A Report of an Internship at Paw Paw Public Schools

Gunnell
A REPORT OF AN INTERNSHIP AT
PAW PAW PUBLIC SCHOOLS

by
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John A. Gunnell
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CHAPTER I

INTRODUCTION

The primary focus of the internship was conceived to provide opportunities to gain a comprehensive understanding of the role and function of the community school director of the Paw Paw Public Schools. The internship requirement was fulfilled over a period of four months through evening participation in the program as well as time spent working on internship assignments while employed full time during the day. Operationally, each experience of the internship made it relatively easy for prospectus objectives to be considered as a part of the ongoing activities that constituted normal phases of the program. Dean Wells, director of the program, was apprised of internship objectives and was vitally concerned that experiences were provided which gave insight into practical aspects of his operation. In addition, Mr. Wells helped to provide responses to issues related to objectives stated in the prospectus.

During the approximate sixteen week period of the internship, numerous hours were spent with Mr. Wells exchanging ideas on the various phases of his
program. The intern became familiar with his philosophy which reflected the position that service to the community for the purpose of helping people rise above personal adversities represents the sum and substance for his existence. Through fourteen years, the direction for the program had been one of seeking to identify those needs which persons in the community have and designing and organizing programs which encouraged involvement of those community members.

The Paw Paw Community Schools program was very comprehensive for the size community it served. Included in the program were five school district programs which served the needs of the approximately 1500 persons during the course of one calendar year. Basic programs offered included high school completion, enrichment, early childhood and summer school. In addition, satellite programs were offered in neighboring schools. Each program was designed to serve a variety of student needs and it was not unusual for persons to participate in more than one of the program offerings at the same time. Historically, the program began with only a handful of enrichment classes, which were offered to only a small number of people. Dean Wells, who had been the program director from the inception of community education in Paw Paw, was responsible for administering the program which, at the time of the internship, involved approximately 200 separate courses.
Each segment of the total program was designed to serve the needs of a particular clientele. The term, high school completion is self-explanatory in that persons not having previously graduated from high school can attend night classes which can lead to the receipt of a high school diploma. Enrichment classes, which attract the greatest numbers of students by comparison, were offered based on identified interests and needs of people in the community. In Paw Paw, such non-credit courses were offered throughout the year. Early childhood education was a multi-faceted program involving pre-school programs for youngsters, day care programs for working parents, migrant programs for Spanish-American youngsters and head start programs for disadvantaged youngsters. All of the programs mentioned were the result of identifying needs, followed by responding with the necessary program to meet those needs. A program designed for gifted students originally begun in the community education program, had been placed later in the day school program because the needs of larger numbers of students could be met there. Throughout the internship, most of the discussions and activities had as their focal point one of the five basic programs.

Not unlike most activities there were some drawbacks experienced during the internship. A disadvantage encountered early in the internship was not being able to become involved in management meetings held with other
staff and line administrators. Such meetings were held during the day when the intern could not attend. The logic of some decisions affecting the community school program was difficult to understand when the intern had not participated in the discussions leading to such decisions. However, when such situations occurred, Mr. Wells did attempt to provide the background information. Another disadvantage which could have been avoided had the internship commenced earlier in the school year was the difficulty understanding some of the reasoning behind certain course offerings already in progress. As the internship progressed some earlier questions about courses were answered, particularly when tentative scheduling commenced for the coming year.

Realistically, there were several advantages the internship provided which were unexpected. One such advantage was the amount of time that Mr. Wells could spend with the intern. With the high school completion program and enrichment activities already in operation when the internship began, Mr. Wells wasn't nearly as involved with planning and organizing for these programs, thereby freeing him to discuss objectives and issues without feeling the pressure of deadlines for schedules, etc. Another advantage was the unexpected opportunity to work with an excellent support staff headed by Assistant Community School Director William Carrington and others. If questions
needed answering in Mr. Wells' absence the intern could rely upon these support personnel to provide sincere and knowledgeable help. A third advantage was the complete openness which existed toward the intern and the internship. At no time was the intern made to feel any less than a full participant in whatever activity was taking place. Such an atmosphere was attributed to the tone set by community school director Dean Wells.

As was previously stated, the primary goal of this internship was to gain an understanding and knowledge of the function of a community school director. With this in mind, it can be said unequivocally that the experience with the Paw Paw Community School Program has been the highlight of the intern's Educational Specialist Program.
CHAPTER II

DESCRIPTION OF INTERNSHIP EXPERIENCE

Activities of the internship included a wide variety of experiences directed toward providing a basic awareness of the operation of a community school program and the responsibilities of the director. However, specific task areas receiving major attention included the study of personnel, high school completion, enrichment offerings, summer school, early childhood programs, satellite programs and financing of community education. Since initial familiarity with the program was gained by investigating personnel make-up, this section is presented first.

**Personnel - Administrative**

The administrative style and decision making process observed in the community education program was very open, operating much like the pure democracy once observed in town meetings. Decisions, it seemed, seldom required the arbitrary authority often observed in so many administrative hierarchies. For this reason the internship generated a curiosity for discovering what influenced this mode of operation in the community school. An examination of the
administrative atmosphere and tone in the school system at large was initiated by talking with several of the administrators in the system. Findings through discussion with administrative personnel confirmed that a human resource style of administering the system prevailed at all levels.

Each administrator in the system, with the exception of assistant principals and the assistant community school director report directly to the superintendent. The superintendent emphasized the importance of gaining the trust and confidence of the people he served. The team concept was employed in making most administrative decisions, with particular evidence of such practice observable in the interviewing and hiring of teaching and administrative personnel. Regular administrative meetings were held with all administrators with each having an opportunity to contribute to the agenda prior to the meetings. Of particular interest was the tone which permeated the meetings. Instead of the superintendent dominating the meeting, there appeared to be genuine evidence of persons at the meeting setting aside their positions of authority in order that the decision making process could be devoid of role influence.

