ABSTRACT
         This guide is the first in a series of eleven
generated in 1978 as the result of workshops that focused on peer
training, a different approach to teaching. By sharing summaries of
group discussions, the authors of this booklet hope to encourage
citizens to work cooperatively within their communities to solve
problems. The booklet also is intended as a tool to present this role
group's perspective to other role groups and to serve as a discussion
guide for interaction and training. Some of the topics explored
include benefits derived from citizen participation, problems
encountered by community education programs, the role of citizens on
councils, and the training of citizens. Discussed in depth are
suggestions for developing a working relationship between citizens
and the following role groups: school board members, superintendents,
principals, community education coordinators, community college
personnel, government agency representatives, parks and recreation
personnel, and extension agents. (Author/LD)

CITIZENS AND COMMUNITY EDUCATION

Role Guide Series #1

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2

Citizens and Community Education

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CONTENTS

4   4

PREFACE

This booklet is a result of two three-day Role
Training and Peer Interaction Academies which were
held in 1978 and funded by a training grant from
the U.S. Office of Education, Community Education
Program. The format for both Academies was design-
ed to focus upon peer training, a method which has
proven to be a useful teaching and information
sharing approach. The sessions provided the
opportunity for members of eleven identified role
groups to work together with peers to examine
in-depth:

a) the relationship between their specific
   role group and community education, and

b) the ways in which they could stimulate
   their peers to improve role performance
   and effectiveness.

Material development phases were interwoven with
both structured and unstructured problem-solving
activities. The follow-up activities and publica-
tions of the Role Guide Series were made possible
from grants by the Charles Stewart Mott Foundation.
   Through a sharing of information, all partici-
pants gained knowledge. The information shared
in this booklet is intended for use both by
experienced individuals and those just entering
the field. The booklet can help the experienced
individual to become more aware of additional
aspects of the role and of directions being taken
by others. It can assist the novice in gaining an
overview of the role as seen by those who have
worked in this capacity. The information also
can be used as a means for guiding others in the
community to gain a better understanding of the
role and its relationship to community education.

AS CITIZENS, WE BELIEVE

We believe that all community citizens have the
    right to receive the full benefits of all
    available community resources.

We believe that our needs must be answered with
    skills that are necessary to survive in a
    world that is changing constantly and all
    too often is hostile and unfeeling.

We believe that all community citizens must have
    K-12 academic experience.

We believe that competencies in: citizenship,
    environmental and health education,
    employment preparation and training,
    social and cultural studies, and parenting
    must become standard and basic foundations
    of education for communities.

We believe that members of all role groups must
    share their skills and expertise through
    experience and materials with all members
    of the community.

We believe that there must be no barriers between
    facility managers and community users.

We believe that all public facilities must be
    fully and effectively utilized through
    partnership planning among government and
    agency representatives and community members.

We believe that community members must become
    advocates of citizen involvement and
    participation in order to further the
    enrichment of their lives.

6

6

We believe that all role groups must listen care-
    fully to each other.

We believe that stronger communities will be
    developed only through community team
    building that includes all segments of
    the community.

We believe that the achievement of many of our
    goals can be facilitated through the
    community education process.

7 2

INTRODUCTION

The booklet contains thoughts and beliefs
which are summaries of group discussions and
participant interaction sessions of the Citizen
Role Group. It is hoped that the information
will encourage others to become aware of the
tremendous opportunities available to citizens
to work within their communities and to help
create community partnerships which use all
available human and physical resources in a
cooperative effort in addressing identified
community problems and needs. The booklet
also is intended as a tool to present this role
group's perspective to other role groups and to
serve as a discussion guide for interaction and
training.

Although the booklet is directed primarily
at citizen involvement in general, it does provide
some guidelines for citizens involved in the
field of community education. The contributors
believed that community education is one of
the best processes for promoting active citizen
involvement and for developing strong community
partnerships among all role groups. The term
"Community Education", as used in the following
sections is:

> a process where local people, demo-
> cratically organized, provide
> leadership to determine the needs
> of the community; to identify the
> available resources to meet those
> needs; and to develop programs,
> services, and activities to utilize
> all available resources to meet those
> needs.

The philosophy of the Citizen Role Group is based on the premise that more people can do more for themselves and their communities. The group participants stress that a good community education program is based on the premise of "Mind over Matter - If no one minds, it does not matter." They urge all community members, regardless of role, to "mind" and to care sincerely if they have a desire for a better quality of life in a strong community. Community members are urged to speak out in support of their beliefs and desires and to realize that in community affairs it does not matter from whence the voice comes so long as it is positive and does not exclude others. Citizens, both as individuals and as a group, are encouraged to take an active role in building strong communities from which all community members can profit and enjoy.

