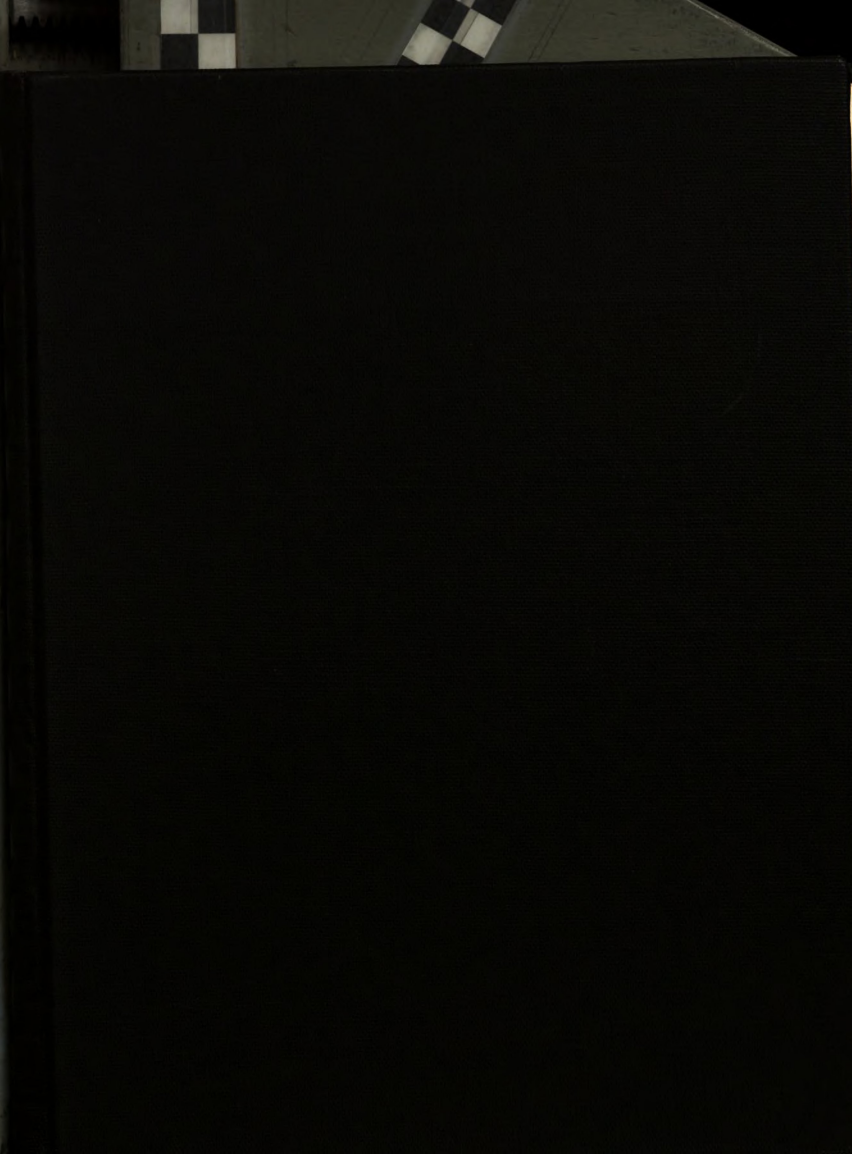
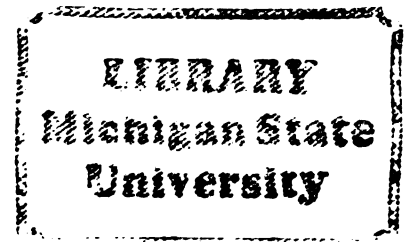






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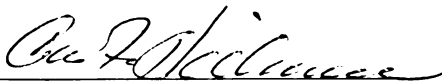
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presented by

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has been accepted towards fulfillment
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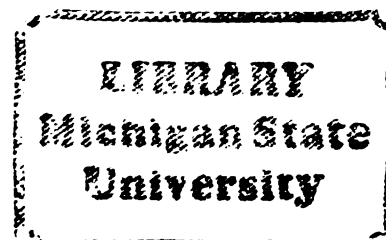

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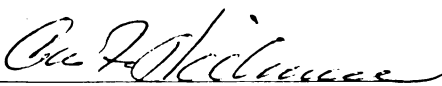
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By

Susan A. Kirkpatrick

A DISSERTATION

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ABSTRACT

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By

Susan A. Kirkpatrick

An immediate approach to the issue of declining enrollment has been school closure, resulting in vacant buildings. At the same time, an increasing participation in adult education has been documented.

The following six questions were addressed in this study:

1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?
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6. What are suggested facility considerations for each adult education program component?

The major findings of the study were as follows:

1. A variety of procedures for school closure exist that adult education directors have considered successful in their particular school districts. Participating districts and the literature indicated that the degree of success in addressing the ramifications of school closure could correlate with the degree of citizen participation.

2. The 1983-1984 adult education programs contained the following components: administration, adult basic education, general education development, counseling, career resource center, media center, employability skills, job-skill training, job placement, alternative education program, licensed child care, community-related uses, senior-citizen program, high school completion, and enrichment.

3. A library, a learning center, and additional enrichment were projected.

4. Typically, the original use of a closed building remained predominantly the same after conversion to an adult education use; i.e., classroom space was used for classroom space, and a gym was used as a gym.

5. A variety of spatial relationships for an adult education program could be successfully implemented.

6. Although vocational programs may be costly because of additional code requirements, a closed elementary/junior high school typically meets the facility needs of an adult education program.

ACKNOWLEDGMENTS

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Finally, the dissertation is dedicated to my husband, whose patience and understanding provided the time for this study.

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CHAPTER I

THE PROBLEM

Introduction

Declining school enrollments have fast become a national issue as well as a challenging one at the local level, requiring immediate action by many school districts. Many school districts and communities once planned for growing enrollments. Now, many school districts and communities must plan for declining enrollments. An immediate approach to declining enrollment has been school closure, resulting in vacant buildings. Yet most school districts lack the knowledge and experience to deal with the many ramifications of facility closing. At the same time, increasing participation in adult education has been documented.

Background of the Study

National population trends show a shift in educational needs. The Council of Educational Facility Planners (1978) addressed this issue as follows:

Most predictions are that our population will stabilize by the year 2025, at between 260-270 million people. There will be twice as many people over sixty-five in 2020 as there are today: only one person in three will be a taxpayer. . . . The shift from a young to an aged-dependent population will be accompanied by a de-emphasis on youth-oriented activities and an emergence of the slower-paced lifestyle of the old. (p. 16)

The drop in birthrate per family has implications for school districts (Council for Educational Facility Planners, 1978). In the nineteenth century, the average number of children per family was 7.0, in 1959 the average was 3.7, and in 1978 the average was 1.8. More specifically, the Council addressed the effect of declining birthrate on school enrollment:

The average for school enrollment in all grades peaked in 1970 at 51.3 million students. Elementary school enrollment has been declining since the 1969 figure of 36.7 million and is expected to continue declining: 1980 projections indicate an approximate 30.9 million students will be enrolled in elementary school. (p. 16)

Although delayed, the effect will be the same for secondary school enrollments, grades 9 through 12:

Having peaked in 1976 with 15.6 million students, secondary school enrollments are expected to diminish to 12 million in 1989. The picture for both elementary and secondary school enrollment shows 51.3 million students in 1970, 49.8 million in 1974, and 44.8 million in 1984. Thus, during the fourteen year period from 1970 to 1984, we may witness a 12.7% enrollment drop. (p. 9)

The ramifications of declining enrollments are appearing in many areas. At a time of dwindling resources, the cost of education is a major consideration. The Council of Educational Facility Planners stated:

According to figures cited by the National School Public Relations Assoc., the nation's schools served 200,000 fewer students in 1975-1976 than they did during the preceding year and the cost was eleven billion dollars more. The figures are an annoyance to administrators and an enigma to citizens who reason that the costs of education should decline in proportion to the number of students served. One factor often overlooked is that decline doesn't come in neatly packaged groups of twenty-five students, but is distributed in smaller numbers throughout a school district. The result is lower teacher-student ratios which inflate the cost of teaching each child. (p. 12)

What to do with excess school space is a question confronting many communities and school administrators. Typically, school administrators do not have experience on which to base such decisions. In an attempt to solve the problem of excess space, many school districts have chosen to dispose of school facilities. Vivian Salaga (1982), an educational facilities consultant, stated that "the issue of disposition of surplus school facilities is one confronting nearly every school system in the nation and one for which no apparent comprehensive management model has yet been developed" (p. 4).

School disposal should be viewed as a last resort. The literature in the field addressed many options and alternatives to school closure; current writers support the need for adult education. In a report presented at the annual meeting of the Association of School Business Officials, Knapp and Jones (1979) reported that demographers expect the total number of children to begin to rise slightly in the mid-1980s. Closing schools now is not the answer, they said, but joint use of vacant school buildings may be an acceptable alternative.

The Council of Educational Facility Planners (1978) asked: "Who is assisting local districts to cope with decline-related problems?" Results from their informal survey showed that most state agencies do not provide such assistance.

Michigan has been experiencing those problems found at the national level, such as population migration, an increasing older population and a decreasing population of children in grades 9 through

12, an increase in operating cost per pupil, and high unemployment. The 1981 edition of the Michigan Statistical Abstract noted a net out-migration between 1970 and 1980 of approximately 300,000 people (p. 37). The percentage of people 65 years and older increased from 8.5% in 1970 to 13.3% in 1977 (p. 48). In contrast, the number of children in grades K through 12 has been declining. In 1970-1971, this figure was 2,178,476; in 1980-1981 it was 1,861,703 (pp. 97-99). On the other hand, the operating expenditure per pupil for grades K through 12 has been increasing. In 1970-1971 it was \$821.63, and in 1979-1980 it was \$2,044.19 (p. 115). Michigan also experienced increasing unemployment in the decade from 1970 to 1980, and its unemployment rate during those years was greater than that for the nation as a whole. In 1970, Michigan had 6.7% unemployment versus 4.9% nationally. In 1980, Michigan was at 12.6% unemployment versus 7.1% nationally (p. 138).

While closed or excess school-facility space exists, increasing the cost of education, there is also need for a wide range of adult education, from adult basic education to job training. Interest in and need for adult education has been demonstrated. The 1981 edition of the Michigan Statistical Abstract showed an increase in adult basic education for grades 1 through 8. During 1971-1972, 19,851 people participated in adult basic education, and in 1980-1981, 50,744 participated. For grades 9 through 12 there was also an increase. During 1971-1972 there were 15,757 participants, and in 1980-1981 there were 86,490 participants (p. 109).

Act 29 of the Public Acts of 1980 required the Michigan Department of Education to inventory Michigan school buildings that were not being used or were abandoned (Turnbull, 1980). School districts reported that 207 buildings were closed or abandoned; 190 buildings had a market value of nearly \$54 million. The market value of the other 17 buildings was not known.

Although entire structures might not be closed, school programs throughout Michigan increasingly are being closed. The Michigan Department of Education's definition of a school refers to school programs (Morely, 1983). Typically, a school program corresponds to a separate school structure. However, according to the definition, several school programs may be housed in one school building. The following list shows the number of school programs that were closed between 1978 and 1982:

School programs closed prior to the 1978-1979 school year: 54.

School programs closed prior to the 1979-1980 school year: 70.

School programs closed prior to the 1980-1981 school year: 102.

School programs closed prior to the 1981-1982 school year: 140.

Need for the Study

Declining school enrollment, resulting in excess facility space, is increasing the cost of education while decreasing the number of programs being offered. In many communities, an immediate solution to excess facility space has been school closure, creating conflict within the community. At the same time, an increasing participation in adult education has been documented, with the need for daytime

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facilities. The need exists for information on the conversion of elementary/junior high school buildings to adult education facilities. The findings of this study may provide communities and their school administrators with a guide for addressing enrollment decline, school closure, and conversion to adult education facilities.

Purposes of the Study

The purposes of this study were to document the process of public school closure and conversion to an adult education program, to project the direction of growth for adult education programs, and to develop schematic facility considerations for the conversion of a closed elementary/junior high school to an adult education facility. Specifically, the writer attempted to answer the following six questions:

1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?
2. What are the current adult education program components and curriculum?
3. What is a three- to five-year projection of adult education program components and curriculum?
4. How was the facility previously used, and how is the facility currently being used?
5. What is a suggested model for the spatial relationship among adult education program components?

6. What are suggested facility considerations for each adult education program component?

Definitions of Terms

The following terms are defined in the context in which they are used in this study:

Adult education: Services or instruction below the college level for adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and are not currently required to be enrolled in school (Adult Education Act of 1966, P.L. 91-231 III, as amended, 1978).