Other evidence of the influence of total administrative openness, first observed in the community school, were the regular exchange of memos between administrators,
administrative and school board work sessions and plans for a future administrator/school board retreat to brainstorm long range goals and directions for the school system. Such an atmosphere made it possible for the internship experience to be far more beneficial and self fulfilling as the tasks of meeting objectives and becoming familiar with each program continued.

Personnel - Teaching Staff

The teaching staff of the community school program numbered approximately sixty teachers with several having more than one assignment of responsibility. Some teachers who instructed in the high school completion program also taught in the enrichment classes, thereby giving them the opportunity to work with students motivated by different needs. Additional quasi-administrative responsibilities for the various separate programs were provided by five separate supervisors. These people directed the activities of their respective programs, i.e., early childhood education, summer school, etc. and generally communicated directly with the assistant community education director. Numerous decisions had to be made on a daily basis, including particular student problems, schedule adjustments, etc. Mr. Carrington, in addition to working very closely with each supervisor also made regular contacts with teachers and students concerning student questions, records, grades, etc. It was most revealing
to observe that adult students experienced many of the same frustrations with school as did their day-school counterparts. However, unlike day-school students, the attitude which commonly prevailed among community school enrollees was one of being serious minded and self-directing.

Support staff for community education included three secretarial persons who, apart from their very busy schedules, provided a wealth of information and help during the internship. The secretarial and teaching staff was given assistance by eight C.E.T.A. employees, two high school co-op students, seven teacher aides and other occasional part-time help.

The majority of the high school completion staff were also instructors in a regular day-school program. Their motivation for teaching adults lay with their desire to work with more mature self-directing students. Approximately eighty percent of all instructors in the various programs were women which complimented the predominance of female students in the community education program. The average age of instructors over the past few years had increased, not unlike day-school teacher age averages, with that average being between the late 30's to mid 40's range.

High School Completion Program

The high school completion program of the Paw Paw Community Education Program had gone through a dramatic

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change in the preceding dozen years. Much of the change could be attributed to the rapid growth of the school system as a result of people moving out of Kalamazoo and Portage into the surrounding rural areas.

Historically the Paw Paw Schools had affiliated with Western Michigan University as a training center for teachers. As the need for such centers diminished, due to the reduced demand for teachers, the Paw Paw System terminated its official relationship with Western's training program. In the late 1960's, due in part to the continuing influence of Western Michigan University, the decision was made to move gradually into community education. Initially, the program offered only a few enrichment classes with very limited numbers of enrollees. However, as a greater need and emphasis was placed on completing high school for purposes of employment, a new need was created for providing adults with opportunities to return to school. Paw Paw High School Completion Program started in the late 1960's with only twenty or thirty students. As the demand for a high school diploma continued, increasing numbers of enrollees caused the program to expand and grow.

Through the years, more and more courses were added to the program to meet the diverse demands of a wide range of students. Students taking part in the program developed new skills and confidence in themselves. Increasing
numbers were actually completing their high school coursework through community education which became commonly referred to as "night school". In 1979 the Paw Paw High School Completion Program had 182 full-time equated students in its program. A full-time equated student in the high school completion program must attend classes sixteen hours per week to make it possible for full state aid to be gained for student attendance. In terms of actual numbers of people, the high school completion program served over 300 students during the 1978-1979 school year.

Statistics available about the program were extensive considering the numerous data available in files. However, additional current information was needed for purposes of understanding the administrative emphasis required to maintain program vitality. Mr. Wells, in character with his philosophy for taking care of the human needs of students, constantly sought new information about students which might lead to improved programs. Informal data gathered during the internship through selective student interviews and not contained in existing information on students led to several brainstorming sessions about possible program revision. Based on information gathered there existed a serious problem among students in getting transportation to attend classes. Some students were feeling the frustration of this problem to the point that erratic attendance and erosion of self confidence was the result. Other student
centered problems included lack of baby sitting help, sporadic child support and employment worries. By becoming apprised of the fact that most of the student population was women and generally younger in comparison to previous years, Mr. Wells considered what program changes were needed to more appropriately deal with the changing needs of students.

One action considered for the ensuing school year was a scheme to provide school bus transportation to evening high school completion classes. With a service area of only twelve to fifteen miles in radius the possibility of such a service appeared to be promising. Even though students in the high school completion classes were generally self-motivated and created no discipline problems the need for guidance and assistance was often overlooked. The Paw Paw program, using the human resource emphasis in its day to day operation, attempted to be sensitive to the needs of the students it served.

One of the prospectus objectives of the internship was to examine graduation requirements of the high school completion program and compare those findings with day school requirements. Sixteen credits were required to graduate from the high school completion program while twenty credits were the minimum for day school graduates. Justification for the lesser number was based on the fact that the average high school completion graduate had
benefited proportionately more from life's experience due to age, thereby making the requirements for the high school completion program less. Upon investigating this matter with Director Wells, the intern discovered that such credit arrangements were common in other community school programs. Mr. Wells indicated that from time to time the disparity in credits required for the two programs created some problems in that students from the day-school program tried to enroll in the high school completion program.

Staffing the high school completion program had a distinct advantage when compared with day school. In most cases, teachers who were selected to teach the high school completion classes were selected as the result of their success in teaching in the day-school program. The opportunity to select teachers for the program who had already distinguished themselves as teachers made staffing very effective. Mr. Wells indicated that very few problems were encountered due to a good supply of outstanding teachers.

