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SUMMATION:

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STATE OF MINNESOTA

**GOVERNOR'S CONFERENCE
ON THE LIGHTED SCHOOL**

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December 5-6, 1969

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CONFERENCE BACKGROUND

The First Governor's Conference on the Lighted School was the realization of one of the prime goals established by the Minnesota Inter-Agency Council on Recreation. In 1967, an attempt was made to reactivate the Council after 15 years of dormancy, in an effort to strengthen school-community recreation programs. The annual Minnesota Department of Education survey at that time continued to reveal the fact that 70% of the schools associated in recreation programs in the state were programmed for 10 weeks or less during the summer months. This appeared to be a tremendous waste of facilities in view of the rising crime rate, increase in mental illness, the low physical fitness level, and the failure to achieve one of the cardinal principles of education; namely, worthy use of leisure time. Also revealed in the survey was the fact that only 48 out of 454 school districts were involved in full-time, year-round recreation programs.

A stimulus for initiating the Governor's Conference was provided last February at a meeting of the Representative Assembly of the Minnesota Association for Health, Physical Education, and Recreation. It was revealed at this time that \$200 might be available from the Central District Association for Health, Physical Education, and Recreation to strengthen school-associated recreation programs by means of a project, workshop, or conference during 1969-70. A planning committee, including representation from the Governor's Office, was quickly organized. From this committee's efforts, the Governor's Conference on the Lighted School evolved. Because of the increasing trend toward implementation of the community school concept, it was decided to plan the conference around the "lighted school" theme pioneered by Flint, Michigan.

OPENING ADDRESS

BY

GOVERNOR HAROLD LEVANDER

Welcome to the Governor's Conference on the Lighted School.

This meeting sets a number of firsts.

It is the first time I believe Commissioner Mattheis has returned home to speak at a formal conference.

It is the first time a statewide session has been called on the concept of expanding the use of school facilities.

It is the first time a statewide meeting has included city officials and school officials to work on a common problem.

It is one of the few conferences centered on possible solution in which everyone wins and no one loses.

Gathered at this meeting are school people whose primary orientation is toward the child, city people who think in terms of the community, civic organizations who relate to the senior citizens, the handicapped, or some other special segment. But our concern for serving people ties us together.

Today and tomorrow, we are to intensively analyze how the school can best serve people. In more ways than one, schools represent the largest investment in our community. In the strict dollar sense, since 1860 when records were first established, we have invested \$1,397,866,540 in our school facilities. Yet this nearly 1-1/2 billion-dollar plant stands empty more than half of the usable time. This monumental waste is indefensible. The only thing more appalling is that we have tolerated it so long.

When the demand for recreational and educational facilities is so pressing, we are being phenomonally short-sighted not to use what we already have. I have called this conference to ask your help in

determining how we can make the school become the home base for learning for everyone.

School districts are units of local government. They should be planned or remodeled or utilized in light of the total planning in the community. It simply doesn't make sense to duplicate city parks with ball fields, equipment, swimming pools two blocks from the school's ball fields and swimming pool. Most cities in the state are crying for recreational facilities. We should space them wisely.

A total planning policy can serve more people better. Regardless of the reasons, it is, nevertheless, true that few communities conduct this kind of comprehensive planning.

Traditionally, we have thought of the school as unrelated to any other city facilities. The school has been a building into which the child disappears in the morning and emerges in the afternoon. It has been the place where between 8:30 and 3:30 for nine months of the year, education happens to young people.

But such a constricted definition is nonsense.

The Lighted School is important to the student. Several studies indicate that one of the critical, if not the most critical, factors in a child's success in school is related to the educational motivation and resources of the other students in his school. It is another example of group pressure. Therefore, anything the school can do to enrich the educational background of the community at large is consistent with their concern with the individual student's achievement.

The Lighted School is important to the adult. We are at the point where knowledge doubles every five years. Textbooks can be outdated before they are published. We look to an immediate future where the

average man may hold three jobs in a lifetime. And if we don't bury this notion of terminal education, a mother may not be able to help with her seven year old's homework.

The Lighted School is important to the community. As cities and suburbs grow in size, individual identity fades. Many of the problems of large cities have been attributed to the sense of anonymity that people feel. Eminent sociologists suggest that about the largest area to which a resident identifies himself and about which he will take personal action to affect its affairs, is one square mile. Truly community schools where people can meet, learn, and play would create natural neighborhoods.

Lastly, the Lighted School is important to the school itself. The defeat of bond issues, the division following strikes, the angry letters and protests reflect the hostility some hold for the schools. It is easy to forget or cross off an institution whose activities you are involved in and whose difficulties you don't understand. Schools should not try to put down the critics, but bring them in. If parents and non-parents use the school, identify with it, and respect it, then they will support it.

The Lighted School concept for Minnesota could bring substantial benefit to the child, the adult, the community, and the school. Some initial cost may be incurred in arranging and maintaining school facilities to serve both the school's needs and the community's needs. However, looking over the tremendous expense of a 1-1/2 billion-dollar plant used on a part-time basis pales the significance of the original outlay.

I am pleased to call this conference to explore this concept. I thank you for your willingness to take the time to give us your thoughts and recommendations on this most important venture.

THE LIGHTED SCHOOL CONCEPT

REGINA GOFF
ASSISTANT COMMISSIONER
OFFICE OF PROGRAMS FOR THE DISADVANTAGED
U.S. OFFICE OF EDUCATION

John Stuart Mills in a discourse on the "Spirit of the Age" declared that mankind is divided into those who are still what they were and those who have changed; into men of the past and men of the present. An interesting phenomenon of contemporary life is that whether we wish it or not social forces direct attention unabashedly to the situation as it is today. Current social problems are too obvious to deny and too forceful to overlook. We are, therefore, all "men of the present". A basic assumption in relation to the "here and now" is that conditions are not fixed nor static. They change in some direction for better or for worse. The lighted school is a major step in positive direction for dealing with many problems simultaneously which face the average community today.