Adult learner: An adult who is actively seeking training, skills, or information to improve existing skills or knowledge (Michigan Council on Learning for Adults, 1978)).

Cluster: Those adult education program components clustered or grouped together, based on similarity in function and working relationship to each other group or cluster of adult education program components. The activities within each cluster all have similar facility needs.

Delimitations of the Study

The study was conducted with the following delimitations:

1. The four participating adult education programs were selected from those school districts within a 90-mile radius of

Lansing, Michigan, that had a community population of 20,000 or more and that had assigned an adult education program to a closed elementary/junior high school.

2. The study was delimited to the four adult education programs, their administrators, and their staff; the three Michigan architects; and the consultant on handicapper facility needs.

3. The data presented to the team of architects and the consultant on handicapper facility needs were delimited to the description of each adult education program component and the three- to five-year projected components and curricula of the four participating adult education programs.

Overview

In Chapter I, the problem and need for the study were presented. The research questions were stated and the limitations set forth. Definitions of key terms were provided. Chapter II is a summary of literature addressing school closure through conversion to an adult education facility. A variety of approaches to school closure are discussed. The design of the study is presented in Chapter III. Chapter IV contains the findings of the study in response to the six research questions. A summary of the research, conclusions, recommendations, and suggestions for future research are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Introduction

Knapp and Jones (1979) stated that many school districts are inadequately prepared to address, on a long-term basis, the issue of declining enrollment. The ramifications of enrollment declines and underused, vacant, leased, or sold school structures can be seen in many communities throughout Michigan and the nation. A review of the literature and related research was conducted to identify the processes that school districts have used to address the issue of declining enrollment and to discover how excess school-facility space has been used to meet the community's changing educational needs.

The following seven areas are examined in this chapter:

(1) enrollment decline nationwide, (2) decision making for the sole purpose of school closure, (3) decision making to address a variety of alternatives to school closure, (4) the community's decision making to address the issue of decline, (5) decision making for reuse of school facilities, (6) modifications for reuse conversions, and (7) related research. These categories and related research were reviewed in light of the process through which school facilities are closed, converted, and reused for adult education.

Enrollment Decline Nationwide

In the 1970s, national studies were conducted to survey the scope of declining enrollments.

During the winter of 1975-1976, Education U.S.A. surveyed its subscribers to find out whether their districts were experiencing enrollment declines, to what degree and with what effects, and how they were dealing with the situation. Responses were received from 276 districts in 43 states and three Canadian provinces. Of districts responding, 192 are experiencing decline; 63 stated they had no declines; and 30 said their enrollment is increasing. (The total exceeds 276 because some respondents separated their elementary and secondary enrollments.) In all of these districts, elementary enrollments are declining while secondary enrollments are either remaining stable or rising.

Many respondents reported no decline "at this time," revealing that their projections foresee declines in the future. (National School Public Relations Association, 1976, p. 10)

Data were also obtained on the factors that were considered in addressing the problem of declining enrollment:

Education U.S.A. asked respondents to its survey to list factors on which they had based decisions to solve the problem of declining enrollment; 42 considered only dollar savings; 38 relied on better use of educational resources; 9 thought in terms of educational trade-offs (close one school in order to maintain the level of instructional services at others); 27 were motivated by a combination of these. More than 30 additional factors were reportedly taken into account, chiefly racial balance, legal considerations and community acceptance. (National School Public Relations Association, 1976, pp. 23-24)

Andrews (1974) compiled data from 60 school districts that had closed elementary schools within the two years preceding his study. The criteria used for school-closure decisions were declining enrollment, age of the building, desegregation, transportation costs, proximity to other buildings, out-migration, effect on the neighborhood, property values, effect on educational programs, crime rate, safety of the children, safety of the building, and congruence with city plans.

The three criteria cited most often as reasons for closing schools were declining enrollments, age of the building, and desegregation efforts. Although school closure has been viewed as a solution to an immediate problem, Andrews concluded that school closure may have additional ramifications:

Closure is a simple solution to a problem of excess space, but it is also a source of other problems, problems far more intricate and complex and much more difficult and costly to solve. . . . Once an elementary school is closed, the environmental forces of out-migration, population decline, and neighborhood deterioration are set in motion. (pp. 31-32)

Sargent and Handy (1974) studied school-closure procedures from 199 school districts in 40 states to determine a commonality among closure procedures. They found that "most of these . . . assignments require analysis specific to each community, but criteria, to some degree, apply across the board" (p. 49). The following two examples represent differences in scope and emphasis within individual communities.

Birmingham, Michigan, used the following criteria to determine school closure:

1. Location in relation to neighboring schools.
2. Adequacy of the facility.
3. Enrollment factors.

Other less important factors to be considered:

1. Differences in operation cost savings.
2. Differences in resulting transportation costs.
3. Safety implications.
4. Resale value and/or disposition of property.

The three criteria may be applied to each school. Making use of a rating scale of 0-5 for each of the criteria, a numerical school closing "index" can be obtained.

Minneapolis, Minnesota, used the following criteria to determine school closure:

1. The present utilization of the school plant.
2. The available pupil space in adjacent school locations.
3. The present and future enrollments.
4. The life safety of the building (fire rating).
5. Rehabilitation needs and rehabilitation costs.
6. School-Park board complexes.
7. Cost of operation.
8. Consolidation costs and transportation.
9. Budget consideration.

Sargent and Handy cautioned that, when determining how to approach the dilemma of excess school facility space, it should be remembered that each community is different.

Our knowledge system and our ways of doing things are based, in large measure, on finding similarities, making categories, and using these commonalities to determine our actions. We tend to search for likenesses and rely on them as the basis for decisions. We need, however, constantly to remember the uniqueness of events, actors, and situations and to search out these "uniquenesses" as well as similarities. (p. 50)

In addition to the uniqueness of each community, Knapp and Jones (1979) noted that school administrators are ill-equipped to handle the problems of declining enrollment for the following reasons:

1. Their training and experience have been in responding to growth.
2. The problems of enrollment decline are not easily explained to the public.
3. The cost of education is rising as pupil confidence in its methods is falling.
4. No national information has been generated to determine the best method of dealing with enrollment decline.
5. School planners, many of whom were late in seeing the decline coming, now have trouble convincing a skeptical, and even angry, public that their projections of continued decline are valid. (p. 4)

The need for a change in attitude toward decline by both school administrators and the public has been cited, for example, by the

National School Public Relations Association (1976) and Brodinsky (1981). The respondents to the American Association of School Administrators survey were divided "about evenly among those who view current and future enrollment conditions as a positive force and as a negative force" (Brodinsky, 1981, p. 7). Brodinsky concluded by asserting the need for educational programs to branch out: "Schools should become involved in pre-school education and expand vastly the programs for adults, with special emphasis for working women and the elderly" (p. 9).

In addressing this need, the Center for Educational Facility Planning, as the result of a three-year grant, established the Center for Community Education Facility Planning in 1978 (CEFP Journal, 1981, p. 2). The purpose was to "develop a program of planning based on community participation and inter-agency cooperation."

What to do with surplus school space, where to look for funding information, how to plan for multiuse facilities, and, more basically, how to plan. The need for more in-depth training in planning was especially apparent after the workshops series. An unexpected outcome of the initial grant cycle was the identification of a planning process for community planning and problem solving, which has worked effectively in all situations in which it has been employed. . . . In nearly every community those who have become familiar with it have been receptive. (p. 2)

This program is reviewed in the third section of this chapter.

Decision Making for the Sole Purpose of School Closure

Many examples can be cited of school districts that have closed schools as the solution to enrollment decline. Only a few examples

were found that documented school-closure assistance to school districts from the state or from educators in the field.

Eisenberger (1976) presented the KEMEC model for school closure at the 1970 annual meeting of the American Association of School Administrators. This model was an attempt to present an objective procedure for determining which school should be closed. "By identifying criteria for evaluation of each school in a district, and then placing these criteria in a priority order, each school could be measured and an indexed ranking would be provided" (p. 10). The following eight school-evaluation criteria were identified:

1. Safety. Children should not have to cross hazardous intersections or major highways on their way to school.
2. Academic excellence.
3. Socio-economic, ethnic and racial composition. Each school should be represented and reflective of the total community, not just one segment.
4. Rate of enrollment decline. Which school showed the greatest drop-off?
5. Recyclability of the building.
6. The capital outlay costs for needed improvements in each building (in next 5-10 years).
7. The educational flexibility of the building.
8. The transportation costs for each building. (p. 11)

The rankings and corresponding weights of the criteria were as follows:

On a percentage scale totaling 100 percent each item was ranked. The four most important factors were safety, academic excellence, socio-economic, ethnic and racial composition, and rate of enrollment decline, 15 percent each; 60 percent of the KEMEC index would be influenced by these four items. The last four, recyclability, capital outlay, educational flexibility, and transportation costs, would be 10 percent each; these would make up the remaining 40 percent. (p. 12)

The State of Illinois conducted a survey to investigate the solutions various districts have found for school closure (Illinois State Office of Education, 1975). Of the 55 districts surveyed, all

had suffered enrollment decline and had closed a school. As in the KEMEC model, survey respondents indicated major criteria for selecting the school to be closed:

1. Changes in the school age population in the area served by the school.
2. Reorganization within the school district.
3. The structural condition of the building.
4. The maintenance cost of the building.
5. The adequacy of the building for instructional programs.

Of the 89 schools that were closed, 44 were sold, 10 were leased, and 20 remained vacant; the outcomes of the remaining 15 were not reported. As a result of the survey, the following recommendations were made to school districts:

Once the district has identified that it definitely has shrinkage and surplus space the general outline of the ideal process is something like the following approach. There is a need to identify the magnitude of the problem and project its duration. Involve your PTA leaders, principals, teachers, and other representatives of the community in this initial step.

Secondly, after the magnitude of the problem has been identified extensive planning and research are required in order to develop and disclose the information necessary to alert the community of the problem and alternative solutions. The final step, before the board decision, is a series of community hearings at which the alternatives and the implication of each are discussed. After the decision there will continue to be need for community involvement in order to have smooth implementation. (Illinois State Office of Education, 1975, p. 15)

The following are examples of school districts' decision-making process for the purpose of school closure. These examples illustrate the range of emphasis and scope among districts. The Madison Metropolitan School District (MMSD) developed a master plan for school closure that involved a ranking system with citizen participation at all stages (Fredrickson, 1980a). The following steps were directed:

1. Review and evaluate present programs and practices in light of current statutory regulations and educational trends, at both the state and national levels.
2. Examine and appraise existing school facilities and sites in terms of their structural abilities to accommodate to curricular change.
3. Conduct community-wide surveys to determine the economic growth potential and its resultant impact on local education in the future.
4. Execute annual preschool censuses and district-wide enrollment projections for comparison and evaluation.
5. Prepare for possible lease or sale of school facilities.
6. Develop an ongoing public dissemination program of the school district's activities, concerns and objectives. (Fredrickson, 1981, pp. 3-4)

Specifically, each of the 29 elementary schools within the MSSD was ranked according to the following seven criteria:

1. Current year's enrollment.
2. Three-year enrollment projection.
3. Number of students within 1.5 miles of the school.
4. Number of students that adjacent schools within walking distance could accommodate from the school under study.
5. Per square foot operational costs of maintenance and energy consumption.
6. Per student operational costs of maintenance and energy consumption.
7. Per student cost of the total instructional and noninstructional school operation, including special programs offered in the building. (Fredrickson, 1981, p. 10)

The typical approach to school closure was to form a community-based task force. The Kansas City School District authorized the school board, as the community's representative, to determine school closure. The board chose the following criteria for school closure, in order of importance:

1. Achievement levels.
2. Facility cost per pupil.
3. Space per pupil.
4. Teacher load.
5. Age and general conditions of the buildings.
6. Racial or minority balance.
7. Auxiliary facilities (gym, library, etc.).

8. Commuting distance.
9. Number of pupils.
10. Fuel requirements. (Kansas City School District, 1974, p. 8)

These criteria were seen as measurements "of the efficient use, relative effectiveness and contribution of that specific physical plant to the school system as a whole" (p. 8). The school facility with the lowest ranking was then closed.