BENEFITS/PROBLEMS

Every community member is a citizen, but
not every member actively participates in
community affairs. Frequently the ones who are
involved are called the "doers" or "backbone,"
of the community. Why particular individuals
are active participants in community life is often
a difficult question to answer because each has
different values.
The following is a listing of some of the
potential benefits to be derived by an active
citizen from involvement in a community education
program:

- satisfaction from helping to improve the
  quality of life in the community

- friendships gained as a result of
  meeting and becoming better acquainted
  with more community members

- development of understanding for the
  problems and needs of others

- more security from theft and vandalism
  because more programs are offered to
  satisfy the needs of all

- better use of the tax dollar through
  fuller utilization of public facilities

- more services available to more people

- less duplication of costly services

- lifelong learning opportunities
  available for all

- community members working together
  to study and solve community problems

- increased availability of rehabili-
  tation and job retraining programs

- increased availability of space for
  all types of programs and meetings

- establishment of a central focal point
  where community members can gather to
  discuss and solve needs and problems

- development of a strong sense of
  community and oneness

In many organizational respects, the
potential problems of community education are no
different from ones which are encountered by other
community programs. Most of them can be solved
through active involvement of those concerned
in a team effort. Among the problems encountered
may be:

- arriving at common terminology or language

- creating awareness of the potential
  benefits to be gained by all

- understanding the concept and/or its
  implementation plan

- establishing interagency cooperation

- resolving "turf" problems

- convincing all community members that
  their input is needed and helpful

- planning for the community with the
  community

- starting and maintaining interaction
  among all segments of the community

11

- publicizing the programs to be offered

- securing commitment from those in authority

- securing competent on-going leadership

- securing "seed money" to start the program

Regardless of the community, the opportunities for citizen involvement are many and varied. Through cooperation and teamwork with various role groups within a community, the citizen can attain personal benefits while helping to build strong community partnerships to overcome problems and to create a sense of community for all.

THE ROLE OF CITIZENS ON COUNCILS

Each citizen is a many-faceted individual possessing knowledge, experience, and skills gained from a wide variety of backgrounds. In addition, each is generally a member of several organizations and groups in a community. Recognizing these facts, more role groups have been making more effort to include input from citizens in the various aspects and stages in planning processes. In the public sector, citizen input has proven to be especially valuable in developing programs to provide more effective services available to more people. Although methods of obtaining this input vary according to the type of information sought, citizen councils are frequently the means for securing input on a continuous, on-going basis.

The membership of a citizen council should include the known leaders of the community as well as representatives from minorities, the religious field, the business field, the political arena, the education population (administration, faculty, and student) the retirees, citizens without children or school-age children, the various neighborhoods which comprise the community, individuals needing the services, and members of other community groups. The function of the council is to work for the good of the community; therefore, the input from all segments of the community is needed for effective work to be accomplished.

In addition to securing a representative membership on a citizen council, it has proven wise to develop and adopt a set of by-laws for operation. The by-laws provide for each member of the council, as well as those in the community, an operational basis that is understood by all. The citizen council should be a forum which meets regularly. All meetings should be well publicized

to encourage full attendance and always should be open to the general public. All community groups should be invited and encouraged to send representatives to attend and participate in the meeting. The meeting format should encourage some social interaction in order for persons to become better acquainted and to learn to respect and trust each other.

Characteristics of Citizens on Councils

Regardless of whether citizens are referred to as consumer advocates, the voice of the people, the grass roots population, or other such classifications, it must be remembered that all programs, projects, and services in a community are for and because of the community residents. Therefore, the citizen voice must be heard and heeded if the desired results of any program, project, or service are to be achieved most successfully.

It is recommended strongly that individuals selected as council members have displayed certain characteristics in their daily lives. Citizens generally participate effectively if they exhibit some of the following characteristics:

vocal advocacy   resourcefulness
knowledge   dependability
the ability to   cooperation
  organize   the ability to
the ability to relate   evaluate
  to others

Although one person usually does not possess all of these characteristics to a high degree, needed ones can and will be developed with encouragement, work, study, and training. Indeed, it is urged that the talents of council members be fully developed through training sessions which are discussed in a later section of this booklet.