An example may be noted in relation to the drop-out or the under-educated. Today one out of every ten individuals who fails to finish elementary school becomes unemployed, and the rate of unemployment among male drop-outs is three times higher than among high school graduates. Poor educational experiencing on the part of many youth who do remain leaves them ill-prepared for employment fields. The kinds of problems which result from under-education need not be mentioned in detail. In general, however, constituent factors which are currently creating a national problem are acute unemployment in urban areas, heavy welfare loads, increases in health problems, and a myriad of social problems inclusive of delinquency and crime. Incidentally, the State of Minnesota is not

without its drop-out population. The 1965 census revealed that 14% of the individuals of the State over 25 years of age had less than an eighth grade education. In the instance of the Negro, the figure rose to 24%.

Problems such as those mentioned are well known, but the significance of what we know about under-education lay in what we plan to do about it. As earlier implied, an important step has been taken here tonight for there is reflection of a partnership, an alliance in efforts to alleviate problem conditions. Jane Addams stated many years ago, "Unless all men and all classes contribute to a good, we cannot even be sure that it is worth having".

Concerted or planned action is currently to be found in many areas-- cooperative thinking and cooperative implementation of plans. The Flint, Michigan approach hardly needs reiteration for it is so well known. It is an interesting example of a program which serves the needs of 90,000 children and adults each year with program components in education, recreation, and social service outlets. In the New Haven Models Cities Program, special effort is devoted to bi-lingual programs for Spanish-speaking students and basic adult education and training programs for parents. Basic education is extended to all under-educated, impoverished individuals. An interesting example of involvement in this program is noted in the composition and activities of the local advisory committee. The committee composed of professionals, students, and parents is responsible for presenting educational objectives, suggesting curriculum content, and participating in the selection of teachers. In Detroit, there are meaningful Neighborhood Education Centers. In

Chicago, local college students tutor inner-city elementary students and a large number of parents of the students serve in advisory capacities in the project.

I should like to pause to mention activities which occur in a carefully delineated fourteen block area in Chicago's physically deteriorated West side referred to as "The Fifth City". Here, every age group receives required services. Infants, age six weeks to eighteen months, are presented a formalized learning program. Pre-school programs inclusive of kindergartens for children who spend one-half day in the public school are available. The Jet Youth Program of physical education and recreation designed for elementary age children begins at the close of the usual school day. The Neighborhood Youth Corps dominated by young people who have already acquired "records" of delinquency presents dramatic activities directed by a former faculty member of the Yale Drama School. Senior citizens are taught their cultural history and in turn, donning the native garb of their original home, go to the schools and teach children of their heritage. Interestingly, none of this activity is planned by the school and little of it takes place in the regular schools. The public school doors are too often closed. Yet, because of this organized activity there is a whole new way of life for the citizens of that fourteen block dilapidated area. Several mothers approached me and stated that only a few years prior to their participation in community programs they were hardly more than "alley sluts". Now they were beaming, sincere, confident, swinging pre-school teacher aides. I have spoken of the Fifth City for two reasons. First, it represents a manageable geographical area and approximates the type of programming which could evolve from a local lighted school. Secondly,

it implies the ever-present possibility of competition for the public schools as they exist today.

Not to be over-looked in competitive endeavors is industry. Business and industry are becoming increasingly involved in vocational curriculum development and in the sponsoring of cooperative projects. An interesting accompaniment of the national picture of urban problems is the urgency shown by big business in its "cooperative social involvement"; the extension of interest beyond the traditional activities of production and distribution. Mr. David Rockefeller recently wrote, "Those people now excluded from the main stream of our economic life must be equipped to hold productive jobs and to gain a true stake in our society. Both jobs and opportunities for ownership and management must be available to all". Concern for full employment nationally has encouraged some companies to engage in training programs from which other companies might also obtain employees. At a recent meeting of the National Association of Manufacturers group, interest was expressed in the establishment of day care centers.

What is the role of the Federal Government? The United States Office of Education is deeply concerned with the achievement of change in the educational system and is committed to a new advocacy role in partnership with local and State officials in the renewal of the public school system. It recognizes that contributions must be made from all elements of society; education, industry, political and social groups, and citizens in general, working in close alliance with the States. Much attention has recently been drawn to the misuse of Federal funds in education, and this is a reality in some instances. However, attention might also be drawn to the need for more creative use of Federal funds available. Community schools

or the lighted school, might well seek to utilize Title I funds of the Elementary and Secondary Education Act for the projection of ideas cooperatively planned by representatives of all the groups of the community. Title III of the Elementary and Secondary Education Act provides for innovative practices, and there is no reason why community people and school personnel cannot devise curricula inroads which they believe suitable to their particular community needs. Title IV of this Act directs attention to research and provides opportunities for valuable contributions to be made by local university personnel who might well turn attention to in-depth studies of community school problems. Title I of the Higher Education Act directs specific attention to university exploration of community problems and specifically draws upon community resources--human and physical. Such interrelationships and alliances will reverse the virtual disenfranchisement which has attended parents, citizens, and friends of the school generally.

However, the depth of commitment of community groups is determined by how well activities stand the test of time and continue in operation. There is an air of dissatisfaction with the product of public education and the inadequacies of the system have been severely criticized. Current conditions in urban life emphasize the absence of a collective social morality and a short-coming in the implementation of the stated goals of education. The school by virtue of consciousness itself is also, hopefully, becoming critical of its self. Assessment of school experiences in terms of relevance to human purposes and against the background of individual values is receiving renewed attention. In such renewal and concern, the lighted school with the possibility of new approaches shows its appropriateness.

Under such a concept, basic needs of people are met inclusive of every period of the life span. The lighted school is a learning center for pre-natal instruction to parents; guidance for the unwed teenage mother; physical, social, mental, and emotional experiences of value for pre-school children; a source for securing dietary supplements for malnourished children; wholesome recreation and physical education outlets for teenagers; a center for the reclamation of drop-outs and the attainment of literacy for adults. The health and physical education programs which could be made available at all levels could recondition many in mind and body. This can only be achieved, however, when the school doors remain open.

The literature today is filled with phrases such as cultural revolution, social upheaval, mutations in humaneness. These are neither new terms nor new observations. The significance of their use today lay in the implication of hopeful change. We must thus continue on the assumption that sincere effort and rational strategy can result in positive reformulation of family, school, and community life.