**Enrichment Program**

Most community education programs offer non-credit enrichment classes as part of their overall program. Paw Paw's program was very extensive with over 60 classes offered which attracted approximately 600 participants. Most of the classes were hobby or craft type classes.
which provided students the opportunity to learn new skills in a non-pressured relaxed setting. Classes in the enrichment program like other offerings in community education were attended primarily by women who appeared to be forty years of age or older. Many of the students attending those classes were seeking activities in which to spend free time. Observation of classes in session reflected a socializing process taking place with a great deal of light conversation and laughter. The classroom atmosphere was very unstructured with a high degree of self-motivation on the part of students. Projects being completed or skills being learned for the first time seemed to take on a very personal meaning for each student. Even though students received no grade in these courses nearly every student demonstrated a keen sense of purpose and dedication to his/her maximum ability. Such motivation as demonstrated by these adults, absent the carrot and stick theory, raises serious doubt about the value of achievement grades, compulsory attendance, honor rolls and a host of other motivating devices used in public day schools.

Over the years, and more particularly within the last year, the Paw Paw Enrichment Program had grown. During the 1978 school year, approximately 540 students attended community education classes. Sixty additional students participated in the 1978-79 program. Part of
the explanation for this increase might be traced to increased program offerings but Dean Wells indicated in jest that the enrollment increase had occurred since he had turned 45 years old and could think more like the students who attended those classes.

The internship offered many opportunities to dialogue with teachers and students from these classes. One interesting observation concerning staffing enrichment classes showed that several teachers instructing in the program started out as enrichment students. Mr. Wells confirmed that many a course offering through the year was a result of a student in the program developing a skill or hobby to a level that made it possible for that person to teach in the program.

**Early Childhood Education**

The early childhood education program was a relatively new program in the Paw Paw Community Education Program. During the summer of 1977, approval was given to the director to initiate a pre-school/day care program for youngsters 2½ to 5 years old. The notion of serving youngsters this age in a community which already had three private nursery schools had raised a serious doubt regarding whether such a program would attract any significant number of students. Concern for becoming competitive with existing
pre-school programs was alleviated through discussion with private operators during which time it was discovered that only about 30% of the four and five year old pre-school population of the community and surrounding area was being served by private nursery programs.

During the first year the early childhood pre-school program operated only six students took part in the pre-school portion of the program. Activities of this program centered on socializing each child. However, an additional day care feature of the program attracted over 40 students and provided the financial justification for continuing the program. During the 1978-79 school year the pre-school program had 45 students in attendance requiring additional staff and an expanded schedule. Early childhood education had been expanded to include two new programs during the 1978-79 school year. A new migrant program designed to serve 15 students ages 2½ to 12 years was planned for the summer of 1979. In addition, a new Head Start program operating as part of the overall early childhood program to commence serving youngsters four and five years old was planned for the fall of 1979. Head start students were distinguished from regular pre-school students based upon referrals from the Michigan Department of Social Services. Statistical data from the Michigan Department of Social Services indicated that approximately 25% of the anticipated 225 early childhood students would result from direct referral.
Paw Paw Community Education's early childhood learning opportunities were one of a limited number of efforts of this type in the State of Michigan. As more and more women become employed outside the home, go back to school, etc., the need for these and other early childhood programs is expected to continue. The opportunity to become familiar with such a program during the internship has generated a personal interest exceeding earlier expectations. The intern concurred with Mr. Wells in thinking that apart from providing a needed service and experience for children, the notion of early childhood programs could provide a significant remedy to declining enrollments in day schools.

Summer School Program

Scheduling for the summer school program was just beginning when the internship began in March. As a result, much of the practical involvement of the internship was spent making arrangements for staffing, facilities and equipment as well as times and locations for each course. Time was spent discussing various program alternatives with Mr. Wells and assistant director Carrington along with various program supervisors.

The rationale for the summer program centered on providing a wide range of activities for a broad group of younger students and adults. Examples of courses for younger students included remedial mathematics and reading,
high school credit classes, outdoor science and art and several activity oriented courses like day camp, tot lot, gymnastics, field trips, swimming, movies, etc. The larger numbers of adult programs were designed for younger men and women and generally were connected with recreational activities like softball, basketball, volleyball, etc. Over 200 persons took part in the summer program, not including an extensive schedule of school facilities for 4-H Club members, Boy and Girl Scouts, folk dancers, square dancers, Karate Club, Village Players, service clubs, state police, etc. The ad hoc responsibility of the community school program in scheduling these groups into school facilities was another of the unanticipated activities which the internship included.

It was interesting to note that most of the ongoing activities of the school system during the months of May, June, July and August relied solely on the direction and coordination of the community school program. In order for a community school program to maintain a continuous contact with the community, the summer program must be in constant transition. As plans were made for the 1979 program, several previously sponsored activities were dropped, i.e., dancing classes to be replaced by activities which showed promise as a new interest for the community.
The summer program, like the enrichment program was generally comprised of non-credit courses. Such summer offerings, in order to be comprehensive, required proportionately more planning and imagination than did the high school completion program. Internship activities in developing courses for summer school were very stimulating and without a doubt challenged the imagination of those responsible for keeping the program alive and vital.

**Satellite Program**

In essence, the satellite program was simply community school courses and activities offered in other school systems. The Paw Paw Community Education Program in recent years had been requested and encouraged by other school districts not sponsoring community education programs to accept sponsorship for activities in those neighboring districts. Generally, the classes were offered as a result of particular needs in single school districts. When satellite or feeder program courses were offered, the Paw Paw Director usually worked directly with a selected day-school administrator from the neighboring district. Because the administrator from the district being served was more directly connected with the community, pre-registration and various other logistic problems were resolved at the home school. The Paw Paw Community School accepted task responsibility for providing staffing, contractual
arrangements, materials, collection of fees and the paying of the instructor. When courses offered for credit were involved, state aid for full time equivalency was included as part of the report filed by the Paw Paw Schools.