The following criteria were used by Highline Public Schools in Seattle, Washington, to decide on school closure:

1. Educational adequacy.
2. Operational costs.
3. Enrollment.
4. Percent of enrollment decline.
5. Airport noise impact.
6. Alternate use factor.
7. Modernization potential.
8. Building capacity.
9. Traffic and safety considerations. (Task Force Report, 1976, Abstract)

Kingston City Schools in New York applied a multi-factor method for deciding on school closure. "The most appropriate elementary school to close is defined as one having the highest average weight or rank on a series of factors" (Puleo, 1981, p. 1). The following five steps were assigned to the task force:

1. Establishing the reason for closing.
2. Selecting factors which quantify this purpose.
3. Weighing scheme.
4. Data collection.
5. Analysis and projection. (Puleo, 1981, p. 2)

The advantages of a multi-factor method for deciding on school closure were summarized as follows:

1. Comparative data in objective form.
2. Conceptual framework which delimits and defines the task. (p. 5)

The disadvantages of a multi-factor method were summarized as follows:

1. Lack of clarity regarding the number of factors to include.
2. Only one school is identified to close. Each application requires comparisons of one school with all others.
3. Possible difficulty in quantifying relevant factors.
4. Due to the comparative nature of the method, it may be less suitable for smaller school districts. (p. 5)

The school districts of Cleveland, Ohio, and Hamden, Connecticut, are typical examples of systems in which community-based task forces used a numerical ranking system to determine school closure. The Cleveland School District used the following seven factors in determining school closure. The corresponding weight of each factor is also shown ("Cleveland Public Schools," 1981, pp. 20-22).

1. Physical condition of building	20.9
2. Maintenance costs	16.4
3. Fuel costs	14.8
4. Operation costs	14.8
5. Age of building	8.7
6. Distance to nearest school	10.7
7. Building capacity	<u>14.4</u>
	100.0

In addition, the district followed two guidelines in determining closures:

1. No area within a cluster shall bear a disproportionate share of school closures.
2. No school cluster shall bear a disproportionate share of school closures.

The Hamden School District deviated from the Cleveland plan in that cost savings received the lowest ranking in determining school closure. A series of task forces "emphatically believes that each of these categories of the criteria should be twice as important as financial considerations. . . . It is not practical to predict all

costs on a building-by-building basis" ("Hamden Task Force," 1977, p. 31). The three criteria the Hamden School District used were as follows:

1. The educational criterion was ranked 40%. The goals were:
 - A. To evaluate the buildings as educational plants.
 - B. To determine each building's suitability for inclusion in a "pairing plan," a town-wide redistricting plan that would give parents a choice of traditional or open space for their children.
2. The community impact was ranked 40%. The goals were:
 - A. to evaluate the schools' relationships to their surrounding neighborhoods, and the potential impact on those neighborhoods of school closings.
3. The financial criterion was ranked 20%. The goals were:
 - A. To evaluate the costs which can accurately be identified for individual buildings.
 - B. To predict the probable net financial result of the way each building would be disposed of, if it were closed.

(p. 31)

The approach taken by Birmingham, Michigan, typifies the emphasis placed solely on financial considerations in determining school closure:

The committee (task force) wishes to document that should the board choose to close a school(s) it would be justified in doing so from the point of view of economics and educational efficiency. (Goetz, 1973a, p. 7)

To emphasize the priority of school closure for budget reductions, facility reuse was addressed:

The committee (task force) recognizes that determination of what will be done with a closed school is an important consideration. This consideration, however, should not be a major determining factor in the decision to close if the closing is dictated by a desire to reduce operation costs. The disposal question can be worked out after the board has decided that a specific school or schools will be closed. (Goetz, 1973b, p. 7)

The literature contained many examples of unsuccessful school closings. Bussard (1981) cited the causes of many crises surrounding school closings:

1. Lack of sufficient warning that major changes are coming.
2. Denial or disbelief that changes will really happen.
3. Lack of citizen involvement until a solution is proposed.
4. Lack of ground rules for closing schools, inconsistent application of ground rules, or disagreement on the appropriate ground rules.
5. Announcement of immediate closings with no time to react objectively.
6. Distrust of basic facts and figures provided by the board of education.
7. Inadequate planning for future use of surplus school space.
8. Citizen disbelief that closing schools will improve educational programs and opportunities for district children.
9. Distrust of motives of school board members and school administrators by citizens and vice versa. (p. 5)

Bussard also cited components for successful school closing through citizen involvement:

1. Appropriate definition of the problem.
2. Establishment of priorities.
3. Widespread information-sharing and debate.
4. A cooperative, problem-solving spirit. (pp. 13-14)

While recognizing that each school district is unique, a number of recommendations have been made concerning the general approach a school district should take when addressing the issue of decline (Eisenberger & Deough, 1974; National School Public Relations Association, 1976; Wachtel, 1979). Typical of such recommendations is the following school-closure scenario:

1. The school board has studied its district's enrollment projections for the next decade and decided that enrollment is going to drop.
2. Together with the superintendent, they inform the community that cutbacks loom in the future and set up a task force that represents all aspects of the community.
3. The duties of the task force are to learn public opinion.

4. At least two years before closure becomes necessary, the task force has isolated candidate schools and worked out the basic logistics for transportation, program continuity, and so forth in each case.
5. The community is informed and public hearings are held at each candidate school.
6. After the hearings the administration and task force reconvene to make their final recommendation to the school board.
7. The decision is again widely publicized. In this communication each parent is invited to attend another public hearing before the board's final decision.
8. The decision on which school or schools to close is made final by the board.
9. The principals' pace picks up in preparing for transition to the receiving school. (Sieradski, 1975, pp. 15-17)

Decision Making Addressing a Variety of Alternatives to School Closure

The literature described a wide range of alternatives for dealing with enrollment decline other than school closure. A few examples were found at the state level, but more examples typically were found at the district level.

Whereas many school districts approached decline solely through school closure, many others viewed school closure as one of many alternatives, and many times saw this action as a last resort. The Arizona State Department of Education (1977) endorsed this viewpoint:

Different strategies other than simply closing a particular school can be used. It is sometimes possible to take a more wholistic approach by looking for ways to improve the whole district, rather than looking at a specific area of decline. This may include a look at the organizational pattern, the size of the buildings, and the landownings of the district and simply say, "If we had to start all over again, how would we structure this school district? Where would we place our schools? What size of schools would we have? Where would the children be?" (p. 13)

Arizona's Department of Education recommended that, by working with a "blue-ribbon committee" appointed by the board, local school districts should communicate their problems to gain community support.

The Illinois State Office of Education (1975) provided a similar direction. A task force was appointed to provide assistance to local school districts on dealing with decline.

The task force had five major purposes: to stimulate greater awareness of the problems and opportunities associated with declining enrollments; to outline some of the major issues and options; to set forth some practical suggestions to local districts; to generate greater planning efforts at the state and local levels; and to develop recommendations for state-level study and action. (p. 42)

As an alternative to school closure and/or sale, the task force advised that

Leasing is the best alternative if there is any likelihood that school facilities will once again be needed for public educational purposes. Leasing of part of a building bringing joint occupancy of students with another segment of the community may not only be fiscally advantageous to the district, but educationally sound. (p. 43)

The task force listed the minimum criteria to be considered in planning for closure if that was a district's only alternative:

1. Educational adequacy.
2. Operational costs.
3. Enrollment.
4. Alternate use.
5. Modernization potential.
6. Building capacity.
7. Traffic and safety considerations.

The task force concluded that, rather than viewing school closure as the solution to enrollment decline, "the school district can reach a satisfactory solution to surplus space and vacant buildings and in the

process broaden the level of communication and participation of its community in the educational process" (p. 45).

To assist local school districts, the task force made two recommendations:

1. The Illinois Office of Education should establish a Resource Center on Declining Enrollments. A major function of this Center would be to maintain a computerized data bank to inventory vacant classrooms and school buildings throughout the state. This Center should serve as coordinator between the potential users of school space (state agencies and community organizations) and school districts, so that potential users could contact only one source to get statewide information regarding school vacancies. In addition, this Center could assist local districts with legal concerns relating to closings and the sale of buildings.
2. The Illinois Office of Education should develop the capability to provide technical assistance to school districts on matters of community relations in the process of school closing, notably under stress situations such as community opposition to facility closings. (p. 45)

Typical of organizations offering assistance to local school districts, the American Association of School Administrators (AASA, 1976) advised that an up-to-date data base is a prerequisite for undertaking an evaluation of district facilities. They stated:

The logical starting point for an evaluation of existing facilities by a school district is an up-to-date inventory of all of its school property. A comprehensive property accounting is essential. In addition to the traditional factors of location, site, size, building size, number of rooms, and number of students--the property accounting should include measurement of the condition of the buildings, degree of flexibility and adaptability, the cost of maintenance, the cost of operation, energy systems, the amount of energy used, and the cost of energy consumption. With operation and maintenance costs rising, such an accounting will reveal much about the future prospects of using each school. (p. 26)

The AASA further offered the following advice to school officials:

1. Provide adequate staff time to assess community attitudes and politics.
2. Develop and implement appropriate contacts with the community.
3. Be certain that the facilities are in fact, or will become, surplus.
4. Determine whether the surplus is temporary.
5. Close the right facility. An unneeded school may not be the oldest.
6. Use portables for spotty growth.
7. Identify the best possible use of the buildings.
8. Be fully knowledgeable of provisions of the law.
9. Do not procrastinate. Timing is important. (p. 20)

Local school districts have approached the problem of declining enrollment in a variety of ways. The Salt Lake City, Utah, School District stressed citizen participation, which involved the following six steps:

1. Establish a comprehensive citizens committee to study the problem and make recommendations to the board of education.
2. Hold public meetings to discuss the report, to develop tentative solutions, and to receive additional information.
3. Develop alternate solutions and modify them if necessary.
4. Present final solution at a general public meeting.
5. Take action at an official board of education meeting.
6. Implement board of education decisions. (Thomas, 1977, pp. 4-5)

The Middleton School District in Wisconsin approached the issue of decline by developing a long-range master plan. The following question was addressed:

How should such planning be approached? The major objective of educational planning must be the improvement of the curriculum and its delivery system. To do so a master plan must be developed--a comprehensive statement of long-range goals, together with a strategy for their implementation. (Fredrickson, 1980, p. 3)

In developing the master plan, the following steps were advocated:

1. Review and evaluate present programs and practices in light of current statutory regulations, at both the state and national level.
2. Examine and appraise existing school facilities and sites.

3. Conduct community-wide surveys to determine the economic growth potential.
4. Execute annual preschool censuses and district-wide enrollment projections.
5. Prepare for possible purchase, lease or sale of school sites and facilities.
6. Develop an ongoing public dissemination program of the district's activities, concerns, and objectives. (p. 6)

The Madison, Wisconsin, School District approached the issue of decline through a series of community task forces that were charged with a broad range of responsibilities, which included:

1. The development of a process for making decisions and seeking community acceptance regarding the possible closing of individual schools.
2. The development of criteria and procedures for the alternative use and operation of school buildings, in whole or in part, for other community purposes.
3. The development of affirmative courses of action that should be taken cooperatively by local government bodies and other community organizations to support and increase the local student enrollment in those schools located in transitional neighborhoods. (Task Force Report, 1975, p. 6)

The Education U.S.A. survey documented that citizen participation is a key factor in successfully addressing and implementing measures to deal with decline. The survey

reported community participation by a margin of more than 3 to 1. Most of the districts that encouraged participation did so "from the very beginning," "continuously," "at every step" or "immediately after gathering the basic data." The extent of involvement ranges from open board meetings or public hearings, to surveys and polls, to meetings in the neighborhoods or at the individual schools affected, to committees and task forces representing the schools involved and to broad-based district-wide advisory committees. Many districts have used various combinations of these procedures. (National School Public Relations Association, 1976, p. 36)

Responses to the Education U.S.A. survey indicated that the amount of time required for citizen input varies from district to district. One district found one month was about right; another

thought a year was too little (National School Public Relations Association, 1976, p. 40). Eisenberger recommended starting to educate the community two or three years in advance. The Educational Facilities Laboratory agreed, suggesting a two-step process:

1. Presenting the facts of decline for the district as a whole and allowing some time for these to be digested.
2. Recommending specific solutions and forming task forces.
(National School Public Relations Association, 1976, p. 40)

A form of advisory committee has been recommended as a vehicle for developing alternatives to school closure. The Education U.S.A. survey found that

The task force--or citizens advisory committee or study group--is the most widely used format for arriving at a set of alternatives from which the final decision is made. It brings together representatives of various community groups who study the facts, discuss their concerns and try to arrive at a consensus on several options that would solve the problems and be acceptable to those affected. (National School Public Relations Association, 1976, p. 41)

The Council of Educational Facility Planners (1981) also documented the usefulness of this format. The Center for Community Education Facility Planning developed a program of planning based on community participation and interagency cooperation and "found this cooperative process to be adaptable to a variety of situations ranging from broad community concerns to efforts concentrating on institutional reorganization" (p. 3). The process, stressing citizen participation, involves seven stages, each with a checklist. Listed below is each stage with a sample from each checklist:

1. Getting started.
 - A. Clarified the planning mandate and responsibilities.
 - B. Recruited a planning team broadly representative of individuals and organizations within the setting.

