<td>for summer high school and enrichment/leisure time programs in Portage Public Schools.</td>
</tr>
<tr>
<td>2. To make a series of analytical observations of the two programs and discuss these programs with current personnel.</td>
<td>carry out a review with available resources of the two programs; attempt to synthesize the information and the programs' relationship within the community education structure.</td>
<td>to relate the two programs to other aspects of community education in Portage Public Schools and to speak or write with authority on the programs.</td>
</tr>
<tr>
<td>3. To acquire an increased understanding of the operation of the programs within the community education structure.</td>
<td>observe and participate in the day-to-day working processes of the programs; discuss concerns and operations of these various staff members at appropriate times.</td>
<td>to discuss the general administrative structure of the programs; to discuss the functions of these programs within the community education structure.</td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>EXPERIENCES AND CONTACTS</td>
<td>TERMINAL SKILLS</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>B. HUMAN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To become familiar with staff and participants of the current summer high school and enrichment/leisure time programs.</td>
<td>The intern will arrange appointments and interviews with: * the Community Schools Director (Mr. Henry Houseman) * the Director of Enrichment/Leisure Programs (Mr. John Conroy) * current staff for summer high school (Mr. J. Zull, Mr. J. Menchinger, Mr. S. Bolen) * current enrichment/leisure time staff (Mrs. T. Arriaga, Mrs. K. VanDyke, Mrs. M. Lemanski) * participants in the summer high school and enrichment/leisure time programs.</td>
<td>The intern will be able to indicate the relevance of the summer high school and enrichment/leisure time programs to the staff and participants; to outline the social and educational benefits of the programs.</td>
</tr>
<tr>
<td>2. To analyze and comprehend the nature and characteristics of &quot;successful&quot; program personnel.</td>
<td>observe and discuss &quot;successful&quot; staff with the directors; collate the information from discussions and observations.</td>
<td>to produce a list of general characteristics that &quot;successful&quot; personnel exhibit.</td>
</tr>
<tr>
<td>3. To discuss the positive and negative elements of the programs with participants and personnel.</td>
<td>attempt to ascertain what the positive and negative aspects are of the programs; talk with participants and personnel about their positive and negative feelings about the programs and their relationship with community education.</td>
<td>to write or speak about the development of successful programs and their relationship with the total community education program in Portage.</td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>EXPERIENCES AND CONTACTS</td>
<td>TERMINAL SKILLS</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>C. TECHNICAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To determine an appropriate schedule of experiences for the study of the summer high school and enrichment/leisure time programs.</td>
<td>The intern will prepare a schedule for summer high school and enrichment/leisure time program experiences; discuss the schedule with Mr. Henry Houseman and Mr. Conroy; adopt a schedule that will lend itself to providing needed experiences.</td>
<td>The intern will be able to present reasons for choosing the stated experiences and schedule.</td>
</tr>
<tr>
<td>2. To determine which specific forms are needed that will provide a reference for needed information concerning: * staffing  * budgeting and financial planning  * programming and curriculum  * facility utilization.</td>
<td>Survey currently used forms; assess practicality, conciseness, readability, usefulness of current forms; select, adopt or develop forms to meet current or future needs.</td>
<td>The intern will be able to cite evaluations of and recommendations for up-dating or adopting forms used in the summer high school and enrichment/leisure time administrative process.</td>
</tr>
<tr>
<td>3. To develop an increased expertise in the two programs and an understanding of their relationship with the whole community education structure.</td>
<td>Practice (through experience) the role of the Directors of the two programs; discuss the situations that constantly arise with the Directors: pursue as many varied experiences as possible in the programs.</td>
<td>The intern will be able to demonstrate an increased level of proficiency in the administration of the two programs; to use gathered information and experiences to carry out the successful leadership of a total community education program.</td>
</tr>
</tbody>
</table>
"Community education is the process that achieves a balance and a use of all institutional forces in the education of the people - all the people - of the community" (Seay, 1974, p. 11). As a community educator I see the need to achieve the balance and use the institutional forces of which Seay speaks.

In the current wave of financial cutbacks and use of surplus school facilities, community education's survival depends on citizen involvement and participation (Fried, 1982).

Cooperation, collaboration, and communication from citizens can help promote community education while dealing with several problems within the community: declining enrollment, financial cutbacks, feelings of ownership, decrease in vandalism, involvement, citizen decision-making, and support for the educational system (Riles, 1982).

My past experiences in community education have included involvement in adult high school completion, adult basic education, a voluntary action center, mental and social service agencies, a neighborhood center, a corrections facility, a nursery school, and city-sponsored community activities. Two areas of community education in which I lacked experience were summer school for high school students and enrichment/leisure activities. Since these programs also involve the education of people within the community, I felt
a need to become familiar with the programs and the people.

Community education includes learning by everyone in the community. Being able to facilitate this life-long learning process is a challenge to the community educator (MAPACE, 1977). And it is important to keep in mind the characteristics and the need disposition of learners in any educational environment (YACE, 1976-77).

Community education involves participation, communication, cooperation, and planning. "The success of community education is contingent upon a considerable expenditure of energy from individuals" (West, 1981, p.2).

It is expected that this experience will increase my awareness of my community; give me an opportunity to cooperate, communicate, and participate with its citizens; to be sensitive to financial problems, educational needs, and individuals; to be a source of energy that is contagious; and to meet the challenge of life-long learning.
CHAPTER III

ADMINISTRATIVE SKILLS

The intern had the opportunity to experience conceptual, technical, and human administrative skills throughout the course of the internship. The skills to be acquired were specified in the prospectus submitted prior to the internship. Also listed were the objectives of the internship and the experiences and contacts to be made in order to acquire these administrative skills.

The following are the administrative skills that were initially identified. The log of experiences in this manuscript, pages 11 through 49, describe the experiences and contacts that led to the mastery of the objectives and the accomplishment of the skills. Dates and page numbers are cited for easy reference.