The State of Minnesota has a valuable head start when its Governor turns his time and energy to in-depth consideration of education as a power and as a meaningful strategy to be used in the attainment of the good life for all. The leadership of Governor LeVander and the responsiveness of this assembled "power structure" of the State is worthy of national note and should be talked about nationally. The future promises positive change providing we maintain initial enthusiasm, engage in reorientation in thinking when necessary, show fortitude in standing firm on commitments and sincere intent in activating promises to influence the shape of the future.

SUMMARY OF REMARKS
PRIOR TO SHOWING OF FILM
"TO TOUCH A CHILD"

DR. PETER CLANCY, ASSOCIATE SUPERINTENDENT
MOTT PROGRAM -- FLINT, MICHIGAN

In his opening remarks, Dr. Clancy paid heavy tribute to this conference and to the Governor's inaugural speech Friday evening. "Without question," Dr. Clancy remarked, "Minnesota is far advanced in the national development of community education." In so stating he offered these three reasons:

1. The enthusiastic and strong support of the Governor's office as well as the State Department of Education.
2. The University of Minnesota and their strong commitment toward the lighted school.
3. The response, enthusiasm, and dedication present in this first annual conference on the lighted school.

Although the foundation to the Lighted School exists in Minnesota, Dr. Clancy urged us to move for:

1. Legislation to encourage development of the Lighted School concept.
2. The establishment at the State Department of Education - a department of community education.
3. The development at the University of Minnesota - an area of study in community education.

Dr. Clancy added, "Now is the time to move in this effort." In closing, Dr. Clancy stated, "The time is long past when we can afford to think in terms of terminal education. Education should not stop at a certain point in life or be limited only to youth. The lighted school concept envisions educational opportunities available to all ages, at all times, regardless of education,

culture, religion. Because we believe that the school exists to serve the people, the school must be available to all the people with programs and activities that interest them. We are just scratching the surface; however, the path to follow is straight and true, the challenge is to take action."

REACTOR PANEL

PANEL INTRODUCTION - BRUCE BAUER, DIRECTOR
COMMUNITY SERVICE
NORTH HENNEPIN STATE JUNIOR COLLEGE

The purpose of the first panel of the day was to "react" to the presentation by Dr. Peter Clancy and the showing of the film "To Touch A Child". After his informative and stimulating talk, Dr. Clancy joined the panel participants to field questions from the audience. As you will note from the following summaries, all panel members agreed that: (1) The need for cooperative programs is great; and (2) Community School programs involving all segments of the community, and reflecting cooperation among various educational and social agencies can be initiated successfully.

DENNIS PALM, PARK AND RECREATION DIRECTOR, BROOKLYN PARK

There are two basic factors that are necessary in order to begin a Community School operation--a desire to conduct a program on the part of the school board, and a desire to conduct a program on the part of the municipality. The Community School program is not just a big city program--rather, it is a program for people. The importance of this program to a smaller community cannot be underestimated. The community that I represent does not have a large tax base, a Stuart Mott, or a

large financial commitment on the part of the school district or the municipality, but rather a sincere desire to cooperate in conducting a program to meet the needs of the residents.

There are many other factors involved in successfully operating a Community School. There must be, certainly, a strong volunteer program, there must be paid leadership, and there must be involvement on the part of the residents in their program. I believe most of these things can be accomplished if the municipality and the school district cooperate.

The program has been over-simplified by some who have made the statement that the cost is simply the cost of making a key to open the school building. This is the beginning step and a most important one, but it takes good planning and organization to develop a Community School program. I cannot stress enough that this program can and is being conducted successfully in the smaller communities of our state.

To restate in simple terms some of the advantages of a Community School program, we have found the following areas to be important assets:

1. It opens the school doors to the total community.
2. It is an economical and efficient use of buildings.
3. It avoids needless duplication of building additional facilities such as gyms, youth centers, meeting rooms, libraries, cafeterias, etc.
4. The school is in the center of the community's population.
5. The program would have a built-in communication system and a better contact with the children and adults.
6. The program brings closer unity between school and city officials.

7. The program provides for built-in leadership--teachers within the schools.
8. The program provides for a greatly-expanded recreational and educational program opportunity.
9. The Community School provides opportunity for federal grant assistance.
10. The Community School provides for greater cultural benefits.
11. Children and adults can have a more positive feeling about their school and community.
12. Unity between people in the community can result; neighbors have common interest and can meet on a common ground.

JOHN HELLING, PRESIDENT, NORTH HENNEPIN STATE JUNIOR COLLEGE

The five year old state system of two year colleges mark a strong movement toward community education. Indications point to an increasing community-college emphasis in these seventeen state institutions. Concerted efforts are being made by the State Junior College Board, the Chancellor and staff at each college to promote maximum use of these facilities. Classes are being scheduled throughout the day and evening. Facilities such as library, gymnasium, and campus centers are open for use over corresponding periods of time. Community groups and organizations are encouraged to use college facilities through a liberal campus availability procedure.

Most of the larger two year colleges are employing Directors of Community Service. The tasks of these directors include sampling community needs and developing courses, seminars, and workshops to meet these needs. Directors work closely with groups in both the

college and community in order to provide the most effective convocations, lecturers, and cultural-educational events for college and community.

Before long it is expected that two year colleges will be open 14-16 hours a day and year around.

CLIFFORD SIBLEY, PUBLIC SERVICE AND DEVELOPMENT,
SOUTHWEST MINNESOTA STATE COLLEGE

Presentations by Governor LeVander, Dr. Goff, and Dr. Clancy were directed primarily toward the urban area. I was concerned that the benefits community education could provide the countryside area, not be overlooked.

Related to the first point is the fact that Southwest Minnesota State College has been charged with the responsibility of acting "as a cultural, education, research resource for the nineteen county southwestern Minnesota region." Because of our work in this region, we have found that countryside communities face problems unique from the urban areas. Many of these problems could be met or minimized through community education.

As I listened to the reaction of the conference participants, many had the attitude that "If our community had a Mr. Mott, we could implement community education, too." I stressed that the problem wasn't one of securing monies, but rather one of identifying an individual in the school system who was committed to community education, and then securing the proper training for this individual. Such an individual could identify, secure, and coordinate already existing resources to meet the needs of both the community and individuals within the community.