2. Gather information.
 - A. Collected basic demographic information about the population involved.
 - B. Gained a working knowledge of organizations, subgroups within organization, government and/or official agencies.
3. Identify priority needs.
 - A. Identified those needs ranked highest by all individuals within the setting and by different population groups.
 - B. Developed a list of priority needs which the planning effort will attempt to meet, some immediately and others in the future.
4. Define program requirements.
 - A. Examined priority needs in detail, and gathered additional information as needed.
 - B. Communicated proposed programs to relevant individuals and organizations.
5. Explore options, develop plan.
 - A. Developed options for staffing, finance, governance, management, and use of space.
 - B. Combined the options into a single proposed plan.
6. Refine plan.
 - A. Decided what advisory committees are needed, and how they will function.
 - B. Developed a detailed list of needs for spaces, equipment, furnishings, etc.
7. Follow through. The planning team has three major tasks.
 - A. To communicate information about the plan and its implementation.
 - B. To develop an evaluation procedure for periodic review and change as necessary to meet changing needs.
 - C. To define a continuing role for the planning team. (p. 3)

The Council of Educational Facility Planners found that in nearly every community those who have become familiar with the program of planning have been receptive to it. The National School Public Relations Association cautioned that planning should continue even after the decision to close a school has been made. "The decision to close one or more schools is not the final step of the process. The district should formulate plans for the building's future use at the same time" (Council of Educational Facility Planners, 1981, p. 26).

Fredrickson (1978) stated that, in most cases, school closure is not a necessary result of declining enrollment. In the majority of literature, school closure was recommended as a last resort. Typically, the educational program was improved through effective planning for decline. According to Fredrickson,

The major objective of educational planning--the improvement of the curriculum and its delivery system--cannot be achieved without the creation of a "master plan" which is a comprehensive statement of the long-range goals of a school district, together with a specific strategy for their implementation. (p. 2)

Amlung (1980) emphasized the necessity for long-range planning. He concluded:

If this [planning] process . . . does not provide for alternative use of the empty building, its effects on neighborhoods can be devastating. In fact, in the long run, neglecting to make adequate provision for the building probably will be more costly to the city.

The barriers to productive use of vacant schools lie in city and board of education procedures to close schools and dispose of the buildings. (p. 41)

Communities' Decision Making Addressing the Issue of Decline

Few writers have discussed how community members can organize and participate in the planning process. However, the Center of Community Education Facility Planning viewed citizens' initiating their own participation as a growing phenomenon.

The fastest growing type of involvement in this country is neighborhood and civic associations. These are no longer advisory committees appointed by schools or city councils; they are actual neighborhood groups who are taking charge of how things go on in their neighborhood. (Council of Educational Facility Planners, 1981, p. 5)

As a result of the Center's three-year national study, two areas in need of further study emerged:

1. The development of materials, the establishment of training programs, and the delivery of technical assistance to lay citizens and grassroots organizations directly.
2. [The development of] a public relations campaign to convince institutions and citizens alike that citizens should participate in problem solving and community planning efforts. (p. 9)

Why hasn't citizen participation grown faster than it has? The Council of Educational Facility Planners stated:

Proactive planning has not become a reality because of dependency on local institutions and lack of knowledge and skills. Also many citizens did not understand how to initiate discussions focusing on community concerns, nor did they understand how to address such concerns once they were identified. Yet they believed they should play a significant role in community planning efforts. (pp. 9-10)

Recognizing the need for citizen involvement, the Council of Educational Facility Planners is planning further research on this topic. The Charles Stewart Mott Foundation has provided the Council with a three-year grant to concentrate on this area.

The Institute for Responsive Education offered the following advice to citizen organizations:

1. Ensure that the group represents the entire community; or survey a sample of every segment of the community.
2. Make sure the committee's role and authority are clear.
3. Try to get the school to commit staff assistance in rounding up information. Insist on sufficient time for research, deliberation, and soliciting ideas and proposals from the whole community.
4. Keep scope of the study broad to consider system-wide goals and alternatives in every area of the school program management.
5. Beware of participating on a committee whose mandate is to determine which school to close. The school system is

passing the buck by appointing committees to make the difficult decision.

6. Include students on your planning team. (Wachtel, 1979, p. 167)

Decision Making for Reuse of School Facilities

The small amount of literature related to planning for facility reuse documented a wide range of emphases and scope. The Educational Facilities Laboratory (EFL, 1976) stated that no single organizational structure will work in all cases, but offered the following guidelines:

1. Allow time--at least a year--from start to accepted plan.
2. Provide plenty of opportunity for communication of the facts, options and plan to the community.
3. Make sure the basic demographic and cost data are reliable, and communicate them.
4. Professional consultants may be retained.
5. Start the process before the first school is closed, before the community is fragmented.
6. Task forces set up to deal with special areas can be useful--like legal constraints, operating costs, and human service needs in the community.
7. Set realistic dates and schedules.
8. Implementation stages. Plan for the orderly completion and retirement of those responsible for the planning and the transfer of responsibilities to those who must make it work. (pp. 59-60)

The EFL further stated that the reuse plan itself should have long-term objectives and short-term goals. For example, what are the district's general reuse objectives over the next decade? What schools will be closed or converted next year, and what will happen to the students, the staff, and the tax base? The plan is the first step: "It may put into place a process that will keep the district from doing something it will regret later, while it is exploring the opportunities that enrollment decline and surplus space can make possible" (pp. 59-60).

Planning for reuse is a relatively new concept, without much precedent on which to rely. The Denver, Colorado, Board of Education used the following guideline:

No facility will be offered for sale to purchasers whose operational objectives are contrary to those of the Denver Public Schools. . . .

.
The school district and the city of Denver have a functioning body called the city-schools coordinating commission, which meets regularly once a month in an effort to coordinate programs and facilities of the two entities. This is an imperfect body, and it is feeling its way toward some sort of structured method of solving some of the problems and of taking advantage of the opportunities for better, more efficient use of our joint resources. This organization has attempted to identify alternatives for our surplus space. (Schomp, 1980, pp. 5, 9)

The Board of Education concluded that in all but the most extreme cases, it is wise to retain surplus property.

The Denver Board then developed the following criteria as an approach to reviewing alternative uses of surplus space:

1. Purpose of the program--must make identifiable contributions to the well being of the community.
2. Program responsibility--a defined, recognized status with established sources of funding and support.
3. Legal position--all necessary measures will be taken prior to implementation.
4. Space requirements of the program--shall be specifically defined.
5. Availability of space shall be assigned after instructional space requirements have been met.
6. Cost of assigned space--user shall be responsible for all costs attributable to their use of the space.
7. Duration of assignment--provision for periodic review of space needs of the district shall be made before assignment is finalized.
8. Approval of process assignment on the basis of Denver public school staff recommendations and Board of Education approval. (pp. 14-15)

Planning for conversion of an elementary school to a community center in Whitefish Bay, Wisconsin, resulted from the initiative and foresight of the superintendent of schools (Brodinsky, 1981). In 1978, the superintendent saw that declining enrollment would result in closure of the Henry Clay Elementary School and considered reusing the school as a community education center. The superintendent formed a task force to study the transition in terms of meeting the needs of mothers with young children, senior citizens, adult education classes, scouting organizations, historical societies, and nonpublic education groups. Two factors contributed to the decision to convert the elementary school to a community education center:

1. Interest in tying together the many education activities going on in the community--some sponsored by municipal agencies, some by the school, by the state university and by private organizations.
2. Wanted to maintain a buffer facility in case of an enrollment turnabout. (pp. 47-48)

The strategy included spending

two years explaining to the people that the enrollment decline was drastic and that the lack of pupils in the elementary schools would make it impossible to carry on a good educational program in that building. The argument was based on the quality of education. Personal contact between the superintendent and community groups played a major part in "selling" the school closing. At these meetings we first talked about people, rather than buildings. Then we talked about programs: how curricular and extracurricular programs were affected. Then we talked about facilities and, lastly about finances. (p. 48)

The superintendent concluded:

When citizens, staff, students and the school board are provided with an opportunity and adequate time to study the facts bearing on reorganization planning, they will almost invariably arrive at the decision which enables the district to provide the best educational program for students. (p. 48)

The following three examples are typical of groups outside of the local school district that organized to save a closed school and successfully developed a reuse plan for the surplus school, based on community need.

In New York, Harry N. Hoffman School was converted to a Community Service Center (Preservation League, 1978). Peter W. Parsons, A.I.A., under the auspices of the Preservation League and in close cooperation with the school district and a number of civic groups, initiated a process to stimulate interest in restoring the building to its central role in the life of the neighborhood. The process he chose was to take suggested reuse plans to the community. A commercial use was rejected because it was incompatible with the neighborhood. A housing use was rejected because it was foreign to the institutional character of the building and its setting. A community center was chosen on the basis that it would serve senior citizens, provide child care, and furnish space for neighborhood events.

Also in New York, Oswego Middle School was converted to senior-citizen housing (Preservation League, 1978). The Preservation League, and the Oswego Office of Community Development, working with the school district, designed an adaptive-use plan for converting the school building to senior-citizen housing. The facility would provide space to centralize the senior-citizen activities that were scattered throughout Oswego. The plan proposed that the senior-citizen center be located on the ground floor and that housing units be completed on the first through third floors.

Washington Avenue School in New York was converted to a center for young adults and senior citizens (Preservation League, 1978). The Task Force to Save Washington Avenue School, a group of community leaders, was formed in 1977 to help determine the future of the school building. After canvassing neighborhood residents, speaking with town officials, and holding open forums, the task force formulated a plan to use the building as a community center for young adults and senior citizens. With the aid of a grant from the Preservation League, James R. Doman, A.I.A., translated the task force's concepts into a proposed adaptive-use plan for the building.

Modifications for Reuse Conversion

The literature on reuse conversion contained photographs and graphic presentations with elevations, perspectives, and floor plans of conditions before and after reuse conversion (American Association of School Administrators, 1976). No reference was made to actual costs involved or to specific structural modifications. Before-and-after plans for reuse did not document any of the decision-making processes that had preceded the actual conversion. In the literature, the structural conversion was presented in a schematic format. Details concerning cost, specific modifications made, or changes in the mechanical system were not included.

Related Research

Management of Decline by Both the Local School District and the Community

Iannoccone (1976) asserted that educational professionals have not been trained for and are ill-prepared to manage public political conflict. He continued,

The declining enrollment problem is a political conflict management one, a policy process problem, not a traditional organizational specialist area even though it requires specialized technical inputs. The sequence of first technical and then political inputs will not work if the actors involved become wedded to the implied technical solutions even though they subsequently go through the charade of receiving political inputs. This may be a particularly difficult lesson to learn for technically well-trained educational professional managers unaccustomed to the management of public political conflict. (pp. 420-21)

Weldy (1981) outlined a checklist of additional responsibilities for principals in the face of enrollment decline:

They must anticipate, plan for, and then carry out the changes that result from fewer students; adjust curricular programs; help develop reduction-in-force procedures; deliver the bad news to those dismissed; select, reassign, and transfer the survivors; improvise and innovate to maintain program quality; perhaps preside over the inevitable consequence of declining enrollment--the closing of a school; and provide on-site direction for the transition of students and staff from the closed school. (p. 1)

The literature has also addressed ways to aid community members in adjusting to decline and school closure. Such measures are usually a combination of familiarization and hospitality. Bussard (1981) listed some activities that have helped members of the community reconcile themselves to school closure:

1. Class visits between schools.
2. Joint theatrical, art, or musical productions by two schools.

3. Formation of a joint parents organization ahead of time, or provision for merging organizations.
4. Open houses, school tours, opportunities for parents and students to meet new teachers and administrators.
5. Picnics and parties.
6. Provision for students from the closing school to try out for athletic teams, yearbook or newspaper, etc. (pp. 13-14)

The Effect of Decline and School Closure on the Neighborhood

Andrews (1974) studied 60 school districts throughout the United States that had closed elementary schools within the two years preceding his research. He concluded that school closure had a negative effect on the community, both socially and economically. Specifically, Andrews found that:

1. Support for public education diminished in the district as a result of the closure decisions.
2. Property values declined in areas where schools were closed.
3. Crime rates increased in areas where schools were closed.
4. Young families did more selective buying of houses in areas where schools were closed, and there was a sharp decline in students residing in those areas. (p. 31)

In a similar study, Amlung (1980) investigated the effect of six closed schools on their immediate neighborhoods in New York. He found that reuse had a positive effect on the neighborhood, whereas vacant buildings had a negative effect on the neighborhood.

In those cases where alternate uses were developed for empty school buildings, the neighborhood retained its character and its style; where buildings were vacant, crime and decay appeared to spread, and the fabric of the neighborhood was torn. (p. 41)

Amlung concluded that if school closure is not well-planned and coordinated and does not provide for alternative use of the empty building, its effects on neighborhoods can be devastating. In fact, in

the long run, neglecting to make adequate provision for the structure probably will be more costly to the city than using the building.