Conceptual Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern will be able to point to a developed plan for: staffing,</td>
<td>5/4</td>
<td>11</td>
</tr>
<tr>
<td>programming and curriculum, financing, and facility utilization for</td>
<td>5/5</td>
<td>11</td>
</tr>
<tr>
<td>summer high school and enrichment/leisure time programs in Portage</td>
<td>5/11</td>
<td>12</td>
</tr>
<tr>
<td>Public Schools.</td>
<td>5/12</td>
<td>12</td>
</tr>
<tr>
<td>The intern will be able to relate the summer high school and</td>
<td>6/3</td>
<td>18</td>
</tr>
<tr>
<td>enrichment/leisure time programs to other aspects of community</td>
<td>6/15</td>
<td>25</td>
</tr>
<tr>
<td>education in Portage Public Schools and to speak or write with</td>
<td>6/21</td>
<td>28</td>
</tr>
<tr>
<td>authority on a summer high school and enrichment/leisure time</td>
<td>6/22</td>
<td>29</td>
</tr>
<tr>
<td>program.</td>
<td>6/27</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>6/28</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>6/29</td>
<td>34</td>
</tr>
</tbody>
</table>
### Conceptual Skills - continued

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern will be able to discuss the general administrative structure of the summer high school and enrichment/leisure time programs; to discuss the functions of these programs within the community education structure.</td>
<td>6/14</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>6/23</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6/27</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>6/28</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>6/30</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>7/1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>7/22</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>7/25</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>7/26</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>7/29</td>
<td>48</td>
</tr>
</tbody>
</table>

### Human Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern will be able to indicate the relevance of the summer high school and enrichment/leisure time programs to the staff and participants; to outline the social and educational benefits of the program.</td>
<td>5/13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>5/23</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>5/24</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>6/1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>6/2</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>6/20</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6/23</td>
<td>30</td>
</tr>
<tr>
<td>The intern will be able to produce a list of general characteristics that &quot;successful&quot; summer high school and enrichment/leisure time personnel exhibit.</td>
<td>6/8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>6/9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>6/10</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>6/21</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>6/27</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>7/1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>7/5</td>
<td>37</td>
</tr>
<tr>
<td>The intern will be able to write or speak about the development of successful summer high school and enrichment/leisure time programs and their relationship with the total community education program in Portage.</td>
<td>6/13</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>6/14</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>6/22</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>6/29</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>7/11</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>7/12</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>7/18</td>
<td>44</td>
</tr>
</tbody>
</table>
## Technical Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern will be able to present reasons for choosing the stated experiences and schedule.</td>
<td>5/27</td>
<td>15</td>
</tr>
<tr>
<td>The intern will be able to cite evaluation of and recommendations for updating or adopting forms used in the summer high school and enrichment/leisure time administrative process.</td>
<td>6/16</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6/24</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>7/8</td>
<td>39</td>
</tr>
<tr>
<td>The intern will be able to demonstrate an increased level of proficiency in the administration of the summer high school and enrichment/leisure time programs; to use gathered information and experiences to carry out the successful leadership of a total community education program.</td>
<td>6/20</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6/21</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>6/22</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>6/23</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6/24</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>6/27</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>6/30</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>7/5</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>7/6</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>7/8</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>7/11</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>7/12</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>7/13</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>7/15</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>7/18</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>7/21</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>7/22</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>7/25</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>7/26</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>7/27</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>7/29</td>
<td>48</td>
</tr>
</tbody>
</table>
CHAPTER IV

LOG OF EXPERIENCES

May 4, 1983 and May 5, 1983

Number of hours: 6 (3 & 3)

Description of experience: This time was spent reviewing summer school information that was obtained from the Director. Included in the information were: course descriptions, budgets, staffing information, related school board policies, advertising, facility utilization schedules, attendance/grade forms, correspondence (from teachers, principals, counselors, parents, students), book cards (and other necessary record-maintenance items), speaker lists, A-V equipment/material lists, and assorted miscellaneous items.

Analysis: The operation of a summer high school program is a task that encompasses many aspects of school and community life. The web of communications is complicated in itself. Though generally a small-scale program in comparison to a regular day-school, summer high school encompasses financial and personnel aspects, curriculum/programming needs, facility utilization, and all the various trials and tribulations that come with directing such a program.

The information read covered the summer school program since it became part of the total community education program in 1974.
The detailed records will help a great deal in enabling me to develop a plan for the staffing, financing, programming and facility utilization of a summer high school program.

I now have a better concept of the scope of such a program and am looking forward to meeting with the director and really becoming involved in this program.

**May 11, 1983 and May 12, 1983**

**Number of hours:** 6 (3 & 3)

**Description of experience:** This time was spent perusing information on the enrichment/leisure programs that have developed over the past 11 years under the guidance and direction of John Conroy. Information covered such areas as: budgeting, advertising, staffing, public relations, facility utilization, programming, forms (for registrations, refunds, scheduling), and correspondence from a variety of sources.

**Analysis:** The enrichment/leisure programs have grown from an offering of 6 classes to over 400 classes! The range and scope is phenomenal and is very much community oriented. The nature of the courses over the years reflect the needs of the community (computers for adults and kids), the feelings of the nation (Bi-centennial related courses), and popularity of fitness (aerobicise).

Information available was very helpful in giving me a perspective on how staffing, programming and financing are handled in this program. The facility utilization aspect is awesome.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
on its own with the large number of courses being offered utilizing both school facilities and outside agencies.

It will be a great help to be able to speak with John Conroy, staff and participants of the enrichment program. I really feel a need to understand the personalities connected with this awesome program.

May 13, 1983

Number of hours: 4

Description of experience: This time was spent discussing the summer school program with Henry Houseman. He answered my many questions concerning the whys and hows of the program's operation. We also discussed the relevance of this program in relationship to the day high school program and its perceived need in the community. We discussed the pros and cons of such a program and the benefits participants receive.

Analysis: The insights, anecdotes and personal feelings that came through on this conversation gave me a real "feel" for this program, its problems, benefits, and relevance for this community. The "history" of the program shed some light on the nature of the skills needed to promote, program and administer such a product. Many of the technical details attached to this program would be considered routine. It's the human skills portion that seems to require a "uniqueness" in the administrative individual in charge of a successful summer high school program. Further study in this area should help to clarify and refine this unique-
May 23, 1983

**Number of hours:** 3.5

**Description of Experience:** Mr. Hosueman and I continued our discussion of the summer school program, focusing on the '83 program specifically. Staff, budget, courses, facility utilization and "advertising" were discussed. Formulation of specific roles that I could fill began.