Responsibility of Citizens on Councils

The responsibilities of citizens on councils are not arduous, but they do require diligent effort and dependability. These responsibilities include:

- caring, being committed, and becoming knowledgeable about the community

- becoming involved enthusiastically with others in a common concern or need

- evaluating objectively the current situation in order to support the positive elements and to advocate change when and where necessary

- promoting an equal partnership between citizens and all community groups delivering human services

- promoting trust, openness, and a willingness to share available resources

- facilitating the understanding, organizing, and using of existing channels and resources to distribute resources efficiently and to resolve problems and meet needs effectively

- keeping citizens informed about council activities

- conveying the concerns of the council to other citizens and groups

- creating a recognizable citizen leadership structure

- participating in the selection, training, and development of the staff of all jointly-based projects and programs.

15

15

RELATIONSHIPS TO OTHER ROLE GROUPS

During the group discussions and participant interaction at the Academies several terms kept recurring. They were: communication, constraints, parameters, expectations, feedback and involvement. It became evident to the participants that this list expressed many of the frustrations of a citizen and that these terms needed to be understood before an effective relationship to the other role groups could be established. It was agreed that it is the responsiblity of the citizen to make the initial effort toward coping with these terms and the frustrations surrounding them. It was suggested also that they must take the initiative to activate the members of other role groups if the idea that "it takes all people helping all people before a strong community will arise" is to be put into practice. It was pointed out that when community members initiate the move to establish open communications with all role groups, the constraints and/or parameters of the other roles are learned and understood better. With this knowledge, citizens are better able to establish effective partnerships and to set realistic expectations, to establish means of feedback, and to learn ways to become involved actively and helpfully.

The successful creation of a program that effectively serves the people of a community often depends on the type of process which establishes it. The process of creating effective partnerships involves:

- becoming knowledgeable about the duties and responsibilities of the other role groups.

- learning the administrative structure and patterns of authority.

- seeking opportunities to promote
  and/or facilitate interaction among
  various community groups.

- having realistic, practical expectations
  while maintaining high ideals.

- establishing communications that insure
  that an answer/feedback is received
  within a reasonable amount of time.

- being willing to participate in meetings
  and to accept responsibilities in areas
  where citizen involvement is necessary
  and helpful to the community.

One term infrequently mentioned in the delib-
erations was the word, "money" and/or "funding."
The participants avoided the area of cost and
concentrated their discussions around agencies'
willingness to share, planning programs which
involve the citizens/users, cooperative use of
facilities, and people's willingness to help
each other. Citizens do not deny that money
is necessary for problems to be solved and needs
to be met. However, they believe that through
effective partnerships and full cooperation among
all role groups, the needed resources for a program
or project can be secured. They advocate that
with better planning, fuller cooperation, and
more efficient use of facilities and resources,
most communities will be able to provide needed
services and to achieve a better quality of life
for all citizens. The following information is
intended to stimulate awareness and to cause the
role of the citizen to become better defined. The
potential relationship of citizens to each of the
role groups represented at the Role Training
Academies is examined.

School Board Members

A partnership should be established between
the school board and citizens in which the school

17

board receives needed information about the community and community members facilitate the implementation of policies and mandates in ways appropriate to a particular community.

In order for the partnership to be based on a firm foundation, both the school board members and citizens must accept several responsibilities. School board members must:

- establish a policy which provides for the active participation of community members;

- maintain convenient, open, two-way avenues of communication; and

- provide citizens with accurate, up-to-date information on current situations.

Citizens must accept the responsibilities:

- to learn the facts;

- to map reasonable, practical courses of action;

- to be reasonable and understanding;

- to be willing to compromise;

- to be aware that what will help one segment of the community may hinder another segment; and

- to listen to the guidelines and advice of the superintendent and school board members.

It is recommended that citizens be involved in the selection process of appointed school board members and that they have input into the determination of school board policies which are to be followed by all who deliver human services in the school facilities. Community members should

18

18

attend as many school board meetings as possible.
Their presence makes it possible for board members
to communicate their positions, deliberations,
rationales, and concerns to the community and for
citizens to have accurate information needed to
assesses current situations.