JACK THOMEN & ROBERT NEHRING, ASSISTANTS TO DIRECTOR,
COMMUNITY SERVICES, MINNEAPOLIS PUBLIC SCHOOLS

The growth of Community School involvement in Minneapolis was traced from 1968 when twenty-five elementary schools participated in the first year, through 1969 when forty-five were included, and then up to fifty schools in the fall of 1969 with fifty-five anticipated early in 1970. This is in addition to thirteen secondary schools in the program where adult education is the prime role, but with some programs moving toward the broader concept of total community educational service.

Financial commitments of the Minneapolis Schools to this program were presented. The Community Education Department, after a neighborhood indicates interest in the program, offers the community the opportunity to have the doors open and the services of a paid part-time coordinator, but demands in return the participation of the neighborhood through a Community Council which would, working as a joint venture with the coordinator and existing agencies, identify needs and then develop and guide programs and services. Total cost of this program is a bargain to the local taxpayer with exact costs to open buildings for 30% additional use at .7 of 1% of the total school budget.

The role of the Community Council in developing programs was evaluated in relation to the coordinator, agency input, and a volunteer structure. Minneapolis depends heavily on a volunteer structure with approximately 90% of the leadership now of a volunteer nature. Some of the sources for this volunteer leadership are neighborhood people, college and high school youth, professional people from other areas, and churches from in and out of the neighborhood.

Finally, the services of our department were offered to other interested communities through speaker service, loan of the film "To Touch A Child", and access to available literature.

RONALD JOHNSTONE, ADULT EDUCATION, WHITE BEAR LAKE PUBLIC SCHOOLS

The school district of White Bear Lake has approximately 23,000 people. We offer a recreation program through the public schools that has a summer participation of over 20,000 youngsters and adults, and a year long continuing public school recreation program that has a monthly participation of from 500 to 1,000 youngsters and adults.

We have a public school adult evening program that enrolls about 2,000 adults annually in formal courses. In addition, special programs, such as a Travel and Adventure Film Series, have monthly programs reaching 250 to 350 adults. Our 22 school gymnasium facilities are all in use six days of the week. Community groups such as Sweet Adelines, a choral group, and Lakeshore Players, a drama group, are regularly welcome to the school to use its facilities. Our school district encompasses seven community governmental organizations; and therefore, offering the recreation program through the school system is a way of reaching the smallest of these communities. I doubt very much that the town of Vadnais Heights could afford their own recreation program.

The programs that are developed both in recreation and adult education owe their success to the employing of individuals full time who are specially designated to cooperate with the community and organize recreation and adult activities. These people have the authority and responsibility to carry on their programs. To me, this is the only route to take to develop community use concepts in the school system. Someone must be given

the time and the authority to organize these programs. He must be well paid for doing this or the programs will grow like "topsy" without much direction.

I have enumerated two points:

1. That both recreation and adult education programs should be on a school district basis where there are several small communities involved. This will be the best way to have a quality recreation and adult education program.
2. A dedicated individual or individuals must be paid well, given the time and the authority to organize and develop programs in the district.

THE ROLE OF THE STATE DEPARTMENT OF EDUCATION

IN THE

LIGHTED SCHOOL CONCEPT

BY

DUANE MATTHEIS
FORMER MINNESOTA COMMISSIONER OF EDUCATION

I know some of you probably came to the conference today just to hear talks, and so on, about how you ought to do this and how you ought to do that; and you are a little defensive perhaps about well, gee, don't they know that we're doing such and such in our community and so and so. Don't let that hang you up, I hope. Think more about how you can improve upon what you're doing; and if you're not doing anything, then by George, you really ought to get going; but I know many of you in the school districts and communities represented are doing some fine things. I would only say that I don't think you're really doing as much as you want to, and you should move further. But one of the people, and of course there are some reasons for this, as a matter of fact, the legislature provided a staff in the Department of Education in this general area years ago. Elmer Mueller has developed, I think, with the help of you people and others in the Department, a very fine program that we can be justifiably proud of. And it seems to me that we can build upon it now with a conference such as this. Elmer is at an Adult Education Conference in Washington, I understand, and is unable to be here today.

The topic I was given was "The Role of the State Department of Education in the Lighted School Concept." Obviously, this gives a license to give a broad side in a lot of areas. Let me identify a few now, as kind of an outsider, as to what I should have done more about while I was in the Department of Education; and now that I'm not there, I'll simply say to the people who are there to try and pick up some of these pieces and see whether something can be done to provide some additional leadership in the development of this program in our state.

Leadership, we've been saying for a long time, is one of the prime functions of the State Department of Education. I think we have done some of it well, and some of it we have not done as well; and this would certainly be an area that I would consider to be a leadership effort by the State Department of Education. We're not operating these programs around the state; we would simply encourage people to develop them, try to provide some guidance and direction to them. This necessitates some effort and some direction from the State Board of Education and the legislature; and start right off at the beginning. I haven't seen any program anywhere that was not developed and worked out by people. It takes people to get things done.

I would say that one of the first things that should be given very high priority is some additional help for Elmer Mueller in the State Department of Education, and my type of a person, if it's going to be one or more Community School Consultants to provide for a home base for the development of this. It is going to take people to get out and do more than what you're already doing. It could take some legislative action. Matter of fact, I was interested in picking up this little piece of material, a handout from Flint, and what they're talking about in Michigan. One thing that is not altogether clear and the legislators here, I think, support this statement. I've been at an awful lot of legislative meetings where legislators question how broadly the schools should become involved in affairs that are not "kindergarten through grade 12." When schools get off into this area or that area, there are many legislators that question whether this is a responsibility of the school. I have pleaded, and will plead further, that the role of the public schools is going to expand beyond most of our imaginations if it is going to survive. I think it should and must in order to provide services for all the people in a given community. And if you want to, you can accept and make it as my statement that it ought to