**Analysis:** This session was very informative and began my introduction into the reality of the program. Staffing was discussed and correspondence was set in motion for contact with specific teachers. The "advertising" aspect was discussed and correspondence to day high school counselors was initiated. Facility utilization was also discussed and preliminary plans were made for room assignments. We discussed the budget for the program. This was basically for information purposes as the '83 summer school budget was set in February, 1983. I was given the opportunity to participate in these decisions and give input on how this program would affect other community education programs that were or would be in session during summer school (June 20 - July 28, 7:30 a.m. - 12:30 p.m., Monday - Thursday).

May 24, 1983

**Number of hours:** 4.5

**Description of experience:** The entire morning was spent with
John Conroy discussing the enrichment/leisure time program in Portage. Questions I had concerning the budgeting for the enrichment program were clarified. We discussed the expansion of the program over the years, the variety of courses offered, and the program's impact on the community.

**Analysis:** The enrichment/leisure time program has grown because of John's philosophy "give the community what the community wants or needs and at a price they can afford." Through the years, by watching the local newspapers and being aware of current trends in crafts, exercises, self-helps and how-to's, the program has been able to offer what the community needs and wants. Since the program need only pay for itself, the costs have also been minimal so that a large number of community residents are able to participate. Through this discussion I was made aware of community resource people, the "how-to" of budgeting, payroll, staffing, and facility utilization. We also discussed what my involvement could be with the current sessions and with the preparation for the Fall program.

*May 27, 1983*

**Number of hours:** 4

**Description of experience:** This time was spent looking at the summer school schedule and the enrichment/leisure time schedule for the period June 1 to August 19. A determination needed to be made as to how time would be spent between the two programs that would give me the "hands-on" experience that I wanted; a
schedule that would allow me to participate, experience, learn, and become involved in these two elements of community education.

**Analysis:** This proved to be a more difficult task than I originally thought it might be. Because of the "people"-nature of the programs and the definite time structure of classes, it became difficult to schedule contact time with all those that I felt would be important to my learning experience. Originally, the plan was to be involved with summer school for the Spring Session (May 2 - June 22) and enrichment/leisure time during the Summer Session (June 29 - Aug. 19). However, that plan just wouldn't work. This proved to be a lesson in "FLEXIBILITY" - an important key to surviving with a successful community education program. A schedule was finally developed, approved by Mr. Houseman and Mr. Conroy, and will be the foundation for the experiences needed to successfully complete this internship.

**June 1, 1983**

**Number of hours:** 4.5

**Description of experience:** Spent time talking individually with three different teachers of enrichment/leisure time classes. Discussion covered why they became involved, their perceived relevance for themselves and their students, and any benefits they perceived for themselves and their students. We also discussed their concept of community education and how they and their particular course fit into that concept.
Analysis: All three of these instructors impressed me as being enthusiastic (about most things in general), caring, personable, sharing (of time and talent), and involved people. There was excitement in their voices when they talked about their courses, their students, and prospects for the future of the enrichment/leisure program. The length of experience as teachers in enrichment ranged from 1 year to five years. Perceived benefits to the students ranged from "just getting out of the house" to becoming better at an attempted skill. It became apparent that some participants take three or four courses each year and have been doing so for many years! Other than the small monetary reward ("you'll never get rich teaching enrichment classes"), the biggest benefit that these individuals received were satisfaction of helping others, involvement with other people, and a sense of being a contributor to the overall well-being of the community. It's apparent that one key to a successful enrichment/leisure time program is the unique staff people involved.

June 2, 1983

Number of hours: 3

Description of experience: This time was spent talking with three different individuals who are currently enrolled in enrichment/leisure time classes. We discussed why and how they became enrolled in their particular class, how relevant the wide choice of courses was to them, any benefits they received from their involvement in the class, and suggestions for improvement in the enrichment/leisure time program.
Analysis: All of these individuals had received the enrichment/leisure time brochure in the mail which prompted them to enroll in their particular class. The reasons for enrolling varied: "I want to get back in shape after having my baby; I just wanted to learn more about it," and "it gets me away from my kids for awhile - besides, it's fun being with these people!" One person has taken only exercise type classes, but she does keep an eye out for another class that may interest her. The other two individuals have taken a variety of classes over a period of years, mostly for "something to do," or to learn a skill. They all thought the times, places and costs were convenient and affordable. Comments about the instructors reinforced my feelings about the "uniqueness" of the instructors. No one had suggestions for improvement of the program. Again, I felt that the program was giving the "community" what it wanted, at a price it could afford. Satisfied customers!

June 3, 1983

Number of hours: 3.5

Description of experience: I spent this time reviewing forms used in various aspects of the enrichment/leisure time program. Forms included staff applications, budget formats, advertising brochure lay-outs, facility utilization calendar and various "contract" forms for specific courses taught in conjunction with local businesses.

Analysis: Most forms used at this time are very adequate for
this program. The application forms give needed information, fall within DOL guidelines, and are easily read. The budget format and worksheets are easily understood and lend themselves to pulling financial information together. The brochure layout forms are self-explanatory and make a difficult job easier. The one addition I would make in the advertising area would be a "form" letter to be sent to area newspapers that could be updated with each session describing new classes. I would also like to see a more detailed course description - a "how-to" - for each current class. This could be of use for the future and to others who may be wanting to start an enrichment/leisure time program in another area. These suggestions will be discussed with Mr. Conroy. Generally, though, all forms used currently are very adequate for the purpose of administering this program.

June 8, 1983

Number of hours: 3.5
Description of experience: Spent time with John Conroy discussing the personnel in his program. Discussion focused on positive characteristics of "successful" instructors for the enrichment/leisure time programs. I also spent time looking at personnel files of these "successful" people.

Analysis: Since the enrichment/leisure time programs are very people-oriented, it makes sense that instructors for this program be people-oriented. From this discussion I discovered that the following characteristics seem prevalent among instructors:
1. enthusiasm for their course,
2. knowledgeable about their course,
3. physically energetic,
4. positive attitude in general,
5. belief in involvement with others, community, and
6. willingness to give of their time and talent.