It is not difficult for an individual to be-
come an effective member of the school board-
citizens partnership. Community members should
remember that although members of the school board
are usually citizens, their time is limited and
they can become out of touch with changing needs
in various segments of the community. Thus, a
citizen can aid school board members by:

- becoming acquainted personally with
  as many board members as possible,

- volunteering to work on advisory
  councils and/or task forces,

- listening to board members and helping
  to find solutions,

- keeping board members informed of
  community activities and concerns,

- providing a variety of perceptions
  and perspectives to matters being
  considered by the school board,

- inviting board members to participate
  in community events in order to become
  more aware of the total community and
  the various segments which comprise
  it, and

- having board members function on citizen
  councils where possible and appropriate.

Superintendent

In order to establish a good working rela-
tionship with the superintendent, the citizen

must recognize that the superintendent functions
under mandates from the school board and the state
legislative body. It is only through persuasion
that the superintendent can add to or modify
policies and guidelines to meet more adequately
the needs of the community. Even when the
superintendent is aware of a need in the community,
time is needed for change to occur.

It is recommended that citizens, either
individually or through citizen council action,
become well acquainted with the superintendent.
One method is to keep the superintendent informed
of all community programs and problems through
written communications and personal visits. He/
she should be invited to participate in community
events whenever possible because, in addition to
serving as chief administrator of the school
system, one of his/her main duties is enhancing
public relations to increase community support
and financial assistance. The superintendent's
personal appearance at community events will help
increase community members' trust as well as
provide him/her with a needed sense of support.

The Principal

The principal is responsible primarily for
the day-to-day operation of the public school
which must be accomplished according to guidelines
from the superintendent and the school board.
In this capacity, the principal becomes involved
with several groups of citizens - students,
parents of students, neighbors of the school
including the business community, members of the
school's advisory committee/council, and community
members who are participants in community education
programs and activities housed in the school. In
addition, the principal is usually the immediate
supervisor of the community school coordinator.

There are many examples throughout the
country proving that a principal/citizens partner-
ship has resulted in an outstanding school and a
stronger community. This partnership between the
principal and citizens can be especially effective

because the principal operates closer to the grass roots of a community than do most other administrators and often he must rely on community support when necessary changes have to be made. In turn, through his administrative position, the principal can help achieve community goals in the most productive way.

It is possible for citizens to work with the principal in several ways. The principal generally has a need for volunteers to help within the school, and concerned citizens should insure that this need is met whenever possible. By working within the school, citizens are able to understand better the problems and contraints under which the principal must operate and, thus, are able to aid in devising means to overcome those areas which affect the community as a whole.

The citizens/principal partnership can function on a broader level. The principal should be invited to attend or to be represented at citizen meetings. During these meetings, community members should be open and should communicate their common concerns and needs. They must recognize that although the principal must adhere to definite rules and regulations, within the limits of his authority, it is possible for him to offer guidance, advice, support, and some resources to help achieve identified goals and a stronger sense of community.

System-wide Community Education Coordinator

Developing a working relationship with the system-wide community education coordinator is especially important to citizens because of the community involvement nature of this staff position. A functioning partnership allows the coordinator:

- to be available to and aware of all segments of the community,

- to establish and maintain open communication with the total community,

21

21

- to secure volunteer time and service;

- to be advised on needs, potentials, and resources within the total community; and

- to utilize citizen support and advocacy for needed/desired changes and improvements.

The partnership usually benefits citizens in terms of broader services; more readily accessible and more responsive programs; more meaningful volunteer involvement; increased opportunities to address particular problems and concerns; more representative and responsive advisory boards and councils; and stronger, healthier democratic relationships throughout the community.

Individuals should remember when working with the system-wide coordinator that the coordinator's responsibilities extend to all segments of the community and that the problems and needs of one segment must be put in perspective with the problems and needs of all other segments. However, the problems and needs of one segment often are similar to those of another segment, and the knowledge and experience of the system-wide coordinator, coupled with his awareness of available resources in the total community, can assist in finding solutions.

The Building-Level Community Education Coordinator

The building-level coordinator works between two segments of a community, a particular school and the community members identifying with that school. The job requires that the coordinator have an awareness of the school's policies and practices, of staff and faculty support and restraints, and of community members' needs and problems. Thus, the coordinator must have open lines of communication with both segments if the responsibilities of the job are to fulfilled. In a successful community education program, citizens and the building-level coordinator work cooperatively to determine the programs and activities

22 22

which will best serve the community as well as
the means to gain the needed support and partici-
pation of those who will be involved in or
affected by them.

There are several ways to establish a mutually
beneficial citizen/building-level coordinator
partnership. One way is for the community members
to volunteer to become participants in programs
and to use their talents and skills in aiding the
operation of the total project. Their partici-
pation allows them to become involved in program
planning and the building-level coordinator to
gain the community input and support necessary
for the development and operation of successful
programs.