be cradle to the grave. A kind of service to the people to meet their needs if they come and ask the school for it. It has got to be that kind of a social instrument within the community. You notice I mentioned "social" rather than just "educational". Educational is a very narrow interpretation of the responsibility of the school, and I think it must be much more than that. As a fact, it is in many communities. I think it would be very nice for some legislation to be drafted this year which would encourage, if not direct, the public school districts of the state to become involved in this area of responsibility. Right now, in many communities there are massive programs, and I know that there are many people who are criticizing it and saying; well, why are they doing that anyway? Why don't they concentrate on K-12 and let that be somebody else's job? I think you ought to clear up the air and get some legislation in there which would say once and for all that this is a responsibility and an area where the public schools ought to be actively involved. Now you can almost guess what the next thing is going to be--money. Next to people getting things done there are very few things that get done anywhere these days without some money. I don't know how much it would take. I don't think, in fact, it would take very much to really provide an awful lot of additional effort in the way of developing school and community programs in the state. There are a number of alternative ways of financing these. I think anyone of them would be satisfactory, and I say pick one and go with it. Some of the alternatives might be just on a purely matching dollar for dollar basis. If Minneapolis wants to put up \$50,000 for this program, I think the state ought to be tickled to death to put in \$50,000 to match it. And if Anoka wants to put up \$20,000, I think the state of Minnesota ought to be more than tickled to death to put up \$20,000 to match it. If you want to say; well, that doesn't take in the school district differences, I'd say pick out the foundation program. If

you're satisfied with that as providing for any equalization, put it in there so that if you have some of the districts that are getting a high proportion of state aid, they'd get a high proportion of assistance for the community school programs. You might want to do as we do in the handicapped education area. You might want to say that if school district X wants to hire a Community School Consultant or Coordinator, they receive an amount of state aid to pay for his salary just like we do for Education of the Handicapped. I think any of those possibilities are satisfactory, and I'd just pick one and go with it. I think you could really, almost overnight, magnify ten or one hundred fold in the community school development in the state of Minnesota. Leadership within the Department of Education -- the staff itself.

This is kind of speaking right to the Department of Education staff, and there are quite a few present here, but the rest of you can listen in--I think what this really needs, and I know many of you have it already, is a firm and absolute commitment of you to this principle as well. The Department of Education and staff are no different than the general citizenry. There are a number of people in the Department of Education that think their particular area is rated the most important, if not the only area of concern in the schools; and we have Department people that think K-12 is it and that's our ballgame, and let's not get out of our periphery and run on the gray areas. Let's just do our little jobs real well and not fiddle around with the rest of it. I would say that this really needs a reexamination by the Department of Education so that everyone in the Department -- Elementary and Secondary, Subject Matter Consultants, Vocational, even Vocational Rehabilitation, who are involved in the community in more ways than many people in the Department -- accept as a complete individual and departmental commitment the desire and need for the development of community school programs in our state. You people get out and

work every school district and every community in the state every year and cover with a consulting group better than any other group we have in the state. What you couldn't do if you really accepted this as a commitment! I think it's second to none. I think the place to start is with a lot of people who are right out here in the audience today. The professional educator. Matter of fact, in a self-critical way, this has been one of the big roadblocks in developing a lot of these programs. It is pretty tough to get through the bottleneck that I filled as the superintendent of schools. It is easy for a superintendent of schools when a proposition to him from a teacher, or community group, or the city council, or whoever, to say no to a program like this, because these programs invariably complicate the life of a superintendent of schools. The worry about contracts and arrangements, and renting of rooms, or making them available, or hiring custodians, --to see that custodians are there to clean up the place, --it just gets people involved. So many of them are just able to close their door and say, "Well, it sounds fine but not right now; thanks very much, come back next year." I would see that you Department of Education people are going out and visiting with (first) - superintendents, and (secondly)-with teachers and principals, because they too have a responsibility as educational leaders in their community to really fill in on the necessity and desirability for such a program. I have rarely seen programs develop without the full cooperation and support of the superintendent of schools. I have even more rarely seen programs developed that did not have his approval in the first place. The superintendent of schools is really the most important key factor in this whole situation. If we can convince our some 440 superintendents of the real desirability of such a program, we can launch this program almost overnight. For too long, many of us in education have talked about, thought about, and really believed that the

schools were ours. We refer to them as my school, my classroom, and my gymnasium, and my this and my that; and I think it's long overdue that we get rid of this feeling completely. As a matter of fact, on the other side we have had people in the communities, and we're hearing this in very loud and clear voices these days. How do the people in the community refer to the schools? As ours? Not very often. They talk about the schools being theirs. That could be the superintendent, or the school board, or the teachers. It is somebody else's school, and I think we need to change both of these thoughts so that everybody is talking about our schools. The way you are going to bring this about is involvement and participation of these people in the school programs so that they are closely identified with each other in the schools and in the school programs. The schools belong to the community as you well know, and we ought to make more of it. We as educators should assist rather than prevent them in finding more ways for the community, for all the people in the community, to use better schools. Programs, such as the one we are talking about today, would go a long way in this regard.

In this day of scientific development and on the university campus, we see almost daily notices of lectures and conferences with regard to some of these situations about the development in science and the talked-about genes and germ situations, and control of disease, and everything else, you know. If I could just develop a little handy germ that I could inoculate into every State Department of Education staff member that would cause him to spread the disease around the state, it would be tremendous; because these people really literally touch everybody in education around the state. If they had this little community school virus with the contacts they make, the job would be done just like that. I would just hope that they might develop that kind of a contagious feeling in regard to community schools. Minnesota,

in my judgment, has a marvelous opportunity as a state to make a contribution to the nation, but more importantly and more closely perhaps to its own citizens and their own well being, by achieving a fine statewide and meaningfully important community school program in every school district. These schools, as you have seen from some of the literature and the film this morning, which I have seen before, and I think is an almost irresistible film. I cannot believe that any reasonable, logical, rational, intelligent human being could see the film and not become a strong advocate of the program. It has an enormous message. These schools then would be vital contributing components in the educational, social, health, welfare, and recreational needs of its patrons, young and old, of all the citizens in a given community. These schools would be staffed, partially at least, by specialists, by consultants who are qualified in this particular area and are particularly qualified to contact and seek out and develop, where necessary, programs and services to meet the community's desires and wishes. Schools should be open around the clock, if necessary, seven days a week, if necessary, 52 weeks a year, if necessary, to meet identified needs and desires of the community's citizens.