From reading some of the files, it was obvious that the instructors were very "involved" people - not only with their enrichment courses, but with other interests. Many instructors also participated in another community organization (Girl Scouts, Sunday School, Big Brothers/Big Sisters, Miss Softball America) and/or some other activity (bowling, softball, racquetball, tennis, swimming). Several files contained letters from former students complimenting the instructors' "caring," "enthusiasm," and giving general positive comments about the program.

June 9, 1983

Number of hours: 3

Description of experience: A discussion with Mr. Houseman centered around the teachers and other personnel involved in the summer school program. Discussion covered the "successful" characteristics of the personnel; the differences in personalities; and the nature of the credit and non-credit courses in the program.

Analysis: The differences in the credit (U.S. Government, Economics, English, Physical Education) vs. non-credit (Band and
Orchestra) seems to be a factor that controls the atmosphere and attitude of the students and teachers involved. Most "credit" students are enrolled because they need to be; non-credit students are enrolled because they want to be. "Successful" characteristics of non-credit teachers seem to include:

1. enthusiasm about course,
2. knowledge of subject,
3. physical energy,
4. attitudes that students should have fun with the subject area, and
5. willingness to share knowledge, time and talent.

The non-credit courses continue to have enrollments that allow for the classes to be offered, and the positive characteristics and personalities of the instructors seem to be a good reason for this.

The "successful" characteristics of the credit course teachers include:

1. knowledgeable about course material,
2. ability to convey needed material,
3. ability to make subject materials interesting and relevant,
4. ability to convey importance of completing the course work, and
5. showing concern and understanding of student problems.

While teachers are working within a fairly strict course outline/timeline, they seem to be able to help individual students with problems and are willing to make this "required" time as tolerable as possible. I'm looking forward to meeting and working
Number of hours:  2

Description of experience:  This time was spent observing classes of two individuals who had been deemed "successful" by John Conroy. I was hoping to observe the presence of the characteristics we had discussed earlier (see June 8). One class consisted of 17 women, ranging in age from 22 to 48. The other class involved young children (4 - 11 years of age) and several parents. My presence in the building where these classes were held was not unusual, so I don't feel I was getting a "performance" by either instructor.

Analysis:  In fact, five of the six "successful" characteristics were observed to be present in both instructors. Both were very enthusiastic about course material during the entire class period; displayed knowledge of course content when questions were asked; were physically energetic the entire observed class time. The output of physical energy, which included individual student contact or attention, was amazing, but certainly helped convey the enthusiasm, interest, and positive attitude of these two "successful" individuals. Both instructors went beyond the course ending time to answer student questions, provide a needed boost of confidence, and even to console a young student whose class project wasn't "turning out right." While it would be easy to make a list of "successful" characteristics, I believe
that seeing them in "action" is the truest indication of who
will be a successful enrichment/leisure time instructor.

June 13, 1983

Number of hours: 2

Descriptions of experience: This time was spent talking with
two enrichment/leisure time instructors and seven participants
of enrichment/leisure time classes. The topic of discussion
revolved around the positive and negative aspects of the program.
We also talked briefly about each individual's "relationship"
with community education and their concept of community education.
Age range of the participants was from 7 years of age to 42
years of age.

Analysis: Positive feelings for the enrichment/leisure time
program were: "good instructors, variety of classes, good loca-
tions, not too expensive, adequate facilities, variety of times
courses are offered, get to take something home each week (art
class), 'makes me feel good,' increased knowledge, a good social
time, not boring, and good use of community facilities." Negative
feelings for this program included: "too expensive - they
should be free, don't meet often enough each week, should be
at school near my house, and not taking reservations by phone."
It was obvious to me that the positives outweighed the negatives.
Most of the participants agreed that the program seemed highly
organized and the instructors were excellent. They agreed that
those two aspects led them to a positive feeling about the
program. With one exception, everyone in the group saw community education as the enrichment/leisure time program and didn't include adult education, summer school or involvement with any other community agency (perhaps a campaign to inform the community populace about what "community education" can be is needed).

June 14, 1983

Number of hours: 4.5

Description of experience: A majority of this time was spent in the enrichment/leisure time office acquainting myself with the procedures used in the day-to-day operations of the program. The secretary explained: registration forms, receipt forms, collection of funds, deposit of funds, computerized class lists, refund policy and procedure, and the compilation of the enrichment/leisure time brochure. We also discussed the positive and negative aspects of the program from her contact with the hundreds of participants that phone or visit her office. John Conroy and I spent a short time discussing some concerns I had about the overwhelming scope of the program.

Analysis: Whew! The enrichment/leisure time program in Portage is a huge operation! The magnitude of the program struck me as I saw the number of procedures and processes that must be completed for a smooth operation. The highly organized state of this operation was the only thing that seemed to make it manageable. At this time in the year, the brochure is being put together (courses, descriptions, times, places, costs, etc.)
and I will participate in the production of that brochure.

June 15, 1983

Number of hours: 3

Description of experience: Time was spent with three enrichment classes and then with the individual instructors. I observed to ascertain course content, relevance to participants, and relationships between what seemed to be the purpose of the course and the outcomes for the participants. I paid particular attention to comments of the participants that related to "community education" - what it was, who was involved, how it worked, etc. Discussion with the instructors revolved around how their course related to community education as a whole.

Analysis: It is becoming apparent that to many people community education is enrichment/leisure time classes. Course content in these classes was centered on "self- or home-improvement" through exercise, skill development, or "how-to" instruction. Each participant saw his or her participation in the class as relevant to their immediate needs ("lose a few pounds, learn to swim, fix this broken chair"). Only one person indicated that they hoped "this would be a continuous event" in their life. To the participants, "community education" was the enrichment/leisure classes that they were enrolled in with no mention of adult high school education courses, community agency involvement or neighborhood/group concerns. The instructors viewed community education in a slightly wider scope, mention-
ing the involvement of many community people and groups. As
was mentioned before, it seems that the community-at-large needs
to be educated as to the scope and range of community education.