Another means of establishing an effective
partnership is for one person on the school's
advisory council to stay in close touch with the
building-level coordinator. If the president of
the council does not have this responsibility,
a member should be appointed who is able and
willing to fill this liaision position. A
strong, working relationship between the building-
level coordinator and the council helps to insure
the maintenance of an effective community educa-
tion program. The relationship also has proven
beneficial in situations where the coordinator
is aware of needs and possible solutions but
does not have the power or influence to implement
a plan of action.

Community College Personnel

Growth in the number of community colleges
has made another type of educational agency/
citizens partnership possible in many communities
across the nation. The development of a working
relationship between community members and com-
munity college personnel can prove to be especially
beneficial to the community because of the
resources (people, facilities, and funds) which
a community college has at its disposal to
utilize in a particular community.

23

The community college is generally an accessible institution because its rationale for existence involves focusing on a community in order to fulfill educational needs not fulfilled or incompletely fulfilled by other agencies. It often has cooperative agreements with other agencies in the community, and its programs and activities are announced in a community's various media sources. Many community colleges hold an "open house" at designated times of the year to give community members an opportunity to see the facilities, talk to staff and faculty, and inquire about programs.

In order to develop a working relationship with community college personnel, an individual must understand the nature, scope, and function of the institution as prescribed by legislation and as developed by the community college's administration. Because of the community college's local focus and general accessibility, several avenues usually are open for gaining this knowledge:

- contacting members of the community college's board of trustees and the administration,

- serving on advisory committees and counsels to the extension, adult education, and community services divisions of the school,

- joining task forces conducting needs assessments, program planning, and evaluation surveys, and

- participating in program offerings and recruitment of new participants.

The development of a strong community college/citizens partnership benefits the total community. The community college receives increased local support (including financial support), help in determining program needs, increased numbers of program participants, and increased opportunities for interagency cooperation. Community members

24

24

receive more responsive, comprehensive programming,
increased opportunities for individual participa-
tion and self-improvement, and more responsiveness
to the changing needs and desires of all citizens.

Government/Agency Representatives

The government/agency representatives group
encompasses a wide spectrum of people and abilities.
Although they are discussed separately, Cooperative
Extension and Park and Recreation personnel are
included in this role group. The group is comprised
of the staff and personnel of the many decision-
making, administrative, and supportive services
located or operating in a community. The nature of
their position is to regulate and provide other
services which aid the welfare and functioning of
the community.

Citizens should become acquainted with as
many representatives of this role group as
possible and try to gain an understanding of
the problems and constraints to the performance
of each representative's job. Frequently, for
individual reasons, these types of jobs are mis-
understood by community members, and government,
and agency personnel meet with suspicion and
antagonism.

To aid the establishment of good working
relationships, government and agency personnel
should seek to create an atmosphere of respect
and trust between each role group. The develop-
ment of a citizen/government and agency partner-
ship benefits the total community. By actively
seeking citizen input and support, government
and agency personnel are better able to provide
higher quality services, gain support to obtain
needed resources, design methods to utilize
existing resources more efficiently and effec-
tively, increase the number of people served,
encourage the coordination of efforts among
the various agencies, and determine ways to
avoid duplication of services.

Park and Recreation Personnel

Recreation is a profession which deals with
an integral part of community life. Citizens can
provide valuable support to a community's park
and recreation personnel when they are well versed
in the philosophy and organization of the recrea-
tion agency. It is the responsibility of the park
and recreation personnel to promote awareness and
understanding of the potential roles and functions
of this agency.

The citizen/park and recreation partnership
is potentially one of the strongest in a community
because of the large number of community members,
who participate in and/or are affected by the
agency's programs. Citizens can strengthen the
functioning of this partnership by helping to
keep park and recreation personnel abreast of
community needs and resources and by being
advocates of the park and recreation agency to
the various other community groups and the
community administration. They also can promote
the concept by supporting programs and by volun-
teering to assist in the planning, organization,
and implementation of recreation programs.

Cooperative Extension Agents

Cooperative Extension is part of the Land
Grant University System which is a cooperative
effort of the U.S. Department of Agriculture and
state and local government. Extension agents
are present in every county and in many cities
in the nation, and they are trained to work with
area residents to establish and operate programs
and services needed by that particular area.
Their mandate for operation entails that they be
capable and willing to do many functions which
are needed in a community. Because of their
skills in the area of community development,
they often can serve as catalyst to help communi-
ties to help themselves.