A significant part of the internship, apart from time spent directly with the Paw Paw Program, was spent directing and coordinating two non-credit courses in the Mattawan School. Over forty people were enrolled in two separate tennis classes offered at Mattawan. Each of these classes was six weeks in duration. Experience was gained not only in the supervision and coordination of these activities but considerable learning took place in writing course descriptions, advertising in the news media and generally in dealing with individuals and their unique needs. A first hand experience was gained of the practical aspects of directing a community education program.

Financial

The financial operation of the Paw Paw Community Education Program was directed and controlled by the business office of the Paw Paw Public School. Due to the change taking place in the superintendency and the lack of familiarity with past community school financial matters, the opportunity to gain comprehensive information on the program was restricted. Data which were made available came about as a result of conversations with Community School
Director Dean Wells, Basically, the program was financially sound having been self supporting for many years. Tentative budget receipts for all of the various programs were estimated in the spring for the following year. Sources of revenue included state school aid, which made up the largest single portion, course fees levied only on non-credit courses and donations received from village and township governments and the Community Chest. Additional funds were received from the state for a portion of each community school director's salary. Overall receipts were estimated to be approximately $250,000 for the 1978-1979 school year.

Due to a wide range of varying financial circumstances, i.e., no collective bargaining, the per pupil expenditures for the community school program were significantly less when compared with the per pupil cost of operating in the day-school program. As a result, the dollars generated particularly by the high school completion portion of the program were in excess of actual cost of the program. The reality of this situation made it possible for the school system to cover operational costs incurred outside the operation of the community school program with money generated from this program. However, Mr. Wells did indicate that even though dollars in excess of expenditures were generated by his program and used outside community education, he believed very few financial resources were lacking in his attempt to improve the community education program.
Ongoing expenditures of the programs were primarily attributed to salaries, wages and benefits for certain employees. Teachers in the high school completion program were paid $7.20 per hour and other non-credit course instructors received $6.60 per hour. The only employees who received further benefits were full-time support staff and the two directors of the program. Remuneration policies tended to be almost non-existent in the program, yet upon looking at other community school practices with regard to employee wages and benefits, findings were similar. Generally, the intern experience on financial specifics of the program fell short of expectations in that limited input was provided from the business office.

**Graduate Survey**

Early in the internship, Director Wells discussed the need to investigate the thinking, attitudes and future plans of adult high school graduates. During the course of the year Mr. Wells had occasion to meet with several area legislators who expressed a need for gaining further documentation of the value of adult completion programs. They indicated a need for supportive evidence showing that completing high school actually served as an incentive for people to become completely self-supporting. Existing statistical data at the state level reflected that most welfare recipients
had not completed a high school education. Mr. Wells also indicated a personal desire often echoed by the board of education, to know what incentives the completion of a high school education in Paw Paw served in affecting the future life styles and ambitions of program graduates. Interest in such a survey was also expressed by other community education directors.

It was determined that the intern's past experience with survey preparation coupled with available time outside the actual internship would best facilitate the development of such an instrument. Several discussions were held with key personnel concerning the issues that might be addressed in the survey. From these discussions the attached survey instrument was developed and completed by persons graduating in the 1979 high school completion program. Unfortunately, results of the 79 persons taking the survey are not available at this time.
Paw Paw Community Education Program
Survey of Adult High School Graduates

As a soon to be graduate of the Paw Paw Community Education Program you are respectfully requested to complete the attached special survey. Upon completion of this survey your responses will be tabulated and reported to the Paw Paw Board of Education and area legislators to assist them in making their respective decisions regarding the future of adult high school education in Paw Paw as well as the State of Michigan.

Completion of this survey is strictly voluntary on your part with your response to each question to be summarized into one single comprehensive report. Therefore, no individual response or specific answer to a question will reveal individual identities. Summary results of the survey will be made available to you as an adult high school graduate.

ADULT HIGH SCHOOL GRADUATE SURVEY

Complete the survey by marking X to the single most appropriate answer to each question based on your background, experience and judgment.

Reference Data

Age:__________
Male/Female:__________
Single:__________ Married:__________ Other:__________
Previous level of schooling completed:
1st-8th:__________ 9th:__________ 10th:__________ 11th:__________

1. How I felt about myself as a child is best described as:
   __A. Being liked and recognized by others.
   __B. Lacking self confidence and feelings of recognition.
   __C. Feeling good about myself but wanting greater acceptance by others.
   __D. Feeling alone and left out.
   __E. Other. ________________________________________

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2. How I feel about myself now, as an adult, is best described as:

___ A. Being liked and recognized by others.
___ B. Lacking self confidence and feelings of recognition.
___ C. Feeling good about myself but wanting greater acceptance by others.
___ D. Feeling alone and left out.
___ E. Other.  

3. My personal outlook and lifestyle prior to enrolling in the P.P.H.S.A.P. is best described as:

___ A. Satisfying and meaningful.
___ B. Lacking direction and purpose.
___ C. Acceptable, yet desiring new challenges.
___ D. Totally unsatisfactory and without meaning.
___ E. Other.  

4. My personal outlook and lifestyle since becoming a student in the P.P.H.S.A.P. is best described as:

___ A. Satisfying and meaningful.
___ B. Lacking direction and purpose.
___ C. Acceptable, yet desiring new challenges.
___ D. Totally unsatisfactory and without meaning.
___ E. Other.  

5. Upon graduation my future plans could best be described as:

___ A. Maintain current residence, employment and standard of living.
___ B. Seek to improve my standard of living through change in residence, employment, etc.
___ C. Some combination of my present lifestyle coupled with an improved standard of living.
___ D. Other.  

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6. My present source of income is best described as:
   ___ A. Income from my own full-time employment.
   ___ B. Income as a result of my part-time work.
   ___ C. Income earned by another member of my family.
   ___ D. A combination income derived from mine or another
       member of the family's employment.
   ___ E. Full or part reliance on outside aid, i.e., A.D.C.,
       disability, etc.
   ___ F. Some combination of A,B,C,D,E.