June 16, 1983

Number of hours: 3

Description of experience: This time was spent familiarizing
myself with the various forms used in summer high school: book
cards; attendance cards; report cards; grade sheets; registra­
tion forms; receipts; letters to parents/guardians regarding
poor grades at mid-term, drop due to absences, or failure of
classes. I again looked over budget forms, curriculum sheets
and facility utilization schedules. Staff application forms
and the contents of a staff personnel file were reviewed.

Analysis: At this time all of the forms being used are very
adequate for the job they are to do. Forms are easily understood,
serve a specific purpose, and meet the needs of the program.
Perhaps after using the forms during the summer school session
I may see a need for change.

June 20, 1983

Number of hours: 6

Description of experience: This was the first day of summer
high school. Almost 200 students are enrolled in the U.S.
Government/Consumer Economics and English 9/10, 11/12 classes.
I visited each classroom with Mr. Paul Butch while he explained
the attendance policy and other "rules and regs" that would have to be followed if students expected to stay in the program for the next six weeks. I also met the rest of the teaching staff that I hadn't been introduced to before. During the course of the day (7:30 - 12:30) I also met several students who were already having some problems; I learned the "break" routine (5 minutes every hour: 8:25, 9:25, etc. except for 10 minutes at 10:20 a.m.) and was given responsibility for certain areas at those times; I fielded books and materials questions; spoke on the phone to several concerned parents; and was offered the chance to call the homes of absent students. After classes I was also able to talk with several of the teachers about their classes, students, "regular" teaching jobs, and several 'needs' for tomorrow's classes.

Analysis: This is when all of the previous planning comes together. While everything looks "smooth" on paper, the personalities involved is what brings it to life. There were many "last minute" equipment/material needs that were, fortunately, able to be met. The involvement with students this age is new to me (in the last 10 years) and it certainly is a change. The whole atmosphere and attitude of the students is different from adult high school or adult basic education. I look forward to the next six weeks of classes with this group of teachers and students.
June 21, 1983

Number of hours: 6

Description of experience: This time was spent observing several classrooms in session during summer high school. Two of these teachers have been characterized as "successful" in this program by the director. Time was also spent talking with several teachers and discovering their concept of community education and how this program fit into that concept. I also participated as a hall monitor, caller of absent students, and procurer of chalk and erasers.

Analysis: It was apparent that all teachers knew their subject material; however, the methods of delivery made it apparent which teachers were going to hold the students' attention and be more "successful." Comments from students (overheard at break times) are also an indicator of who the really "successful" teachers are. Additional observations will help to pinpoint "successful" traits. Talking with several of the teachers gives me some indication that, as a group, they see the summer high school program as a component of community education and not the only entity. Being a part of the summer high school staff is still novel at this time - monitoring "breaks" is still very unique to my repertoire of experiences. Already I know that having to call the homes of absentees, and reporting those absences to parents, is going to be a very uncomfortable part of this experience.
June 22, 1983

Number of hours: 6.5

Description of experience: I continued with observations of several summer high school classes. I also had an opportunity to talk with several students about the positive and negative aspects of the program. Some positive responses included: "taking this class now will give me time to do co-op this fall, it's my second chance to pass this class so I can get my diploma, everyone else is taking it this summer, I need the extra credit." Negative responses included: "it costs too much, 7:30 is really a crummy time to start classes, it's too hot in this building, the attendance policy is too tough." Again, monitoring breaks and calling parents of absentees was part of my agenda.

Analysis: Some of the "successful" traits are showing themselves in several teachers. While all teachers know the material, relating it to the students' lives at this point in time seems to be a strong point in differentiating teachers, at least in the students' eyes. It also is apparent to me which teachers are willing to take extra time to talk with the students. The positive responses of the students' indicate a need for this program. The negative responses seem typical of students everywhere (time, cost, attendance, climate). The attendance policy states that after 3 absences a student will be dropped from the class and lose credit. On this third day of classes, two students have already missed classes twice. It is becoming more difficult for me to talk with these parents knowing that the
student "is in trouble," not only with their parents but with this needed school credit. I'm going to need to stick with the established rules, offer help to students before they reach the absence limit and then know that it was their decision.

June 23, 1983

**Number of hours:** 6.5  
**Description of experience:** Time was spent today being the "administrator-on-duty" in Mr. Houseman's absence. No real problems surfaced. Monitoring the breaks, helping a teacher with the copying machine, and calling absentees, were on my agenda. In addition, I spent time with the Director of Library Services discussing materials and equipment that are being stored in the library. A decision was made as to which materials and equipment can stay and which needs to be returned to the central office. I also spent time on the phone answering questions from several citizens and a community agency.

**Analysis:** Being the "administrator-on-duty" made me very sensitive to everything that was going on in the building. I felt a great responsibility for the building and the people in it. I also felt that I needed to be certain of my choice of words and decisions and what their impact would be on the entire community education program. I felt confident that what I did and said today were positive for the entire program.
June 24, 1983

Number of hours: 8

Description of experience: The entire day was spent working on various aspects of the summer high school and enrichment/leisure time programs. I spent time reviewing forms used this week in summer high school (book cards, attendance forms, registration forms, receipt forms, letter of attendance problems). Time was used to review attendance cards to spot students who are getting into attendance problems. I also reviewed revenues (student fees) and the expenditures. The greater portion of the day was spent working on the enrichment/leisure time brochure. Last minute instructor confirmations had to be made; facility utilization schedules needed to be confirmed; and the brochure lay-out had to be finalized.

Analysis: The current forms used in summer high school are very adequate. Several students are already in jeopardy of losing credit due to absences. I will make a point of speaking to these five students next week. I'll ask that Mr. Houseman review the summer high school budget with me to answer some questions that I have about it. The enrichment/leisure time brochure is certainly a large undertaking. There are many steps to be completed before the final product is finished. I will develop a checklist of "production" steps to be covered, a time-line to be followed, and who to contact for specific needs. Again, the organization of this work unit and of this project make it manageable.
June 27, 1983

Number of hours: 6.5

Description of experience: Today was spent observing summer high school classes, discussing several attendance problems with Mr. Houseman and discussing specific attendance problems with several teachers and the involved students. One student has been incarcerated since last Wednesday and will remain so for 30 days. I was on the phone today with his mother and the jail sergeant. Also spent time with the student's teachers trying to work out a plan that would satisfy everyone. Eventually a plan, with specific school and jail procedures, was developed. All that remained was to see if the student would follow the needed procedures, fulfill the school and jail requirements, and earn his school credit. I will be watching to see if he reaches school each day and be an "ear" for him to talk to.