Outside organizations are also concerned with the negative effect of vacant school facilities. In Eugene, Oregon, the Metropolitan General Plan asserted that:

Elementary and community schools represent important features to residential neighborhoods and lack of such facilities can reduce the livability of an area in terms of neighborhood needs. (Brott, 1981, pp. 109-10)

Many schools initially were closed as a means of reducing operating costs. Postclosure studies have shown that school closure may not necessarily reduce costs. A study done at the University of Washington led to the following conclusion:

The lack of cost savings [was] attributed to increased transportation costs, reduced school support, increased crime rate, decreased property values, and disruption of educational programs. (Andrens, 1974, p. 28)

Although the majority of literature on school closure documented a negative effect on the surrounding neighborhood, some researchers have found that school closure had little effect on the neighborhood. Eismann (1976) conducted a study for the Seattle, Washington, Public Schools to determine the neighborhood school's importance to the maintenance and development of neighborhood unity. His findings showed that school closure had relatively little effect on the surrounding neighborhood. Eismann answered his research questions as follows:

1. "Are residents less satisfied with their neighborhood and schools after school closure?" The survey revealed little evidence

that the closure of a neighborhood elementary school would cause residents in the closure neighborhood to be less satisfied than control residents with their neighborhood as a place to live.

2. "Does school closure affect the quality of education available to students in the closure neighborhood?" Respondents from the closure neighborhood were more likely to perceive that the quality of public school education is excellent.

3. "Does school closure affect school levy support?" Patterns of support were found not to be related to school closure.

4. "Does school closure change the pattern and frequency of community use of schools?" School closures in Seattle resulted in an increase in the total number of community uses of the closed facilities (pp. 12-14).

Desegregation

A few studies have addressed the question of whether desegregation was a factor in enrollment decline in particular school districts. In a national survey, the National School Public Relations Association (1976) addressed this issue and found that desegregation had not played a substantial role in enrollment decline.

Of 172 districts responding to this question on the Education U.S.A. survey, 30 reported that racial balance was a factor in addition to general enrollment decline. In most cases, the addition of this factor caused considerably more emotional reaction from the community than would have occurred if school closings and consolidations had been the only issue. In general, the flight occurs with forced busing to achieve racial balance, not with school closing or consolidation because of declining enrollment alone. (p. 47)

Attitude Toward Decline

The National School Public Relations Association (1976) published the following statement concerning what constitutes a constructive attitude toward decline:

Enrollment decline is generally viewed as a signal for retrenching, for tearing down what originally took great effort to build and for a pessimistic outlook in contrast to the heady optimism that accompanied the growth period. It can be viewed, however, as an opportunity to try things that no one had time to consider during the growing years. The attitude toward the decline makes a big difference in how successfully it is handled. (p. 5)

Legal Aspects of School Closure

The legal requirements for school closing, leasing, or selling vary from state to state. Fredrickson (1980) cautioned that all school districts should be knowledgeable about the federal legislation relating to school-closure issues.

These laws are: the Education Amendments of 1972 (Title 9 Prohibition of Sex Discrimination in Education), Section 504 of Public Law 93-112 of 1973 (Accessibility--Rehabilitation Act), Public Law 94-142 of 1975 (Education for All Handicapped Children Act), and Public Law 94-482 (Vocational Amendments of 1976).

It would be wise for school districts having surplus space to re-evaluate it in terms of fulfilling the demanding requirements of these laws. (pp. 13-14)

Bussard (1981) outlined legal questions that each school district should investigate when it is considering sharing a portion of a public school for nonschool purposes:

1. Can the school board allow any group to rent space in a school?
2. Must the school board charge the same rent to all users? Is a minimum level of rent required?
3. Who receives rental income (municipality or school board)? What can it be used for?

4. Must the space used for the K-12 program be physically separated from space used for other purposes?
5. What are the tax implications of mixed school and nonschool uses in the same building? (pp. 37-38)

Bussard also enumerated questions that each school district should investigate when considering reuse of an entire school facility:

1. Who owns the school building and school site (school district, or municipality, or county)?
2. Can the school board lease a school to one umbrella organization, which then subleases portions to other organizations? Must the school board directly manage a building it continues to own?
3. Must a school be formally declared surplus before it can be leased or sold for other uses?
4. Does state law stipulate a process, requiring public participation or voter approval, for lease or sale of a school? Is approval from any state agency required?
5. Who receives income from lease or sale of surplus property? What can it be used for? (Income from sale in one state must be used to repay original state construction assistance. In some states, income must be used for improvements to existing facilities.) (pp. 43-45)

Regulations and Guidelines Michigan
School Districts Should Review When
Planning for Change in Building Use

All three architects who participated in the study recommended that Michigan school districts review the following when planning for a change in building use.

1. Michigan Department of Education, Bulletin 412. This bulletin is intended to provide school-plant planners with information on the planning process and procedural methods for processing school projects involving either new construction or alterations to existing buildings. The bulletin addresses the Michigan Department of Education's recommendations concerning site, general building design, specific instructional areas, and standards for approval by health and

fire safety authorities. The bulletin considers the following seven areas:

Chapter 1: The Planning Process. The process of school planning is covered, outlining the responsibilities of each person involved.

Chapter 2: The School Site. "The basic reason for site development is to provide an outdoor environment conducive to better operation of such an [educational] program." "As site selection is necessary for new building construction, this chapter addresses how site evaluation is necessary for proposed building additions or rehabilitation."

Chapter 3: Building Elements. The Michigan Department of Education explains that the trend in school construction is to design a shell with movable and demountable interior partitions for flexibility.

Chapter 4: Physical Environment of the Building. Specific standards are recommended for controlling an area visually, acoustically, thermally, and spatially.

Chapter 5: Reviewing Agencies-Statutory Basis-Procedures. The legal process of school construction is addressed. The statutory basis and the procedures are outlined; they cover the Michigan Department of Education, the Michigan Department of Health, and the State Fire Marshal.

Chapter 6: Health Standards. The specific requirements of the Michigan Department of Public Health are addressed as they relate to new construction or renovation.

Chapter 7: State Fire Safety Code. This chapter includes the Fire Safety Code for school construction.

2. Planning Occupational Education Facilities (Supplement of School Plant Planning Handbook, Bulletin 412, Michigan Department of Education). The primary purpose of this supplement is to provide rule-of-thumb resources for those involved in planning facilities to house occupational-education programs. The data are a synthesis of construction guides from states that provide occupational education. Bulletin 412's supplement is recommended by the Michigan Department of Education. It was developed as an aid to the planning process and is an example of one approach to planning.

3. Licensing Rules for Child Care Centers. "This publication contains the administrative rules that govern child care centers in the State of Michigan. These rules set forth the minimum standards for the care and protection of children attending Michigan's day care centers and nursery schools."

4. Michigan Handicappers' Civil Rights Act. "An Act to define the civil rights of individuals who have handicaps; to prohibit discriminatory practices, policies, and customs in the exercise of those rights; and to provide for the promulgation of rules."

5. Rehabilitation Act of 1976. Section 504 of the Rehabilitation Act of 1976 states, "No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any

program or activity receiving Federal Financial assistance." The regulations are divided into seven subparts: General Provisions; Employment Practices; Program Accessibility; Preschool, Elementary, and Secondary Education; Postsecondary Education; Health, Welfare, and Social Services; and Procedures.

6. Standards of Quality for Michigan Adult Education. This publication is intended as an evaluation tool to help school districts measure the effectiveness of their adult education delivery system.

Chapter Summary

The literature documented enrollment decline on a national scale. Writers cautioned school districts about the possible ramifications of school closure that they might not have foreseen, such as neighborhood deterioration. The Center for Community Education Facility Planning asserted that communities and school officials need to be taught "how to plan." The Center also identified a process for community planning and problem solving. School districts received little assistance from the state in dealing with enrollment decline.

A number of school districts decided on school closure as a solution to enrollment decline and documented the criteria they had used in determining which school to close. In many districts a set of closure criteria was developed or agreed on by a community-based task force. The criteria were applied to all schools within the district, and a ranking system was used to determine school closure.

School districts have considered numerous alternatives in addressing the issue of enrollment decline. School closure was usually viewed as a last resort. School systems have taken a wide range of approaches to dealing with citizen participation, using task forces and developing long-range master plans. However, the literature stressed that the key to any successful approach is citizen participation. A growing phenomenon was noted: community members organizing to participate in and provide direction in decision making regarding the issue of decline. It also emphasized that excess facility space should be put to use and not be allowed to stand vacant.

Planning for building reuse was usually done after a school facility had been closed. The wide range of approaches to planning for reuse fell into three categories:

1. A community-based task force would initiate the process.
2. One individual would initiate the planning for a specific use.
3. Groups outside of the school district would launch the planning process.

Community centers, senior-citizen centers, and housing are examples of typical building conversions.

A small portion of the literature dealt with the structural alterations for building conversion. Schematic before-and-after plans were generally included, but such features as detailed alterations or cost estimates were usually omitted.

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A small portion of the literature dealt with the structural alterations for building conversion. Schematic before-and-after plans were generally included, but such features as detailed alterations or cost estimates were usually omitted.

The related research pointed out that, in general, educational professionals are not trained to plan for decline and/or public conflict regarding decline. Additional responsibilities were cited for both school officials and community members facing school closure. A majority of the literature documented that school closure has a negative effect on the surrounding neighborhood, both socially and economically. It has also been found that reuse of a school building has a positive effect because the neighborhood character is retained. Research has shown that attitude toward decline can make a difference in whether it is viewed positively or negatively.

Although state regulations regarding school closure, leasing, or sale vary from state to state, some basic legal considerations should be considered in the planning stage, such as: Who owns the school building and site? School officials must also be knowledgeable about federal legislation, such as the Accessibility-Rehabilitation Act. Bulletin 412 and its supplement contain recommendations of the Michigan Department of Education. The bulletin was developed as a tool to aid in the planning process and is an example of one approach to planning. In addition, the Standards of Quality of Michigan Adult Education is a recommended evaluation tool from the Michigan Department of Education.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The purposes of this study were to document the process of public school closure and conversion to an adult education program, to project the direction of growth for adult education programs, and to develop schematic facility considerations for the conversion of a closed elementary/junior high school to an adult education facility. Specifically, the writer attempted to answer the following six questions:

1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?
2. What are the current adult education program components and curriculum?
3. What is a three- to five-year projection of adult education program components and curriculum?
4. How was the facility previously used, and how is the facility currently being used?
5. What is a suggested model for the spatial relationship among adult education program components?

6. What are suggested facility considerations for each adult education program component?

Methodology

To accomplish the purposes of the study and to answer the preceding questions, the research was divided into the following four phases:

Phase 1: Identification of representative adult education programs for case study.

Phase 2: On-site observations and interviews to address the school closure and conversion process, program commonalities, and facility use.

Phase 3: Identification of a team of architects and a consultant on handicapper-facility concerns to address the topic of facility conversion.

Phase 4: Interviews with each architect and handicapper consultant to arrive at considerations for the conversion of a closed elementary/junior high school to an adult education facility.

Each phase is discussed separately in the following pages to address the specific activities associated with each phase.

Identification of Representative Adult Education Programs for Case Study

After consulting with the State Department of Education, the investigator decided to exclude from the study all communities with populations below 20,000. It was assumed that larger school districts

would represent typical conversion of an entire school facility to an adult education facility.

Through consultation with her guidance committee, the writer decided to include three or more adult education programs for case study as at least three would be considered representative. Four programs in four separate communities were eventually included in the study.

Consultation with the State Department of Education led the investigator to believe the area within a 90-mile radius of Lansing, Michigan, would contain a representative sample for the study. Therefore, this area was established as the scope of the research.

To help obtain a "true picture" of the school closure and conversion process in each community, the researcher chose for study those adult education programs in which the adult education director had been with the school district at the time of school closure.

After the preceding criteria were established, a questionnaire (Appendix D) was sent to all school districts within a 90-mile radius of Lansing, Michigan, having a population of 20,000 or more, to locate those districts that had assigned an adult education program to a closed elementary/junior high school. The following procedures were followed in selecting the sample:

1. A list of all communities within a 90-mile radius of Lansing, Michigan, having a population of 20,000 or more was compiled (Appendix A).

2. A letter of support from the Michigan Department of Education, a letter of inquiry, and a questionnaire were sent to those school districts to determine their interest in participating in the study and the extent to which the school districts met the criteria for selection (Appendices B, C, and D).

3. Responses were evaluated to locate school districts that had assigned an adult education program to a closed elementary/junior high school.