7. My prediction of my future source of income upon
completion of high school might best be described as:
   ___ A. Income from my present occupation.
   ___ B. Income from an new or different occupation.
   ___ C. A combination income derived from mine or another
       member of the family's employment.
   ___ D. Full or partial reliance on outside aid, i.e., A.D.C.,
       disability, etc.
   ___ E. Some combination of A,B,C,D.

8. My skill gained for obtaining a new job as a graduate of
the Paw Paw Adult High School Program is best described as:
   ___ A. Very good
   ___ B. Good
   ___ C. Adequate
   ___ D. Inadequate

9. In my judgment, the job the Paw Paw Adult High School Program
is doing is best described as:
   ___ A. Provides very good opportunity to obtain necessary skills
       for better employment.
   ___ B. Provides good opportunity to obtain necessary skills for
       better employment.
   ___ C. Provides adequate opportunity to obtain necessary skills
       for better employment.
   ___ D. Provides inadequate opportunity to obtain necessary
       skills for better employment.

10. General Comments.
CHAPTER III

OVERVIEW

In retrospect, the prospectus reflected the kinds of experiences that were anticipated during the internship. Each prospectus goal was achieved to some degree. Not unlike most goal setting efforts, some phases of the process were too idealistic and some objectives should have been more precise. In addition, there were several areas of emphasis which were either totally or partially omitted in the process of objective identification and participation relating to administering aspects of the satellite class offerings and the survey of high school completion graduates.

Another limitation of the prospectus which was difficult to foresee was the attempt to include too large a sampling for making comparisons. For example, Expected outcome: "To be able to draw a comparison between induction, evaluation and development practices prevalent in the community education program and the day program." The objective should have been stated "To gain knowledge and understanding of staff improvement practices within the separate community school program."
More positively, the prospectus did serve as a comprehensive point of reference, complementing most of the actual experiences.

In an attempt to evaluate the degree to which objectives noted in the prospectus were achieved the following discussion is provided. A copy of the prospectus follows this overview.

**Technical Objectives**

Objective 1. Become familiar with scheduling adult high school completion program.

This objective was adequately accomplished as a result of discussions relative to the program and actual study of the scheduling process. As mentioned in the "High School Completion Program" section more opportunities might have been available had the internship commenced earlier. See page 9.

Objective 2. Become familiar with materials used and the general content of high school completion courses.

Basic understanding and awareness of course materials and content were gained through study of several materials and actual observation in the classrooms. Those objective might have been further accomplished had time permitted. No section of the description of intern experience specifically addresses this objective.

Objective 3. Become familiar with staffing procedures for the high school completion program.

It was anticipated before the internship that staffing would represent a more significant problem. However, upon actually examining this task area the objective was easily met in the Paw Paw Community Education Program by selecting outstanding people from the day program.
Inadvertently this objective was met by the ease with which staffing was accomplished. See page 9 under High School Completion Program.

Objective 4. Become familiar with grading and reporting procedures used in the high school completion program.

This objective was met through examining records and procedures used by teachers and support personnel. This task was carried out substantially like the day school program and was judged to warrant no particular emphasis in the content description of the high school completion program.

Objective 5. Become acquainted with remuneration practices for professional and support staff in the community education program.

Through discussion with Mr. Wells limited understanding was gained regarding how all employees were paid. Since no collective negotiations took place with any of these employees the remuneration levels were found to be fair, but somewhat arbitrary. A more detailed account is provided under "Financial" on page 20.

Objective 6. Become familiar with publication and advertising requirements to perpetuate a community education program.

The general vagueness of this objective made it difficult to reach. Nonetheless, several opportunities were provided to examine printed materials to be used in the media as well as actual experience in preparing such information while involved in satellite class coordination. No detailed description of this objective was noted in the content but mention was made on page 20 under the section entitled "Satellite".
Objective 7. Become familiar with contract arrangements and related legal commitments to professional staff.

Although this objective was discussed and generally met its need as a primary focus of the internship is now questionable. The absence of collective bargaining in the community education program and the demands for proper contracts and strict legal procedures reduced considerably the emphasis placed on this objective. This concept was alluded to in several sections of the content, but was not specifically described.

Objective 8. Become familiar with the financial ramifications surrounding the operation of a community education program.

Generally this objective was not met as fully as expected due to a personnel change at the time of the internship. By discussing financial matters with the community school director knowledge was gained of the financial operation of the program. For more specific details see section entitled "Financial", on pages 20 through 22.

Objective 9. Become familiar with the summer school segment of the community education program.

Even though this objective is very general in nature, generalness was appropriate in setting an objective for this program. The intern became very involved in summer school scheduling and for this reason this objective was adequately met. Detailed information is provided under "Summer School Program" on pages 17 through 19.

Objective 10. Become familiar with non-credit enrichment portion of the community education program.

Of the technical objectives listed the objective for gaining insight into the enrichment program was not only well met but generated the greatest interest for the intern. Dialogue on this program is provided under section entitled "Enrichment Program" pages 13 through 15.
Objective 11. Become familiar with the community education director's daily function and general time commitment.

Because over half of the time of the internship was spent working directly with the community school director this objective was met. Mr. Wells, along with his assistant director routinely spent ten to twelve hours per day on the job with the whole administrative spectrum of planning, organizing, directing and controlling carried out by these two gentlemen. No single content area in the body of the paper specifically covers this objective.

Cognitive Objectives

Objective 1. Become familiar with the rationale for providing particular course offerings in the community school program.

This objective was met once the opportunity for discussion on courses was completed and the intern was able to examine some of the requirements of the program. Further insight was gained by reviewing student records and past interest in particular enrichment courses. Course offerings are mentioned in several places in the content but mentioned with the most frequency in section "Enrichment Program" on pages 13 through 15.