Analysis: Because several teachers were involved with students who have attendance problems, it became evident who was more understanding and willing to help and who was not. Coincidentally the teachers who were understanding and willing to go that "extra mile" are the same teachers who do a great job of relating the classroom material to students' lives. The experience with the jailed student gave me some new community contacts, an insight into some problems that face students, and how individuals respond when faced with a situation like this. The situation is unfortunate for the student but gave me some new experiences in my role as a community educator. The follow-through
on this situation will be an experience I look forward to.

June 28, 1983

**Number of hours:** 8

**Description of experience:** This morning was spent in regular duties in the summer high school program: monitoring breaks, calling parents of absent students, calling about a missing film, talking with the student on school-release, and discussing several items with Mr. Houseman. The afternoon was spent with several enrichment/leisure time instructors. We discussed their individual courses, program sites, and their working relationship with the office staff for the enrichment/leisure time program.

**Analysis:** I am beginning to enjoy the summer high school program. The teachers and students create a different atmosphere and attitude than I am used to, and it is almost refreshing. I am more comfortable with calling parents of absent students but still feel that some type of "counseling" needs to be done before they reach their limit. The time with the enrichment/leisure time instructors gave me additional insights on how these people view their courses, the relationships with their students, and their talents. Additional discussions helped me to gain insights into working with the enrichment/leisure time office staff and the staff at the different program sites. I also noted the same enthusiasm that I had seen before in other enrichment/leisure time staff. Several of these people also
saw their courses as being "stepping-stones" to other programs in community education - at last! A connection between enrichment/leisure time program and community agencies!

June 29, 1983

Number of hours:  8

Description of experience: The morning was spent observing non-credit summer high school classes (band and orchestra). The atmosphere wasn't quite as relaxed as I thought it might be. The kids were really intense about "getting the sound to come out right." I had a chance to speak with both instructors and several students. The instructors really seemed to enjoy themselves and helping the kids learn a musical skill. The end product also seemed to be important to them. A few students were taking the class in hopes that it would help them improve their standing in the school band or orchestra. I also spent some time observing an enrichment/leisure time class and talking with the instructor.

Analysis: More positive comments have been made about the summer high school and enrichment/leisure time programs. There seems to be a consensus that the programs for students offer an opportunity for self-improvement and skill development. It offers an opportunity for instructors to give of their talents. The negative comments seem to revolve around costs and "rules and regs." The connection between these two programs and other community education programs seems almost non-existent. With
few exceptions, participants view their program as community education.

June 30, 1983

**Number of hours:** 6.5

**Description of experience:** Today was spent back in the summer (credit) high school program. Monitoring breaks, calling parents of absent students, talking with the school-release student, sending drop notices, and working with several teachers on material and equipment questions was the agenda.

**Analysis:** The reason this program seems to run so smoothly centers around the high degree of organization. Everyone on staff seems to understand their role and what is expected of them. The students seem to understand what is expected of them and the consequences of violations. I feel very comfortable with contact with these teachers and students and with the rules and policy governing this program.

July 1, 1983

**Number of hours:** 8

**Description of experience:** Some of this time was spent with Mr. Conroy discussing my observations of "successful" or "not-so-successful" enrichment/leisure time instructors. I also helped with the lay-out of the enrichment/leisure time brochure. The remaining time was spent working on summer high school items: drop letters sent, review of attendance cards, preparing mid-
term grade sheets for distribution to teachers, and filling material-needs requests. Also spent time in a meeting with Mr. Houseman and the director of a community agency.

Analysis: Not all enrichment/leisure time classes have "successful" instructors. These courses are usually "one time only" classes; classes that just made the minimum limit for enrollees; courses that are technical in nature; courses that don't avail themselves to "follow-up" or repeat sessions in order to be deemed useful by the students. While these classes do occur occasionally, the demand is relatively small. Mr. Conroy, however, is always willing to put the class in the brochure and will only cancel the class if minimum enrollments don't occur. These instructors are knowledgeable about their subject matter; are willing to give of their talent and time; and are sometimes enthusiastic. The "successful" traits missing are physical energy, a noticable positive attitude, and any other involvement in the community.

While routine paper work is usually not a bright spot in an administrator's day, I certainly see it's importance in the summer high school program.

Meeting with a community agency director, listening to her problem(s), and offering what services we could to alleviate those problems gave me another chance to look at the community education program as it is now and future potential for growth. I also know that I will need to really think through all of the aspects of becoming involved with another community agency.
(building use, use of custodian time, use of building equipment, administrator time, "policing" of the projects, community benefit). My immediate reaction to a plea for help is to say yes; with Mr. Houseman's guidance I'm learning what types of questions and situations need to be considered before a decision is made.

July 5, 1983

Number of hours: 8

Description of experience: This morning was spent in the summer high school program monitoring breaks, calling parents of absent students, talking with the school-release student, arranging for a parent to pick up homework assignments for a sick student, and trying to locate some missing equipment. Speakers for the U.S. Government class will be visiting beginning next week. One of my jobs will be to see that needed equipment is secured and that times are confirmed. I'm also looking forward to meeting several of the government officials. The remainder of the day was spent in the enrichment/leisure time office helping with the brochure.

Analysis: Communication certainly is a great asset to the smooth operation of a program. Because of one minor non-communication, some vital equipment came up "missing." With a minimum of good communication its whereabouts was discovered. The "right-hand" certainly needs to know what the "left hand" is doing! Trying to schedule government officials as speakers is no easy task.
It's not that they aren't willing to speak to groups, but that other commitments (for both groups) make it more difficult to find a compatible date.

The brochure work continues. I'm assured that it does eventually "all come together."