4. After locating the school districts that had assigned an adult education program to a closed elementary/junior high school, adult education programs were considered for participation in the study, based on the following questionnaire information:

- A. Similarity of community sizes.
- B. Similarity in the dates when the schools were converted.
- C. Similarity in the sizes of the facilities closed and converted to adult education programs.
- D. Similarity in ages of the buildings.
- E. Similarity in percentages of the buildings assigned for administration and instruction.
- F. Similarity in the extent of remodeling for conversion, if any.
- G. Availability of individuals involved in the decision-making process for closure and conversion.

Four similar adult education programs surfaced as a result of the questionnaire responses received. The investigator contacted the

four adult education directors to explain the study further and to invite their participation.

On-Site Observations and Interviews

The purpose of the first set of on-site interviews with each of the four adult education directors, and additional staff as recommended, was to obtain a general overview of the decision-making and planning process used for school closure and conversion to an adult education facility. Additional related information, such as a description of each adult education program component, was obtained (Appendix E). The data were analyzed and are presented in Chapter IV in narrative form, charts, graphs, and flow charts.

The purpose of the second set of on-site interviews was to discuss the current adult education program, the projected adult education program, how the facility had previously been used, and how it was then being used. The following procedure was used:

1. Each adult education director, with appropriate staff as needed, listed the program's current and projected curriculum (Appendix F).
2. Each adult education director, with appropriate staff as needed, wrote on a floor plan the current and previous school use for each room. Floor plan overlays were analyzed to identify building use.
3. Each adult education director reviewed for accuracy the description of each adult education program component, compiled from the first set of interviews.

Identification of a Team of
Architects and a Consultant on
Handicapper Facility Concerns
to Address Facility Conversion

The researcher established the need to identify Michigan architects with a background in school design and renovation of elementary/junior high schools in Michigan and to identify a consultant of handicapper facility needs in relation to an educational setting. The investigator contacted the director of the Council of Educational Facilities Planners to obtain the names of Michigan architectural firms noted for their work in school design and renovation. Three architectural firms were chosen, based on their experience in school design and renovation and their proximity to Lansing. The director of the Michigan Center for a Barrier-Free Environment was chosen because of her experience as a school consultant on compliance with federal handicapper requirements. The writer contacted the three architectural firms and the handicapper consultant to explain the study and to invite their participation.

Interviews With the Architects and
the Handicapper Consultant

The purpose of the first meeting with each architect and the handicapper consultant was to explain further the investigator's intention in conducting the study and to review with them the description of each adult education program component and the projected adult education program components contained in three of the four participating adult education programs.

The purpose of the second meeting/interview with the architects was to discuss a suggested model for the spatial relationship of adult education program components and to explore facility considerations for each adult education program component. Since interpretation was required to formulate the conceptual model of spatial relationships from a transcript, the architects reviewed the conceptual model and facility-consideration charts for their concurrence.

The purpose of the second meeting/interview with the consultant on handicapper facility concerns was to address handicapper facility considerations peculiar to each adult education program component.

Chapter Summary

To locate similar adult education programs that had been assigned to a closed elementary/junior high school, a questionnaire was sent to all school districts within a 90-mile radius of Lansing, Michigan, that had a population of 20,000 or more. A case study of four adult education programs was conducted. The following questions were addressed:

1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?
2. What are the current adult education program components and curriculum?
3. What is a three- to five-year projection of adult education program components and curriculum?

4. How was the facility previously used, and how is the facility currently being used?

Based on the adult education directors' ~~three-~~ to five-year projections of their program components and curriculum, three architects were interviewed to address Questions 5 and 6, and a consultant on handicapper facility concerns was interviewed to address Question 6. These questions asked:

5. What is a suggested model for the spatial relationship among adult education program components?

6. What are suggested facility considerations for each adult education program component?

The data from the interviews with the adult education directors, the architects, and the consultant on handicapper facility concerns are presented in narrative form in Chapter IV.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

In this chapter, the findings of the study are discussed according to the four research phases.

Phase 1: Identification of representative adult education programs for case study.

Phase 2: On-site observations and interviews to address the school closure and conversion process, program commonalities, and facility use.

Phase 3: Identification of a team of architects and a consultant on handicapper facility concerns to address facility conversion.

Phase 4: Interviews with each architect and the handicapper consultant to arrive at those facility considerations for the conversion of a closed elementary/junior high school to an adult education facility.

Identification of Representative Adult Education Programs for Case Study

Since one objective of the study was to address the conversion of a closed elementary/junior high school to an adult education facility, it was imperative to locate those school districts that had

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Identification of Representative Adult Education Programs for Case Study

Since one objective of the study was to address the conversion of a closed elementary/junior high school to an adult education facility, it was imperative to locate those school districts that had

assigned an adult education program to a closed elementary/junior high school for case study. Therefore, a questionnaire was sent to all school districts within a 90-mile radius of Lansing, Michigan, having a population of 20,000 or more, to locate those school districts that had assigned an adult education program to a closed elementary/junior high school. Two main questions were asked:

1. Is there a school building within the district that has been closed to K-12 programs and is now assigned to or used for adult education programs?

2. Is there a portion of an existing, operating K-12 building that is used only for adult education programs?

Responses were received from 38 out of 40 (95%) of the school districts sampled. See Figure 1 for a pictorial representation of the responses.

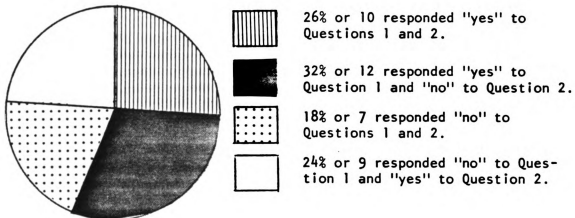


Figure 1.--Questionnaire response.

Twenty-two school districts indicated they had assigned an adult education program to a closed elementary/junior high school. Sixteen school districts indicated they had not assigned an adult education program to a closed elementary/junior high school and therefore were excluded from further study.

Figures 2 through 7 represent graphically the responses of the 22 school districts, within a 90-mile radius of Lansing, Michigan, having a population of 20,000 or more, that had assigned an adult education program to a closed elementary/junior high school. The data reflect a total of 27 buildings because Grand Rapids, Livonia, and Jackson had four, two, and two school buildings, respectively, that had been closed and assigned to an adult education program.

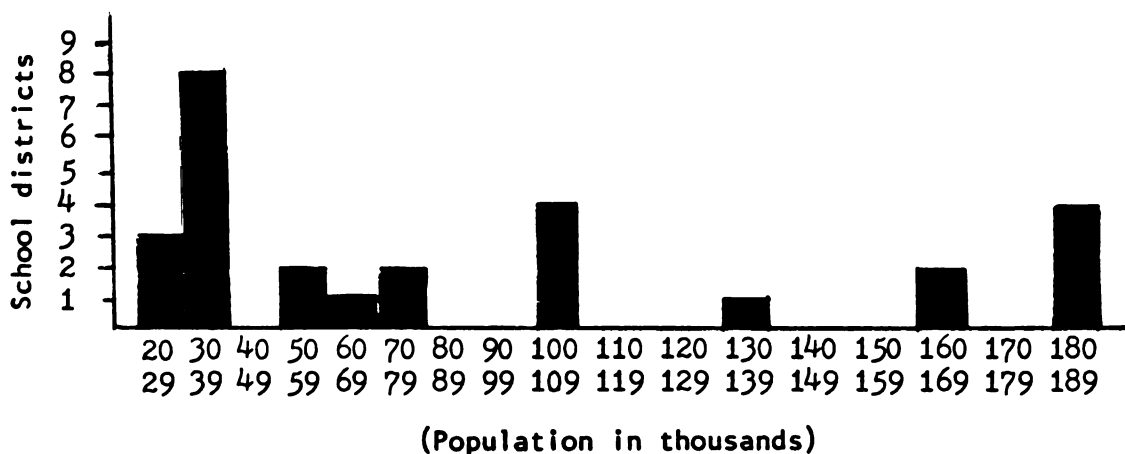


Figure 2.--Community population.

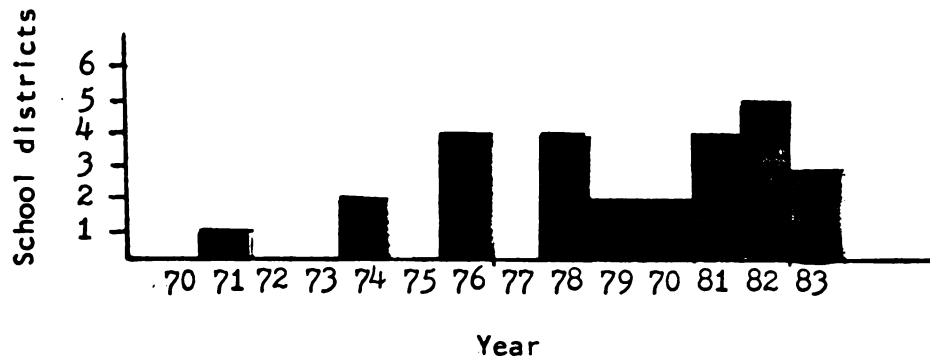


Figure 3.--Year building was assigned to an adult education program.

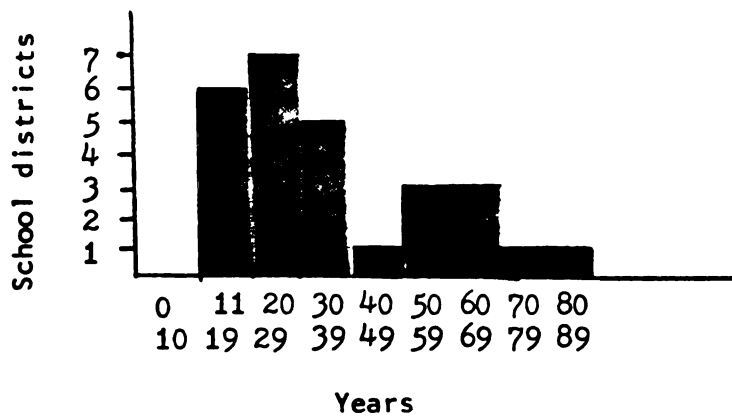


Figure 4.--Age of building assigned to an adult education program.

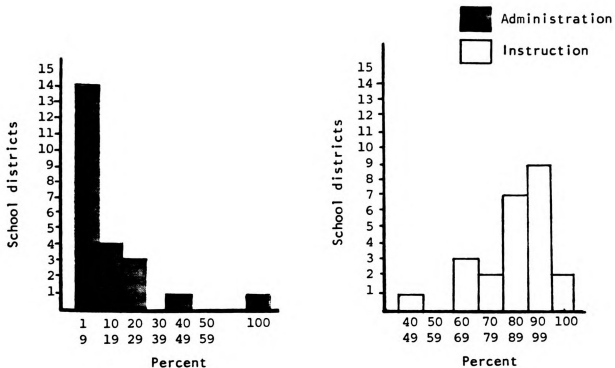


Figure 5.--Percentage of building space used for administration and instruction.

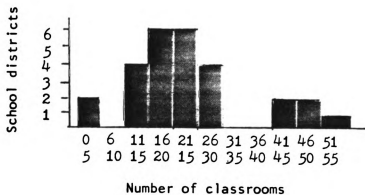


Figure 6.--Building size by number of classrooms.

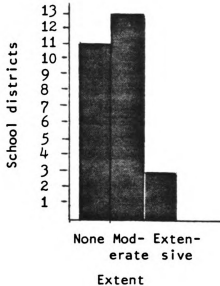


Figure 7.--Extent of remodeling for conversion.

The majority of the 22 school districts that had assigned an adult education program to a closed elementary/junior high school had the following characteristics:

1. They were located within communities having populations between 30,000 and 39,000.
2. The adult education program had been assigned between 1978 and 1983.
3. The elementary-school buildings were between 11 and 39 years old.
4. One percent to 9% of the space was used for administrative purposes, and 80% to 90% of the space was used for instructional purposes.
5. The number of classrooms was between 11 and 30.

6. The majority of respondents indicated moderate to no remodeling had been done for conversion. It is recognized that the terms "none," "moderate," and "extensive" are vague and subject to interpretation. However, the writer felt a general indication of the extent of modification done for conversion would be helpful. The moderate remodeling referred to by the study group was predominantly painting.

Of the 22 school districts, Garden City, Jackson, Portage, and Southgate had the highest degree of similarity in communities, facilities, and adult education programs. The four adult education programs met the following criteria for inclusion in this study:

1. The community population was between 30,000 and 39,999.
2. All adult education programs had been assigned to a closed elementary school between 1980 and 1982.
3. All school structures were between 15 and 30 years old.
4. All adult education programs had assigned between 1% and 5% of the space for administrative purposes, with the remainder being used for instructional purposes.
5. All school structures had between 16 and 30 classrooms.
6. All indicated moderate remodeling for conversion.
7. All adult education directors had been with the school district before school closure and conversion.