Objective 2. Become aware of graduation requirements and the rationale behind them.

This objective was met particularly since the intern had some previous knowledge of the different requirements for high school completion programs as compared to regular day school programs. However, the internship experience made it possible to understand why such differences prevail. More detailed information is provided in section entitled High School Completion Program, pages 9 through 13.
Objective 3. Become familiar with outside satellite activities of the community education program.

This objective was met through actual experience in directing and coordinating a satellite program in the Mattawan Schools. At the time this objective was established in March, it was not anticipated that it would require as much time and effort. See section entitled "Satellite Program" on pages 19 and 20.

Objective 4. Become familiar with the in-house administrative communication function of the community education program.

It's difficult to say with any certainty whether this objective was met. Based on observed processes awareness and familiarity was gained but some of the input from central administration was missed due to the intern's absence from several management meetings held during the day. Comment is made on this internship shortcoming in the section entitled "Introduction" on page 1.

Human Relations Objectives

Objective 1. Become familiar with staff induction, evaluation and development in the community school program.

This objective was not met because almost no observable effort was put forth to assist the personal or professional development of the teaching staff. The selection process which involved the best teachers from the day school program removed much of the concern for this objective. Staffing procedures is generally covered under "High School Completion Program" pages 9 through 13.
Objective 2. Become familiar with student choice of courses and counseling procedures provided by the community education program.

Through interviews and discussion, knowledge was gained about course choices made by students. Generally the counseling function and course selection process was dictated by those courses needed for graduation. Several content areas in Chapter II allude to course preference with no single section devoted exclusively to this issue.

Objective 3. Become familiar with the summer school segment of the community education program.

This objective was met by actually participating in the different phases of preparation for summer school. Included were brainstorming sessions on possible course offerings, staffing contacts, write-ups on courses, and preparation of the summer schedule brochure. More detailed information is provided on pages 17 through 19, entitled "Summer School Program".

Objective 4. Become familiar with the public relations responsibility of the community school director.

This objective was more than adequately met in view of the several outside public relations activities attended with Mr. Wells. They included school board meetings, an in-service session at the Van Buren County Jail, meetings with the Paw Paw Optimist Club, meetings with community education staff, area S.M.A.C.E. meeting, graduation services, etc. By comparison the community school director's public relations responsibility appears equal to that of the superintendent of schools. Again, no specific section of the content covers public relations, yet it is interwoven into much of the writing on the philosophy which guides the program.
Field Experience: Educational Leadership 712
Sponsoring Organization: Paw Paw Public Schools
Supervisor: Dean Wells
Major Focus: An understanding of community school education and a working knowledge of the responsibilities of a community education director.
Time Element: Approximately twelve week period beginning March 20th and ending June 14th.
Rationale:

Activities have been selected by the supervisor which will provide the intern with a working knowledge of the diverse administrative function and responsibility of a community school director in planning, directing and controlling a community education program. Specific activities will include, but will not be restricted to, daily involvement in on-going program development, budget preparation, scheduling, information dissemination and retrieval, office supervisory functions, off-site experience with community school feeder programs, management meeting participation, preparation of information for news media and outside community school visitations.

Although the main objectives of the internship focus on gaining specific understanding of those functions and responsibilities of the community education director,
time and dialogue will also be arranged with other administrative and support personnel. In order for the community education program to operate effectively and to be understood, other administrative functions with respect to the broad operation of the total school district will be examined.

The community education director, in order to perform his/her duties successfully must have a current awareness of different information sources and a particular understanding of the administrative decision making process at it relates to the school he/she serves. By working directly with the community education director and participating in the diverse daily administration of the program, opportunities should be provided to gain a broad working knowledge of many related administrative processes taking place in the school.

During the months of March, April, May and June of 1979 the internship will provide broad exposure to scheduling and budgeting for the high school completion portion of the 1980 program and an evaluation survey might possibly be developed and conducted with 1979 high school completion graduates. In addition, the schedule for all summer school classes and activities will offer the opportunity to become exposed to the enrichment portion of the community education program.
Because I have served in central administrative positions these past fourteen years, plans are being made to start a satellite program with the Mattawan Schools which I will coordinate and direct. As mentioned, some discussion has taken place about surveying 1979 community education graduates which also may become part of the internship experience.

Based on initial insights into activities as noted, I'm anticipating the opportunity to gain new knowledge and skill about the many faceted role of a community school director. General objectives are listed on the following pages, delineated by specific category.
### Technical Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Experiences</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Become familiar with scheduling adult high school completion program.</td>
<td>1. By working with community school director in becoming familiar with criteria used and procedures followed.</td>
<td>1. To be able to gain skills in actually carrying out the process of scheduling.</td>
</tr>
<tr>
<td>2. Become familiar with materials used and general content of high school completion courses.</td>
<td>2. By examining such materials and having dialogue with the director and staff.</td>
<td>2. To be able to draw comparison course content similarities and differences with those of day courses.</td>
</tr>
<tr>
<td>3. Become familiar with staffing procedures for high school completion program.</td>
<td>3. By discussing those steps and procedures followed in securing competent staff with community education administrators.</td>
<td>3. To be able to determine those skills and competencies required to successfully function as an adult high school completion instructor.</td>
</tr>
<tr>
<td>4. Become familiar with grading and reporting procedures used in the high school completion program.</td>
<td>4. By examining past reports and records available on students.</td>
<td>4. To be able to understand and determine whether expectations for high school completion courses are consistent with day school grading and reporting.</td>
</tr>
</tbody>
</table>
Technical Objectives - continued

5. Become acquainted with remuneration practices for professional and support staff in the community education program.

6. Become familiar with publication and advertising requirements to perpetuate a community education program.

7. Become familiar with contract arrangements and related legal commitments to professional staff.

8. Become familiar with the financial ramifications surrounding the operation of a community education program.

9. Become familiar with the summer school segment of the community education program.

5. By discussing procedures with community education director.


7. By examining contract documents and raising questions where legal issues may exist.

8. By familiarizing myself with receipts and expenditures generated by the community education program.


5. To be able to compare rates of remuneration with other community education instructors from other communities.

6. To be able to increase skills in format development, clarity and appeal to attract new students to community school programs.