July 6, 1983

**Number of hours: 8**

**Description of experience:** Today was spent doing many of the same things that I have been doing in the summer high school and enrichment/leisure time programs. I spent more time today talking with students who are almost to the limit on absences. Several seemed sincere about "shaping up" while two just "really don't care." The brochure work continues (typing, lay-out, confirmation).

**Analysis:** While much of the administrator's job is routine after the third week of summer high school, there always seems to be one person or incident that makes a day anything but routine. Talking with several students today helped me to understand some of the pressures these young people are facing. On the other hand, I also understand why some kids just "don't care." It's too bad parents don't take more of an interest in their child's education or that they make excuses for them. It's easy to spot where kids pick up some of their bad habits.
July 8, 1983

Number of hours: 8

Description of experience: Much of the morning time was spent reviewing the facility utilization schedule for the Community Education Center. With requests for use of the facility from several community agencies and organizations, the schedule will need to be rearranged, updated, and coordinated. A large display board with scheduled events noted will be used to note all uses of the facility for each "semester." The remainder of the day was spent working on the enrichment/leisure time brochure. Included in the work today was a final check of facilities to be used, last minute additions to the brochure contents, and proof-reading brochure copy before it goes to the printer.

Analysis: Organization of facility usage is vitally important to running a smooth community education program. A visual chart really helps to bring all uses into focus; overlaps can be seen readily and building staff utilization can be assigned more easily.

The checklist for the brochure is helping so that all concerned can see what has been done, what should be done at this point, and what to be prepared for in the future. Again, the high degree of organization here is a key factor to both programs running as smoothly as they do.

July 11, 1983

Number of hours: 8
Description of experience: Much of the morning was spent talking with students and parents who are involved with the summer high school program. Much of the concern revolved around the poor or failing work reports that went home after mid-term exams last Thursday. Many of the inquiries need to be referred to the teachers. Also spent some time discussing this "negative" aspect of the summer high school program with students, teachers, and Mr. Houseman. Time was also spent with the enrichment/leisure time office staff in finalizing the brochure before it goes to the printer.

Analysis: At this point in the summer high school program many parents are becoming involved with the work of their child. Most parents seem to want verification of the poor work report and are asking what can be done to improve the poor work. Only two parents have complained about the teachers, the fairness of tests given, and the inflexibility of the attendance program. After explaining the philosophy, policies and requirements of the program, most parents agreed that some work on the part of the student was needed. It still amazes me that parents and students can blame the teachers or "the system" for poor grades. However, calm explanations and honest communication seem to prevent any potential explosive situations from arising. To see this phase of the brochure almost completed is very rewarding.

July 12, 1983

Number of hours: 8
Description of experience: This morning was spent in the summer high school program doing what has become a fairly comfortable routine: monitoring breaks, talking with students, calling parents of absent students, and handling some material/equipment problems. In addition, a parent of a student who was dropped because of attendance violations called. After talking with Mr. Houseman for almost 45 minutes, the parent refused to accept the decision. The parent is filing for a due process hearing. While this process won't be completed during this internship, I will follow it through just to become familiar with the process. Also spent time with enrichment/leisure time staff to discuss the next step with the brochures. Much of the time now will be spent with postal officials in determining how many brochures can go to each mail route within specific zip code areas.

Analysis: Much of the talk with students now centers around grades, studying and the end of the semester. The conversations with the school-release student are centered around what decisions are being made for his immediate future. He seems to need to talk with someone who knows something about the "options" that he faces. I'm familiar with one of those and we talked about it for quite awhile. Many students now comment on how this program is going to help them in the fall. The only real negative aspect at this time seems to be the heat and humidity. We've purchased or procured as many fans as possible to try to keep this place "cool." The due process situation is another
"first" for me. Mr. Houseman has given me all the details of the situations, furnished all available reading material on the subject (School Board policy) and will keep me informed as to the status of the process.

The work with the postal system for the brochure mailing is also a "first." There seems to be a lot of involvement with many area agencies to make this brochure a success.

July 13, 1983

Number of hours: 8

Description of experience: This morning was spent in the summer high school program monitoring, talking, calling, and sending drop letters. Again I was the "administrator-on-duty" while Mr. Houseman was out of the building for the day. The remainder of the time was spent talking with postal officials and ascertaining correct numbers for the mailing.

Analysis: I seem to be accepted as the administrator in Mr. Houseman's absence. The responsibility seems very manageable, the ability to make the right decision comes more easily, and the respect feels comfortable.

Again a calm tone in conversation with a potentially volatile individual seems to get results. This postal work is certainly tedious and not an enjoyable task.

July 15, 1983

Number of hours: 8
Description of experience: Several hours this morning were spent in catching-up with paper work connected with the summer high school program. There were several phone conversations with parents of students who are close to the "limit" in absences. In addition, there was a phone conversation with the jail sergeant concerning the student on school-release. There was also a conversation with two agencies who will be using space in the building next week.

The remainder of the day was spent with the enrichment/leisure time staff preparing for the arrival of the brochure. Several trips were made to the post office to retrieve mailing trays for the up-coming mailing.

Analysis: I'm very comfortable at this time speaking with parents about the attendance policy, consequences for violations of the policy, and suggestions for remediating the problem now. The call from the jail was complimentary for the time I've spent with the student. It's this kind of appreciation that makes the whole job worthwhile! I'm also very comfortable with making decisions involving area agencies and the use of the Community Education Center.

While having to travel to several places to retrieve mailing trays seemed almost mundane, it did give me an opportunity to meet several new people. I also heard that the post office appreciates our efforts in picking up the trays, bundling the brochures by route and zip code, and returning them "ready-to-go." There is a lot of public relations in this job and many
"little" things are appreciated by other involved individuals and agencies. I guess that's what "community" is all about.

July 18, 1983

Number of hours:  8

Description of experience: Spent a lot of this morning talking with students and teachers in the summer school program. Only two weeks remain in the program. I was listening for positive and negative comments about the program and for any comments connecting this program with other community education offerings. I also met with a visiting congressional speaker. Time in the enrichment/leisure time program was spent consolidating information that was used in this brochure.

Analysis: The negative comments still revolve around the heat and humidity - a problem over which we really have no control. A "new" positive comment from students centered around "successful" teachers. The students seem to be impressed with the efforts and concern the teachers are putting forth for their benefit. Many of the students now see "community education" as summer high school, enrichment/leisure time activities, and involvement of at least two other community agencies. They admitted that they included all these activities because they saw them "in action" this summer.