The four adult education directors were contacted to explain the study further, to describe the procedures involved, and to invite

their participation. All four directors expressed interest in participating in the project.

On-Site Observations and Interviews to Address the
School Closure and Conversion Process, Program
Commonalities, and Facility Use

The on-site observations and interviews with each of the four adult education directors were conducted to address the following four questions:

1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?
2. What are the current adult education program components and curriculum?
3. What is a three- to five-year projection of adult education program components and curriculum?
4. How was the facility previously used, and how is the facility currently being used?

The purpose of the first set of on-site interviews with each of the four adult education directors, and additional staff as recommended, was to obtain a general overview of the decision-making and planning process used for school closure and conversion to an adult education facility. The following questions were asked of each adult education director and additional staff as recommended. The findings are presented after each question.

A. What date was declining enrollment perceived to be a problem such that school closure was imminent? What date was the school closed and opened as an adult education program?

Except for Jackson, school closure and conversion to an adult education program occurred within three months, between June and September of a particular year. (See Figure 8.)

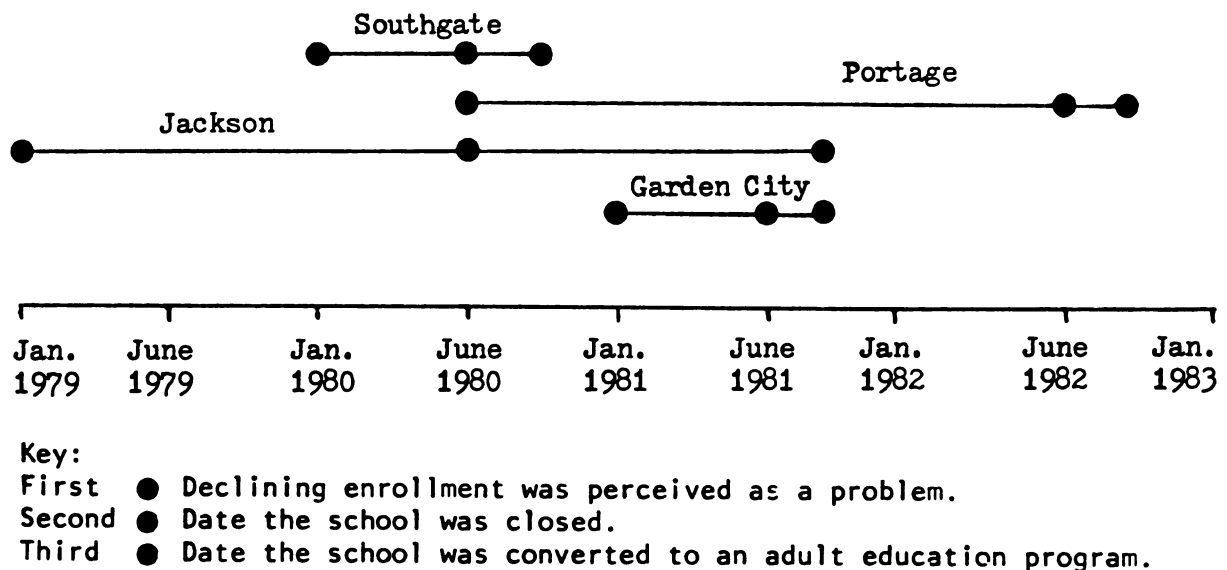


Figure 8.--Dates of school closure and conversion.

B. What procedure was used by the school district to address school closure? In the opinion of the adult education directors, was this a successful approach for their communities?

In all four school districts, the procedure was to address the issue of which school to close. This assignment did not include addressing what to do with the closed building. (See Figure 9.)

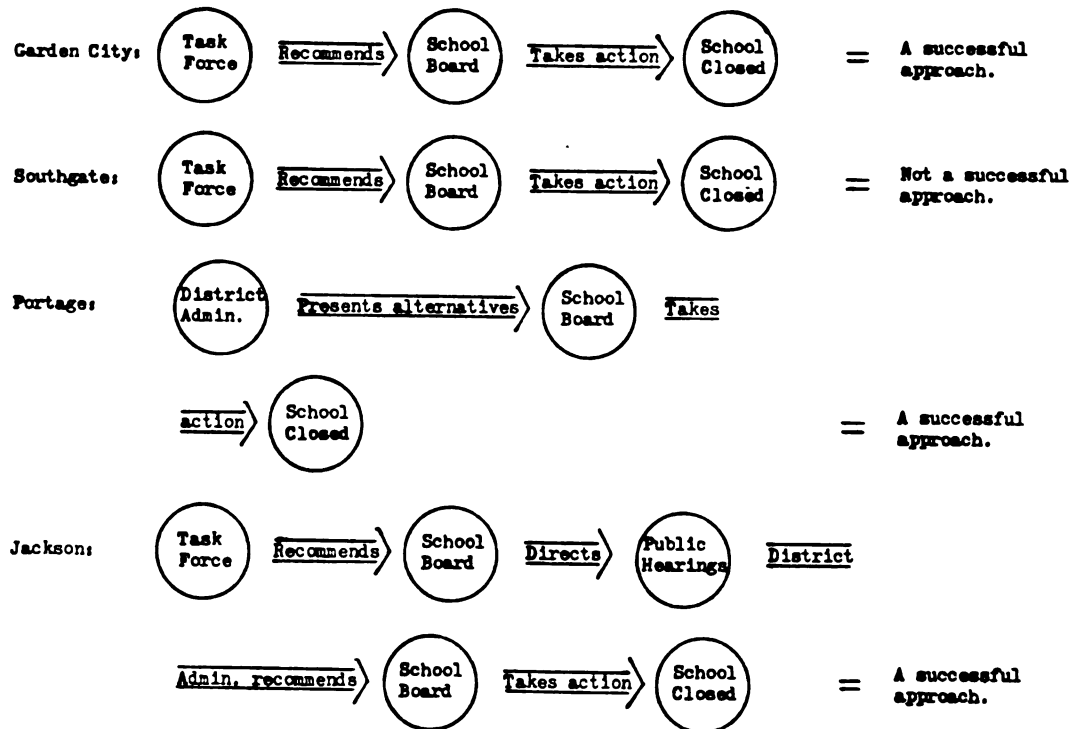


Figure 9.--Procedure for school closure.

The Garden City School District initially addressed closure of a high school. As a result, the superintendent recommended that a junior high school (future adult education program) be closed. The school board affirmed the recommendation. Southgate's adult education director stated that part of the opposition to closure had been due to strong community feelings toward the neighborhood-school concept, under which the district had been operating. In contrast, Jackson's adult education director attributed his district's successful approach to school closure to the fact that Jackson had previously

implemented busing for integration and therefore did not have a neighborhood-school concept.

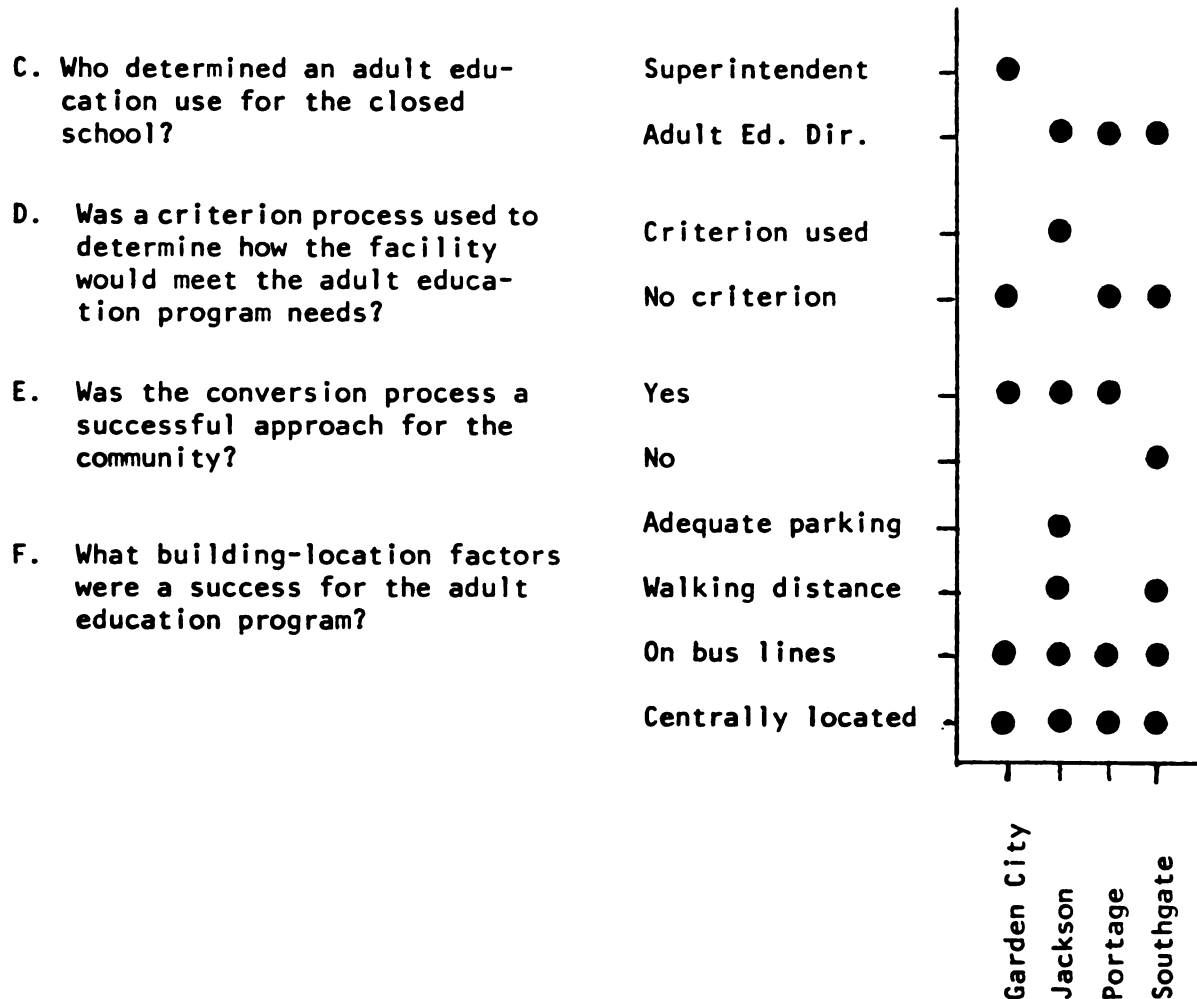


Figure 10.--Conversion factors.

In all four school districts, one person had been instrumental in the implementation of an adult-education use for the closed building. This person was the superintendent or the adult education director. (See Figure 10.)

In June 1980, three Jackson elementary schools were closed. Based on the following criteria, the adult education director recommended which school would meet the needs of an adult education program: (1) the location of the building within the community and to bus lines, (2) a large number of classrooms, and (3) adequate parking adjacent to the building.

Portage's adult education director recommended that he be granted at least a three-month leave of absence from current responsibilities to devote to facility planning. The adult education director from Southgate recommended the development of a long-range plan for facility use (Figure 10).

G. What are the days and hours of operation for the adult education program? (See Figure 11.)

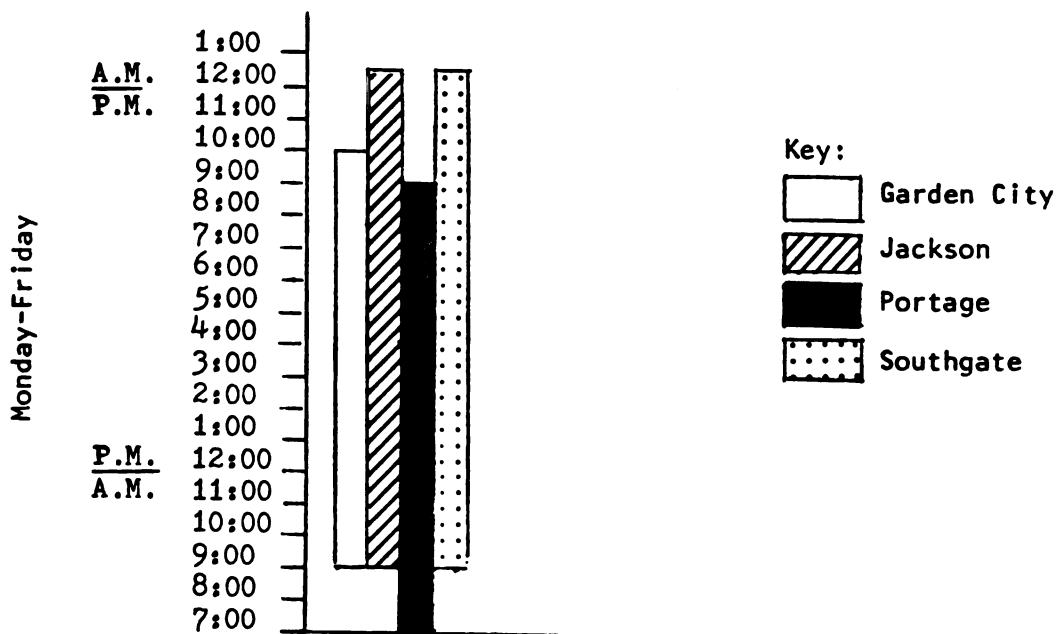


Figure 11.--Adult education: days and hours.