7. To be able to determine what contract form is most appropriate for use with community education staff.

8. To be able to confirm that the high school completion portion of the community education program is self-supporting.

9. To be able to better understand which courses and activities generate the most interest and participation on the part of the community.
Technical Objectives - continued

10. Become familiar with the non-credit enrichment portion of the community education program.

10: By assisting in offering new course proposals through the media and examining those courses which have consistently generated participation among adults from the community.

10. To be able to expand upon the awareness of activities which stimulate support for enrichment activities within a community education program.

11. Become familiar with the community education director's daily function and general time commitment.

11. By studying the day by day routine and responsibility of the community education director.

11. To be able to better understand the diverse demands placed upon a community school director.
## Cognitive Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Expenditures</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Become familiar with the rationale for providing particular course offerings in the community education program.</td>
<td>1. By discussing those criteria which determine course offerings with administrative staff.</td>
<td>1. To be able to prioritize criteria which most effectively determine which courses should be offered within a program.</td>
</tr>
<tr>
<td>2. Become aware of graduation requirements and the rationale behind them.</td>
<td>2. By studying policies pertaining to graduation requirements in comparison with day school graduation requirements.</td>
<td>2. To be able to gain supporting evidence which delineates significant differences between requirements of the two programs.</td>
</tr>
<tr>
<td>3. Become familiar with outside satellite activities of the community education program.</td>
<td>3. Visiting satellite programs and discussing such programs with administrators responsible.</td>
<td>3. To be able to understand the guidelines required to implement a cooperative satellite program.</td>
</tr>
<tr>
<td>4. Become familiar with the in-house administrative communication function of the community education program.</td>
<td>4. By actually participating in management meetings.</td>
<td>4. To be able to determine the style of leadership used and to determine to what degree it operates effectively.</td>
</tr>
</tbody>
</table>
### Human Relations Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Experiences</th>
<th>Anticipated Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Become familiar with staff induction, development and evaluation in the community school program.</td>
<td>1. By direct dialogue with the director and assistant director of the community education program on these issues.</td>
<td>1. To be able to draw a comparison between induction, evaluation and development practices prevalent in the community education program and the day program.</td>
</tr>
<tr>
<td>2. Become familiar with student choices of courses and counseling procedures provided by the community education program.</td>
<td>2. By discussion and actual participation in the student course selection process.</td>
<td>2. To be able to determine the degree of correlation between student choices and advisor influence.</td>
</tr>
<tr>
<td>3. Become familiar with the philosophy which guides the decisions made by the community education administrators and staff.</td>
<td>3. By working with the community education director and discussing the less tangible thinking behind decisions made in directing the program.</td>
<td>3. To be able to sense whether student attitudes and thinking toward the program are in tandem with administrative philosophy.</td>
</tr>
<tr>
<td>4. Become familiar with the public relations responsibility of the community education director.</td>
<td>4. By attending functions with the community education director outside of the school.</td>
<td>4. To be able to develop new skills in prompting a positive image in a community toward the benefits of a community school program.</td>
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</tbody>
</table>
CONCLUSIONS/RECOMMENDATIONS

The intern's reaction to the internship experience is one of deep appreciation to Dean Wells and the Paw Paw Community School Staff. Throughout the four months the intern worked with the Paw Paw Community School, opportunities were provided which made it possible to gain a working knowledge of each phase of the program. Without exception the intern felt completely involved in the operation of the program. Such genuine involvement served to confirm the human resource philosophy which permeates the day to day operation of the program. In keeping with the Paw Paw Community School belief in tapping human resources, the following recommendations were submitted as possible points of discussion for future deliberation.

1. Consider the feasibility of assigning a community school administrator the task of conducting information seminars in neighboring schools to generate further participation in the program.

2. Consider the possibility of offering courses at a time convenient to persons working the second shift in industry.

3. Do a feasibility study for determining whether adult night students might benefit from having available school bus transportation.
4. Pursue the possibility of gaining state school aid for students involved in the early childhood programs.

5. Survey the Paw Paw Community to further identify possible course offerings for the program.

6. Investigate the possibility of gaining free television time to bring community education before the people in the area.

7. Expand the credit course offerings during the summer months for day school students needing such classes.

8. Consider establishing a senior citizens' advisory council to stay abreast of thinking and ideas peculiar to this age group.
CHAPTER IV

LOG OF EXPERIENCES

March 20, 1979

Spent time conferring with community school director Dean Wells and assistant community school director William Carrington. Took the opportunity to tour facilities and meet several of the support staff. Most of the time was spent becoming familiar with the present make-up of the school district including staff, personnel and the various program of offerings. I was presented with several printed materials to review among which was a schematic draft of Mr. Wells' thinking regarding the community education program budget for 1979-80. I was asked to review the budget materials with the idea of my involvement in further dialogue on the subject.

Mr. Wells raised the issue of internship objectives and gave me the opportunity to review most of the ideas contained in my listing of course objectives as identified in the prospectus. I found the attitude of Mr. Wells and Mr. Carrington toward my participation as an intern to be very open with a genuine concern expressed for making my experience as beneficial as possible.
March 27, 1979

Spent the time conferring with Dean Wells about budget for 1979-80 and was generally occupied for the remainder of a four hour period in becoming familiar with class schedules and offerings for the present semester. Did have the opportunity to meet with several teachers and students at mid-session coffee break. Attitude of students and staff indicated that they liked what they were doing with several unsolicited comments about the value of the program.