Speaking with the congressional visitor was a highlight of the day. No great problems were solved or even discussed, but I was impressed with how important talking to the students
seemed.

The enrichment/leisure time program work is just part of the overall organizational process.

July 21, 1983

Number of hours: 8

Description of experience: This morning was spent in the summer high school program monitoring, talking with students, calling parents of absentees and sending drop letters. Preparations were also made for final exams next week. The remainder of the day was spent working on files in the enrichment/leisure time program.

Analysis: There seems to be an air of anticipation stirring; perhaps because everyone can see the end of summer school! The calls to parents of absentees is less frequent; hopefully those students remaining will stay with us through next week. The "finals" preparation includes grade sheets and notification to day school counselors of grades. There always seems to be more paperwork! The files are almost complete for the Fall '83 enrichment/leisure time brochure. Almost anyone should be able to look at these files and put together a good enrichment/leisure time program.

July 22, 1983

Number of hours: 8

Description of experience: Spent a few hours of this morning
finishing up paperwork needed for "finals" week. Also spent some time contacting two speakers scheduled for next week and confirming time, date, and place. The remainder of the day was spent picking up boxes of printed brochures. Route tags and numbers were also made.

Analysis: The organization of the time line for the summer high school program continues to help keep things in order and on schedule. Again I'm looking forward to meeting next week's speakers.

The enrichment/leisure time program work is necessary but not necessarily enjoyable. Again, the time-line organization keeps the program on schedule.

July 25, 1983

Number of hours: 8

Description of experience: This morning was spent with summer high school duties: monitoring, talking, calling, mailing and visiting with speakers. I also spent time with the school-release student talking about what decisions had been made about his immediate future. He seems satisfied with the choice. Also spent time with Mr. Houseman discussing this summer school program in comparison to others in the past. The remainder of the day is spent counting and stacking enrichment/leisure time brochures.

Analysis: Today seemed very relaxed and comfortable. The talk
with the school-release student was very satisfying - I'm glad he's comfortable with the decision. Fortunately I'll be able to track his progress beginning in September due to my involvement in another program. This summer school program has fewer enrollments than previous programs and also fewer problems. The vandalism to the building was really minimal.

The enrichment/leisure time program work looks like it will continue for awhile!

July 26, 1983

Number of hours: 8

Description of experience: This morning was almost a repeat of yesterday: monitoring, talking, calling, and mailing. The exam schedule for tomorrow was obtained from teachers. The remainder of the time was spent counting out more brochures and getting them ready for mailing.

Analysis: The experience with both programs has been rewarding. I feel confident that I could administer either program. The organization stands out in my mind as being highly influential toward the success. I'm going to miss some of these teachers and students. I'm not going to miss counting out brochures but realize it's a part of the job.

July 27, 1983

Number of hours: 8

Description of experience: Summer school duties today included
monitoring a section for final exams, collecting some books and checking attendance cards. I also visited with a speaker and two community agency persons. The remainder of the day was spent counting out more (there are 33,500 of these) brochures!

Analysis: Today's activities were typical of end-of-year activities: final exams, collecting books and checking attendance cards for any last-minute "close calls." I won't be in the building tomorrow, so I'm saying my "good-bys" today to teachers and some students. It really has been a great experience. The discussion with the speaker was a time for reminiscing as he is a family friend I haven't seen in a long time. It's nice to know he's also concerned about these students and enjoys speaking to them. The decisions made with the community agencies came easily and with no apprehension.

The counting of brochures goes on but should be finished soon.

July 29, 1983

Number of hours: 8

Description of experience: A couple hours were spent this morning finishing up on summer high school details. All exams have been corrected and graded and grade cards are being typed and mailed. Also checked on some "stray" materials and equipment. Plans are now being made to get the classrooms cleaned and ready for adult classes in September. The remainder of the day was spent counting, stacking, and delivering enrichment/leisure
time brochures.

Analysis: A very "odds and ends" day. Felt like a good experience had ended and also know that there wouldn't be much of a break before the next program began. The final counting and stacking of brochures was a cause for celebration! And delivering the trays to the post office was a great feeling! These were two great experiences, with good lessons learned, and terrific people to work with.
CHAPTER V

EVALUATION

The internship I experienced was, in my opinion, one of the best learning experiences with which I have been involved. The unique structure and time of the internship allowed me to work with my current employer in two areas that I had not previously been involved. Previous knowledge of the Portage Public Schools and association with the two directors allowed for a smooth flow of information, mutual trust and respect of abilities, and an open communication system.

The internship allowed me access to school facilities and personnel I had not previously known. This increased my knowledge and awareness of materials, personnel, and services the school system has to offer. Many of these offerings can be translated over to my adult education program.

Because the supervisors of my internship felt that experience-by-doing was the best teacher, I was allowed to participate in the administration and day-to-day workings of both areas. This was extremely valuable for me as a potential community schools director. I was allowed to be a part of many decisions and was also given the opportunity to make several decisions on my own. This opportunity - and the outcome of the decisions - gave me confidence in my own abilities as a leader and decision maker.

Involvement with these two aspects of community education pro-
vided me an access to two different types of participants and staffs. Meeting with these people, discussing positive or negative aspects of their involvement, and listening to their concepts of what community education is to them made me acutely aware of the importance people place on their own "community." As a community schools director I will need to listen and be aware of the concerns of the individuals who make up the community.

In all aspects of this internship, the need to be flexible was apparent. To be inflexible in any area would have negatively influenced the programs to some degree. The ability to be flexible was very apparent with the directors, many of the staff members, and most of the participants.

This internship experience gave me an opportunity to become aware of the two areas of community education I had not experienced before. It gave me the opportunity to know my community and many individuals better. And it gave me many opportunities to know myself and my abilities. It was an opportunity to be a leader, an administrator, a supervisor, and a learner.
BIBLIOGRAPHY


Michigan Association for Public Adult and Community Education (MAPACE). Public School Adult and Continuing Education in Michigan, April 1977, pp. 18 – 64.