And to go back to the cost for just a moment -- Obviously, this is a pretty important factor; but really I think this, as much as anything else in education, is something we ought not to look at as a cost, but rather a very meager investment. It really is much more accurately an investment. However, the cost in such a program would be small, especially when one looks at the payoff in human benefits. As a matter of fact, if one wanted to look at the alternative side, the alternative of not investing this small amount of money is such that I think we would have to include what we really cannot afford to invest. Minnesota has a unique opportunity through people like you assembled here today, and a marvelous tribute it is to those who organized the conference

to see the cross-section of people from community recreation, from city government to superintendents of schools, board members, and legislators. I think this is really a tribute to the possibility that something can be done in Minnesota by the group that is assembled here today. It is going to take people just like you who are assembled here today to bring this job about. It could so easily turn into the proverbial snowball rolling downhill. But right now, what it desperately needs is some firm holding of the snowflakes that are scattered about in abundance by the likes of the Mott Foundation; by the likes of programs that John Davis has really gone into in a big way in Minneapolis and other school districts in the state. The programs that Elmer Mueller had a great deal to do with in developing in many school districts in our state; these are lying all over; and what we really need to do is mold them, and individually mold them, into something that can start rolling downhill and get the increasing support from the legislature and from the citizens of the state and from people in school districts that it needs in order to really bring about the success that I think is possible. The opportunity is here, and as Gus Gehrke, one of our assistants in the Department of Education, indicated so many times: "Opportunity is just a workclothes design or a cover-up for a problem." A problem that we have in the state of Minnesota is serving the needs of people in communities. There are needs, many of them identified time and time again. We need to meet these needs. One of the great opportunities of doing that is through a real, excellent, comprehensive development of the community school programs. It is really an opportunity in "workclothes". The time is now, and you are the ones who must act if the opportunity is to be seized and developed into reality. I know you can do it, and my best of wishes to you.

PANEL DISCUSSION
ON
LIGHTED SCHOOLS IN OPERATION

DR. JACKSON ANDERSON - MODERATOR
CHAIRMAN, DEPARTMENT OF RECREATION AND PARK ADMINISTRATION
UNIVERSITY OF MINNESOTA

ERLING O. JOHNSON, SUPERINTENDENT OF SCHOOLS, ANOKA-HENNEPIN SCHOOL DISTRICT

We have a 170 square-mile area in which there are six municipalities; several of those municipalities have their Mayor and their city officials here today. We have 27,000 pupils -- about 75,000 population -- 23 elementary schools, six secondary schools, an area vocational school, and one junior college within the School District. The other junior college that had representation here this morning is right on the edge of our School District and serves many of the people from our School District.

We constantly say to people who say we should use our buildings more -- "We are using them. Go around there any night; go around there any Saturday, and you will see them in use. You will see them in use in the summer time; particularly, our outdoor facilities." We have 20,000 participants each week during the heaviest part of the recreation program. We have 1,100 adults playing volleyball, 800 youths playing basketball, 3,000 boys in baseball, and 2,400 adults in softball. I believe that is the largest softball program outside the city of Minneapolis. We feel the program is broad - going from pre-school to senior citizens. We think it is broad not only in recreation, but there is also a lot of adult education.

Mention was made today about districts that do not have many resources. We have a lot of kids; wonderful resources there, but we

do not have much business or industry to tax, so our amount of valuation behind each pupil is very little.

There is real cooperation between City and School District in the financing. It costs us about \$40,000 out of a budget of almost \$23 million. So the percentage as far as the School District is concerned is extremely low. The municipalities provide rather substantial parts of the budget, such as financing the program. The School District, of course, in addition to staff does provide free use of the buildings, the grounds, the custodial service, so there is a greater contribution than the \$40,000 but it is a kind of an indirect one that we have difficulty measuring.

I would like to give my reaction about the importance of having people vote favorably on school issues. I am convinced that the recreation program - the Lighted School - contributes tremendously to this. I think it does so from the fact that large numbers have been in the schools and have gotten something from the schools by way of satisfying experiences. I think the recreation department becomes a real wonderful communications instrument to inform people about the needs of the school and in that way, generate a favorable vote. We had ten elections in the period since 1952; \$53 million voted for school buildings. Never has an election been lost.

ROBERT KINGKADE, CHAIRMAN OF THE BOARD OF EDUCATION, OSSEO DISTRICT

Schools can add to their role as true community organizations by scheduling the use of their facilities to provide maximum use for all segments of the population. Boys and girls, men and women of all ages, all races, religions, and socio-economic background should have an opportunity to use gymnasiums, pools, and other athletic and recreational facilities. As educators and responsible citizens, and I think everyone in this room

comes under one if not both of those categories, it is our job to make educational and recreational facilities available to the public.

We started our program in January of 1969. It was being developed and worked on and brought along slowly prior to that, but I think officially we really got the ball rolling this past January. We started this Fall to present another bond issue to our people. Our needs have now grown to \$11 million. In working with people such as Mr. Bauer and Mr. Palm and starting this cooperative effort and this communication between governmental bodies as has been referred to this morning, started what we now really realize is going to be necessary in this day and age before we can continue the types of programs that we think are necessary. I know Mr. Palm and myself spent many, many of an evening out talking to people in gymnasiums, in their homes, and at coffee parties. By using a joint effort, a joint approach with one, the educator saying we need these facilities for education, and the Community Park and Recreation Director saying we are also cooperating with the educational system in these needs we are also going to give you this and thus, and so through the Community School Program we could reach the people that did not have children in school. We reached all people. We were showing them, in effect, that this was a good dollar buy.

Reference has been made to our School District quite often that we are a financially distressed School District. It is true. We do not have the industrial tax base, the commercial tax base, that we envy in some other areas. But, however, we have found in this past year that our people are willing to pay if you can convince them that you are giving them a good educational-recreational buy.

DR. JOHN B. DAVIS, JR., SUPERINTENDENT OF PUBLIC SCHOOLS, MINNEAPOLIS

The Minneapolis effort is a representation of a total amalgam of forces with some direction perhaps coming out of the school system, which in a large measure has the buildings and the facilities. What I would like to do is set a little bit of a background to a premise to this exciting venture that we are engaged in. It is, in my judgment, an extension of the essence of the qualities of democracy. It is far more than just providing an opportunity for this activity or that activity. It is what I might describe as a concrete effort on the part of a large group of organizations to permit full participatory democracy. The minute you say community, the minute you say parks, the minute you say schools and then programming you must conclude that people have to plan; and one of the elements missing, it seems to me, in America today is for people in the community to give direction to their own efforts and to build concrete, reasonable, productive activities for themselves and for their children. This has been one of the great products of the efforts in Minneapolis.