The strengths and talents of the Cooperative
Extension agents too often are overlooked by many

community members. Citizens, whether urban or rural residents, should establish communication lines with Cooperative Extension agents. The agents are valuable community members whose talents and skills are applicable to many areas including training via workshops, establishing programs and clubs, instructing various types of courses, and facilitating cooperative planning with other community agencies.

Special Populations

The special populations role group includes the physically disabled, mentally disabled, sensory disabled (blind, visually impaired, speech impaired, and hearing impaired), learning disabled, and socially disabled (prison inmates, senile individuals, disruptive youths, and other institutionalized individuals), and the socially or culturally deprived (minority groups and immigrants). It should be stressed that members of this role group are members of the community with needs, concerns, problems, and desires which need to be served and solved just as those of any member of the community need to be served and solved, and that sometimes the needs of this group are more urgent than those of more advantaged members of the community. It should be remembered also that the members of the special populations role group have skills, talents, and abilities which they can contribute to the betterment of the total community.

Most citizens are aware of individuals in the community who are included in the special population group. In fact, the presence of these individuals often is taken for granted to the extent that their special needs and/or facilitative arrangements are forgotten. Because members of the special populations group sometimes are included in community life and sometimes left out, concerned citizens will find this group more difficult to identify than other groups.

Citizens can play an important part in creating a community environment that will encourage

members of the special populations group to become
active community members. By being vocal advocates
(speaking and writing) it is possible for citizens
to make the community-at-large become aware of and
understand the needs and talents of this group.
Citizens are in a position to encourage other com-
munity members to view special populations as ac-
tive, productive members of the community and to
encourage individual members of the special pop-
ulation group to join actively and to be accepted
in community life. As an advocate, an individual
can help keep members of the special populations
group from being isolated or from isolating
themselves because of their impairment. It is
the responsibility of the citizen to assist in
securing the necessary means and special arrange-
ments needed for their inclusion. These necessary
means and arrangements include providing transpor-
tation, adapting facilities, securing special
equipment, interpreting to facilitate communica-
tion, and providing involvement opportunities.

TRAINING

In order for citizens to serve as effectively as possible in partnerships with the various role groups, they need to receive appropriate training. The following activities should be considered and/or included in the curriculum for any citizen participant training:

- assessing needs

- inventorying resources

- developing plans and strategies

- setting goals and priorities

- establishing communication channels

- analyzing problems

- enhancing participation in group interaction processes

- researching for data and fact finding

It is suggested that this training be in the format of workshops led by qualified instructors and facilitators. Often there are members of the community who should be encouraged to be instructors and to share their knowledge and talent. Trained people also may be available through educational institutions, centers for community education, and many community agencies.

Workshops should be held regularly in a central location. No more than 20-30 people should be involved in any one workshop skill-building session. It is recommended that the workshop include an opening session with a keynote address and charge given by someone respected by the participants.

29

It should be noted that while it is important,
to have training sessions for those just beginning
various involvement activities, it is equally
important to update training by focusing on
specific areas such as communications, interagency
cooperation, programming, etc. Training should
be an on-going and planned procedure with citizen
council members being encouraged to participate
on a regular continuing basis.

THE FUTURE

The contributors to this booklet believe
that their efforts and energies and those of others
across the nation can accomplish many things.
Citizens are optimistic but they are realistic
and recognize the amount of effort needed to
achieve their goals. The following are some of
the goals which their efforts will be directed
toward achieving:

- Community education processes which
  involve all concerned persons.

- Recognition and inclusion of citizens
  as important contributors in all
  community-concerned deliberations.

- Public facilities which are fully
  utilized by all segments of the
  community.

- Opportunities for all citizens to gain
  basic competency skills within their
  immediate communities.

- Awareness by all citizens that they
  have rights which will be honored.

- Communities in which community groups
  listen to each other and work together
  as a team to solve problems and fulfill
  needs.

30

● Availability of training for citizen
  advocates to learn effective methods
  for evoking positive action.

● Establishment of communication lines and
  cooperative means to be widely used by
  all segments and role groups in the
  community.

Efforts to achieve these and other goals can
be guided by the opening creed "As Citizens, We
Believe" and the premise of "Mind Over Matter -
If no one minds, it does not matter:" As citizens,
we urge all community members, regardless of role,
to "mind" and to care sincerely if they have a
desire for a better quality of life in a strong
community.

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33