April 2, 1979

Was introduced to the superintendent of schools, Dr. Robert Hansen and had the opportunity to gain general knowledge about the operation of the schools. Dr. Hansen conveyed a sincere interest in community school education and impressed me with his sincerity and interest in what I was doing. He expressed some concern for the 1979-80 community school program since he was expecting an enrollment decline based on tentative data gathered regarding future enrollees.

April 9th and 12th, 1979

On these two days the major portion of the time was spent simply reading as much as I could about the program. Dean Wells has extensive files on all present and past activities related to the program. Also studied school board policy in order to become familiar, particularly with those policies effecting the community education
program. On April 12 Mr. Wells took me on a tour of classes in other buildings in the district held outside the high school center.

April 16, 1979

I spent most of the time assisting in the operation of the office, answering the telephone, locating people and generally becoming familiar with the day by day routine experienced most often by support personnel. I did have the opportunity to converse with the two directors of the athletic portion of the community education program. Spent some time examining teaching materials used in the classes.

April 23rd through 30th, 1979

This week provided the opportunity to become involved in projected efforts in scheduling the high school completion courses for 1979-80. I spent considerable time with the director in discussing the rationale for offering certain courses particularly in the areas of English and mathematics. Our discussions also took into account the preferred choices of students in setting their individual schedules. Mr. Wells indicated that many students required substantial numbers of credits in the basic academic areas because of their failures prior to dropping out of day school. I began to gain a better perspective for course content and what individual course expectations are for the students.
During this week I began to gain some feeling for the atmosphere in the classroom by listening and observing instruction in process.

May 1st through 3rd, 1979

During this week I spent the major portion of the time studying and discussing staffing procedures for the high school completion program, graduation requirements and staff development and evaluation. It became apparent that efforts to improve staff performance were quite restricted because of the limited time availability of most professional staff. By meeting and dialoguing with staff I sensed that staff development, from their perspective was not a great concern because most teachers were employed as full time teachers in day programs.

At this juncture in my internship I was spending considerable time beyond the actual internship time working on the development of a survey instrument to be used with 1979 high school completion graduates. In addition, many hours were being devoted to establishing two enrichment classes at Mattawan which were scheduled to begin the week of May 14th. Approximately forty people were pre-registered with arrangement for staff, facilities and equipment requiring many coordination efforts.
May 7th through 10th, 1979

My examination of the inner operations of the program continued with discussions with administrative and staff personnel on the philosophy behind the community education program. I examined, to the degree possible, the grading and student record keeping aspects of the program and made an attempt to distinguish the limited differences between practices followed in the community education program and those in the day school program. Procuring and securing student records in the community education program had gone through recent change and revision because of the Freedom of Information Act and Title IX. Mr. Wells also discussed the pre-school program initiated in 1977 with the two directors and began to finalize plans for the 1979-80 program. The directors of the pre-school program presented the results of the 1978-79 program to the Paw Paw Board of Education the following week giving me an opportunity to observe them in action before the board of education.

May 14th through 19th, 1979

During this week salary policies for adult teachers and the general financial operation of the program was reviewed with Director Wells. As expected, I discovered that the community school program not only was self supporting, but had in the recent past contributed to the overall financial security of the district.
I was fast becoming aware of the many duties of the community education director by virtue of my continued involvement in office supervision, student registration and inquiry, answering telephones and the myriad of other daily routines peculiar to a community education program.

At this point in the internship I began to gain by first hand experience, a feeling for the importance of the public relations function such a program fulfills. People from the community, it seemed, related more with the Paw Paw Schools through its community education program on an ongoing basis than any other single program offered.

May 21st through 24th, 1979

During this week the primary focus of my activities was studying facility needs for the program for 1979-80. Mr. Wells indicated the need to vacate existing offices and classrooms at the high school due to the space demands of the day program. Considerable time was spent reviewing the possibility of other space in the system as well as the investigation of portable facilities. Spent one full afternoon examining portable classrooms which were being sold by the Kalamazoo Public Schools.

Apart from the major activity of studying facility needs, additional time was spent attending a regional
S.M.A.C.E. meeting, reviewing advertisements for the summer program and assisting in developing final schedules for summer school.

May 29th through 31st, 1979

Survey instrument was finalized and made available for distribution to high school completion graduates. Work on the survey involved utilizing significant feedback from various sources. The original information survey of graduates came about as a result of concern expressed by area legislators regarding the employability of adult high school graduates based on their having completed their high school training.

During this week, summer school schedules were finalized with considerable time spent in collating approximately 2,000 copies.

Final activities of the week involved planning for graduation and attending the graduation ceremony.

June 4th through 7th, 1979

Spent time with director and assistant director in discussing possible expansion of consortium activities with neighboring schools. Met one entire session with the director of adult education from the Van Buren Skills Center in an attempt to become familiar with the type of program activities provided for students at the center.
During this week additional activities included video taping an Optimist Club presentation and showing a film at the Van Buren County Jail. Such activities gave me the opportunity to extensively discuss the public relations aspect of the community education director's job as well as to better understand the director's role and function as an administrator in the school system.

**June 11th through 14th, 1979**

My time schedule during the week of June 11th made it possible to observe the start of the summer program which is substantially different from the high school completion program due to its emphasis on enrichment. I observed with interest several of the programs I had worked on in the scheduling phase. In some ways there appeared to be little relationship between what was put on paper describing the program and what actually was taking place.

Final routine duties were carried out during this week including a general review of my internship with Director Wells, checking in of materials used in the high school completion program, final report on the two Mattawan enrichment programs and computation of hours and remuneration for the Mattawan instructors.
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