We have been most sensitive, and most aware, and most appreciative of the increasing evidence on the part of the Legislature that this is a reasonable route to take. There is a broad willingness and opportunity to serve in the Community School Concept. The Gallup poll reveals that six people in every ten indicated a willingness to go to work in communities and to help spiral communities out of a dilemma. This is one way that the Park-School Community Concept is effective in the city of Minneapolis. We think of it sometimes as being adult centered; the largest single gift coming from a private non-governmental industries came a month ago from the students, and the adults whom they were able

to harness, in a Walk for Development. Do you remember those people who walked the last cold spring, thirty miles? Twenty-six thousand dollars was given to Minneapolis Schools by student representatives of those groups for the development in part of an extended day program to assist in reading and book availability and counseling and tutoring.

The program, initiated in Minneapolis in 1968, included twenty-five schools with 8,900 participants and 560 different types of activities. We have gone from that point to 23,000 participants in 1,258 types of activities with many, many of these schools open in the afternoon and many of them open in the evening until nine o'clock. We are indebted to some creativity on the part of our faculty and a response from our community. I would certainly be remiss if I did not state the great moral support and leadership we got from the Mott Foundation, Flint, Michigan. A great force is being established in Minneapolis to produce service and to produce opportunity.

I want to say publicly that the decision of the State Board of Education and the Governor to hold this conference speaks extremely well for education; for this is an aspect of education which gives a little different perspective than the typical and traditional K-12 operation, which to a degree has contained, confined, and restricted the total community needs and educational opportunities.

ELLIOT PEROVICH, MAYOR OF ANOKA

As an official of the city of Anoka, I am concerned about two things. First of all, I am interested in the needs and wants for service in that community, and Anoka happens to be a community that is very recreationally minded. Secondly, I am concerned about the cost. I like the term Duane Mattheis used this afternoon, "investment", because I look at cost

as an investment in a program in the community for the people. They are telling us that this is what they want, and I like to look at their participation as the result or the return on that investment. I think in this day, when we have such a serious problem in the State of Minnesota with real estate taxes, we have to be cognizant of the fact that what was alluded to this morning by Mr. Palm, that we have to eliminate unnecessary duplication of services, of facilities, and equipment. I think that this immediately dictates to us that if we are going to have a full-scale, comprehensive, recreational program, we have to have cooperation between the school districts and the city. We cannot duplicate the millions of dollars worth of buildings and facilities that the school districts have in the city.

I think that it is also important that we realize something that I think Dr. Davis alluded to this democratic society and the way that we are going. We are emphasizing more and more leisure time. People are becoming more leisure-time oriented; they are demanding more things, and it is kind of a difficult cycle, a tough situation, because people are so conscious of high taxation on real estate property, and yet at the same time they want more and more and more services from all aspects of government, be it the school district or what have you.

Duane Mattheis mentioned at noon today, consolidation of the schools. He talked about the State of Minnesota being ranked ninth nationally from the standpoint of education. He said we could be ranked even higher if we had more consolidation. I think we have to look at the community school aspect; the adult education as well as the recreational proportion of this on a consolidated basis. We can offer a much better quality kind of program if we consolidate the efforts of a larger area rather than the very small and limited community.

VERNON HOPPE, STATE REPRESENTATIVE, MINNEAPOLIS

I think that this conference has been a tremendous success. Much has been said here about the quality of the Community School Concept, and I would have to add that the inauguration of the program in the public schools in the city of Minneapolis has been perhaps one of the most historic and dramatic happenings that have taken place in this city and this State in this century. For too long the walls of the building have kept the people of Minnesota out of their schools. And, also, it has been pointed out much too long have the buildings and surrounding grounds been the private sanctuaries of school boards, superintendents, principals, teachers, and maintenance staff. Tax-supported facilities belong to the people in each and every school district in the State and right of ownership knows no boundaries in Minneapolis, Anoka, St. Louis County, and so forth.

The goals and objectives of this conference are to give state-wide emphasis to the Community School Concept. Before I speak about legislative interaction in the Community School Program, I want to preface my remarks with some of my own philosophies and views. You know as a politician, you have to always qualify what you say. However, I would like to present to you some of my own personal commitments to the Community School Concept. With the advent of formalized education, from the days of the little red schoolhouse to the windowless brick and steel buildings of today, the neighborhood school probably will never cease to be the focal point of the community as a service agency. A school, therefore, possesses a kind of a magnetic attraction and a quality, an emotional quality, with which many of the residents of the community have closely associated. Adventurous in character, it becomes a natural pulp within the community

center. It is a natural center of organization thereby encompassing all that is within. The Governor, last night, mentioned that identity for individuals exists within one square mile, so I just want to leave with you the thought that I am a firm believer of the preservation of the neighborhood school or such other smallest unit of educational units that can be financially administered and maintained.

When I speak of state intervention, forming community school rated legislation, I do so in the interest of protecting the neighborhood school with the thought in mind that the identity of that school might be preserved. I would recommend that a Community School Advisory Council be established; perhaps it be appointed by the Governor. The Council would be closely aligned with the State Department of Education to develop standards, procedures, and policies that would produce uniformity for programs on a state-wide basis. The Council would create, not mandatory regulations, but permissive guidelines for local school districts. It would recommend, not demand, and would be a source of information and help to the school districts throughout the State of Minnesota. It would advise on the distribution of State funds and would make further recommendations to the Governor, to the Legislature, and to the State Department of Education as to what other measures should be taken to insure greater success for the overall program.

Financial assistance in the form of categorical State aid to the community school program was proposed by me in a bill introduced in the House of Representatives in 1969. Unfortunately, the bill was introduced too late in the session to receive serious consideration. However, I intend to introduce it again in the 1971 session. I would suggest that the proposed Governor's Advisory Council review this bill

and make recommendations for desirable changes in the provisions outlined therein. Michigan's law, which you heard so much about this morning, from various sources, would reimburse 75% of the salaries of community school directors and coordinators. There are probably other facets of the Community School Program that could profit from legislation, and perhaps some of you people have some ideas that will come up in the discussion.

LEROY NORSTED, SUPERINTENDENT OF PUBLIC SCHOOLS, OSSEO

The Lighted School complex in District 279 has, from the moment of its conception, gained in popularity among the residents of the villages and cities encompassed by this school district. It is probably one of the most important public relations plans that has been proposed within this school district. Through it there has been a uniting of the people, not only behind the schools, but a close cooperation has developed between the cities and villages involved.

We have proven, through the operation of our Lighted School program, that it is possible to use the schools over an extended period of time at a very minimal cost to the school district and to the other governmental units involved. At the present time, the Board of Education and the council of the City of Brooklyn Park are cooperating on the program; a Community-School Coordinator is employed on a shared-salary basis, with the school also providing the facilities for the program and a limited amount of equipment.

The balance of the cost of the program is taken care of through the municipalities, either by direct expenditure by them or by minimal fee charges for activities necessitating close supervision. These costs

are incurred by the employment of several well-qualified personnel for such programs as instructional swimming for children, necessitating employment of instructors as well as lifeguards.

The Board of Education of District 279 has also initiated a program whereby land is being acquired for the purpose of building campus designed schools, i.e., sites on which several elementary schools, a junior high school and senior high school may be incorporated on one relatively large piece of property.

Initially, the residents of the school district questioned the practicality of the campus and lighted schools working together. Fears concerning this were dispelled when information was made available through news releases explaining the increased advantages of combining facilities at one site, not only for educational purposes during the school day, but for community use at other times. It is anticipated in this school district that as a campus approach to education develops, the city governments in the communities in which they are located will develop municipal facilities either on the same site or on adjacent sites, thereby developing facilities from which the ultimate use can be made.

The Lighted School concept has been in operation in the North Hennepin suburbs now for better than one year. There has been no criticism of its operation, but great satisfaction has been indicated. The program is growing at a constant rate and by making school facilities available, we are reaching down to the pre-schoolers in this program as well as reaching out to the adult community. Whether it be teaching a four-year-old to swim, or developing a new and different hobby for grandparents, these are all a part of the goal of the Lighted School.

WHERE DO WE GO FROM HERE?

The overwhelming response to our Governor's Conference on the Lighted School was ample evidence of the interest in the community school concept throughout our state. It is significant that the strongest recommendation made by the Conference delegates called for the appointment by Governor LeVander of a Governor's Advisory Council on Community Schools. Perhaps the greatest need for this Council is to assist local communities and school districts in making maximum use of school facilities for both educational and recreational programs. The Minnesota Jaycees, various service clubs, and other groups have launched separate projects aimed at opening up the public schools for broader community use. These efforts have not made their full impact, however, due to the lack of guidance, support, and coordination from the state level. There is a widespread feeling that this needed guidance, support, and coordination could best be provided by the proposed Governor's Advisory Council on Community Schools.

Goals or Functions of the Council

The Governor's Advisory Council on Community Schools would have the following goals or functions:

1. To develop guidelines and standards for community school programs and personnel.
2. To propose legislation that would strengthen the State Department of Education leadership role in community schools with the provision of a Community School Director or Coordinator in the Department.

3. To make a state-wide study of local community needs for recreation, adult education, and other community educational services.
4. To recommend to the Governor specific ways in which these needed community services may be provided through greater utilization of the facilities and other resources of the public schools.
5. To suggest to the Governor a plan for creating greater public awareness of the need for these community services and the important role of the public schools in providing them.
6. To serve as a ready resource for the Governor and the various state agencies in helping to solve problems related to local community educational services.
7. To develop a plan for implementing the recommendations growing out of the Governor's Conference on the Lighted School.
8. To provide a clearinghouse for ideas and information to assist local communities in the development of community educational services.

CONFERENCE PLANNING COMMITTEE

Lyle McLaughlin, Chairman: Recreation Coordinator, Anoka-Hennepin
School District No. 11, Anoka 55303

Lawrence Erie, Conference Coordinator: Assistant Supervisor,
Health, Physical Education, Recreation and Safety,
State Department of Education

James Lee, Director of Publications, State Department of Education

Dr. Jackson Anderson, Chairman, Department of Recreation and
Park Administration, University of Minnesota, Cooke Hall,
Minneapolis 55455

David Durenberger, Executive Secretary, Governor's Office

Bruce Bauer, Director of Community Services, North Hennepin State
Junior College, 317 Second Avenue Northwest, Osseo 55369

Dennis Palm, Director of Park and Recreation, 5800 - 85th Avenue North,
Brooklyn Park 55430

Paul Boranian, Director of Community School Services, Minneapolis
Administration Building, 807 Northeast Broadway, Minneapolis 55413

James Jones, Exhibits: Suburban Recreation Association,
808 - 40th Avenue Northeast, Minneapolis

Karen Geraghty, Wives Tour: Supervisor of Womens' and Girl's Activities,
Anoka-Hennepin School District No. 11, Anoka 55303

SPONSORING ORGANIZATIONS

Central District Association of Health, Physical Education, and Recreation, Dr. Clem Thompson, President-elect

League of Minnesota Municipalities, Dean Lund, Executive Secretary

Minnesota Association of Health, Physical Education, and Recreation, Leroy Maas, President (Albert Lea)

Minnesota Association for Public Schools, Adult Education, Warren Hutchens, President (St. Cloud)

Minnesota Association of School Administrators, Harold Enestvedt, President (St. Louis Park)

Minnesota Congress of Parents and Teachers, Mrs. E. E. Jacobsen, President (Richfield)

Minnesota Jaycees, Duane Downey, President (Detroit Lakes)

Minnesota Recreation and Park Association, Eugene Hage1, President

Minnesota School Boards Association, Glenn Engebretson, President (Slayton)

Minnesota State College Board, Dr. G. Theodore Mitau, Chancellor

Office of the Governor - Governor Harold LeVander
David Durenberger, Executive Secretary

State Department of Education - Farley D. Bright, Deputy Commissioner
Vernon E. Lundin, Chairman, State Board of Education (Mankato)

University of Minnesota, Dr. Malcolm C. Moos, President

Any community desiring assistance in planning a local follow-up conference or meeting may contact either of the members of the planning committee.