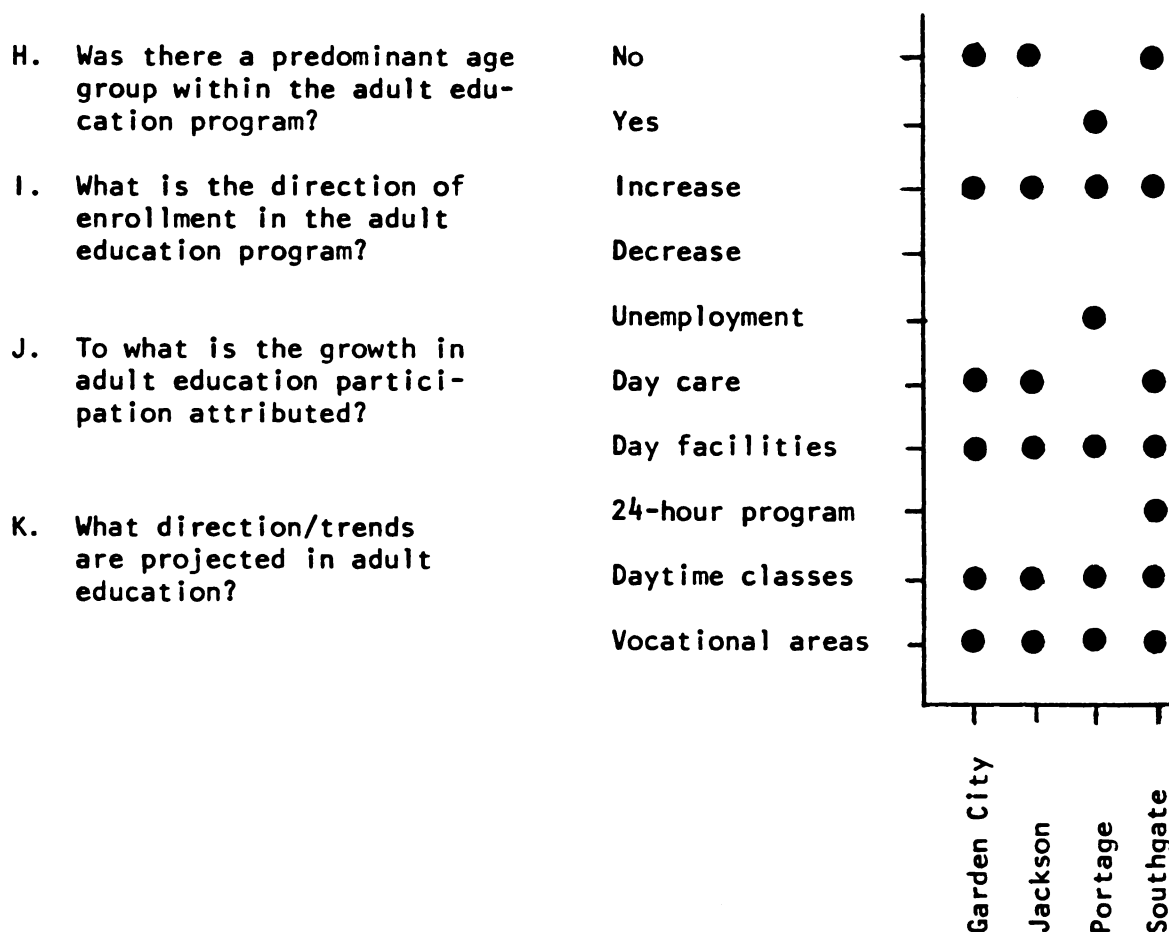


Figure 12.--Adult education program factors.

The adult education participants at Portage were predominantly between the ages of 30 and 35. The adult education director observed that there was no predominant age group during the summer. (See Figure 12.)

All four adult education programs had experienced increasing participation from when programs had first been implemented. They

started at different times and had different emphases; i.e., Southgate's community education program had a strong emphasis on senior-citizen activities, Garden City's program had a large leisure/enrichment component, and Jackson's program had yet to start a leisure/enrichment program. Portage recognized the need/trend for licensed day care and projected future implementation. (See Figure 12.)

The second set of on-site interviews with the adult education directors was to discuss the current adult education program, the projected adult education program, and how the facility had previously been used and how it was then being used.

Figures 13 through 16 show the 1983-1984 adult education program components and the three- to five-year projected adult education program components for each of the participating adult education programs. The specific curriculum for each component is then listed, as provided by all four and three of the four participating adult education programs.

Figure 17 compares the 1983-1984 adult education program components with the three- to five-year projected adult education program components.

Next, the previous and current facility uses are shown on a floor plan for each of the four participating adult education programs. (See Figures 18 through 21.)

Components	1983-84 Current program		Three to five year projected program	
Administration	•	•	•	•
Adult Basic Education	•	•	•	•
General Educational Dev.	•	•	•	•
Library			•	•
Counseling	•	•	•	•
Learning Center	•	•	•	•
Career Resource Center	•		•	
Media Center				
Employability Skills	•		•	•
Job Skill Training	•	•	•	•
Job Placement	•		•	
Alternative Education	•	•	•	•
Licensed Child Care	•		•	
Community-Related Uses				
Senior Citizen Program		•		•
H.S. Comp: Business	•	•	•	•
English	•	•	•	•
Home Economics	•		•	
Math	•	•	•	•
Personal Dev.	•	•	•	•
Science	•	•	•	•
Social Studies	•	•	•	•
Vocational	•	•	•	•
Enrichment: Art	•		•	•
Business	•		•	•
Crafts	•	•	•	•
Do It Yourself	•	•	•	•
E.S.P.	•		•	•
Food/Nutrition	•		•	•
Foreign Language	•		•	•
General	•		•	•
Physical Education	•	•	•	•
Theater	•		•	•
Things to Know	•		•	•
Mini Workshops	•		•	•
Trips 'N Tours	•		•	•
One Night Seminars	•		•	•
Youth Enrichment	•		•	•
	Adult Education Building	Other Build- ings	Adult Education Building	Other Build- ings

Figure 13.--Garden City's adult education program.

Components	1983-84 Current program		Three to five year projected program	
Administration	•	•	•	•
Adult Basic Education	•		•	
General Educational Dev.	•		•	
Library		•	•	
Counseling	•		•	
Learning Center			•	•
Career Resource Center		•	•	
Media Center		•	•	
Employability Skills	•		•	
Job Skill Training	•	•	•	•
Job Placement	•		•	
Alternative Education	•		•	
Licensed Child Care			•	•
Community-Related Uses	•		•	
Senior Citizen Program	•	•	•	•
H.S. Comp: Business	•	•	•	•
English	•		•	
Home Economics				
Math	•		•	
Personal Dev.	•	•	•	•
Science		•		•
Social Studies	•		•	
Vocational	•	•	•	•
Enrichment: Art	•	•	•	•
Business	•	•	•	•
Crafts		•		•
Do It Yourself		•		•
E.S.P.				
Food/Nutrition		•		•
Foreign Language		•		•
General		•		•
Physical Education	•	•	•	•
Theater				
Things to Know		•	•	•
Mini Workshops		•	•	•
Trips 'N Tours				
One Night Seminars				
Youth Enrichment	•	•	•	•
	Adult Education Building	Other Build- ings	Adult Education Building	Other Build- ings

Figure 14.--Portage's adult education program.

Components	1983-84 Current program		Three to five year projected program	
Administration	•	•	•	•
Adult Basic Education	•	•	•	•
General Educational Dev.	•	•	•	
Library			•	
Counseling	•		•	
Learning Center			•	
Career Resource Center				
Media Center	•		•	
Employability Skills	•		•	
Job Skill Training	•	•	•	•
Job Placement	•		•	
Alternative Education			•	
Licensed Child Care	•		•	
Community-Related Uses	•	•	•	
Senior Citizen Program	•	•	•	•
H.S. Comp: Business	•	•	•	•
English	•	•	•	•
Home Economics	•	•	•	•
Math	•	•	•	•
Personal Dev.	•	•	•	•
Science	•	•	•	•
Social Studies	•	•	•	•
Vocational	•	•	•	•
Enrichment: Art	•		•	
Business	•	•	•	•
Crafts	•	•	•	•
Do It Yourself		•	•	
E.S.P.		•		•
Food/Nutrition		•		•
Foreign Language		•		•
General		•		•
Physical Education		•		•
Theater				
Things to Know		•		•
Mini Workshops		•		•
Trips 'N Tours	•		•	
One Night Seminars		•		•
Youth Enrichment		•		•
	Adult Education Building	Other Build- ings	Adult Education Building	Other Build- ings

Figure 15.--Southgate's adult education program.

Components	1983-84 Current program		Three to five year projected program	
Administration	•	•	•	•
Adult Basic Education	•	•	•	•
General Educational Dev.	•	•	•	•
Library	•		•	
Counseling	•		•	
Learning Center	•	•	•	•
Career Resource Center	•		•	
Media Center		•		•
Employability Skills	•		•	
Job Skill Training		•		•
Job Placement	•		•	
Alternative Education		•		•
Licensed Child Care		•		•
Community Related Uses	•	•	•	•
Senior Citizen Program		•		•
H.S. Comp: Business	•	•	•	•
English	•	•	•	•
Home Economics	•		•	
Math	•	•	•	•
Personal Dev.		•		•
Science	•		•	
Social Studies	•	•	•	•
Vocational		•		•
Enrichment: Art			•	•
Business			•	•
Crafts			•	•
Do It Yourself			•	•
E.S.P.			•	•
Food/Nutrition			•	•
Foreign Language			•	•
General			•	•
Physical Education			•	•
Theater			•	•
Things to Know			•	•
Mini Workshops			•	•
Grips 'N Tours			•	•
One Night Seminars			•	•
Youth Enrichment			•	•
	Adult Education Building	Other Build- ings	Adult Education Building	Other Build- ings

Figure 16.--Jackson's adult education program.

Components	1983-84 Current program		Three to five year projected program	
Administration	•	•	•	•
Adult Basic Education	•	•	•	•
General Educational Dev.	•	•	•	•
Library	•		•	
Counseling	•		•	
Learning Center	•	•	•	•
Career Resource Center	•		•	
Media Center		•		•
Employability Skills	•		•	
Job Skill Training		•		•
Job Placement	•		•	
Alternative Education		•		•
Licensed Child Care		•		•
Community Related Uses	•	•	•	•
Senior Citizen Program		•		•
H.S. Comp: Business	•	•	•	•
English	•	•	•	•
Home Economics	•		•	
Math	•	•	•	•
Personal Dev.		•		•
Science	•		•	
Social Studies	•	•	•	•
Vocational		•		•
Enrichment: Art			•	•
Business			•	•
Crafts			•	•
Do It Yourself			•	•
E.S.P.			•	•
Food/Nutrition			•	•
Foreign Language			•	•
General			•	•
Physical Education			•	•
Theater			•	•
Things to Know			•	•
Mini Workshops			•	•
Grips 'N Tours			•	•
One Night Seminars			•	•
Youth Enrichment			•	•
	Adult Education Building	Other Build- ings	Adult Education Building	Other Build- ings

Figure 16.--Jackson's adult education program.

The following are the 1983-1984 adult education program components and curriculum contained in all four participating adult education programs:

ADMINISTRATION

- Direction
- Registration
- Scheduling
- Secretarial

ADULT BASIC EDUCATION

- Consumer math
- English
- E.S.L.
- Math
- Reading
- Spelling
- Writing

GENERAL EDUCATION DEVELOPMENT

- English
- Math
- Reading
- Testing

COUNSELING

EMPLOYABILITY SKILLS

- Filling out application
- Interviewing
- Resume writing
- Skill testing

JOB SKILL TRAINING

- Auto mechanics
- Practical office training
- Welding

JOB PLACEMENT

SENIOR CITIZEN HIGH SCHOOL

- Art

HIGH SCHOOL COMPLETION:

BUSINESS

- Accounting 1-6
- Basic programming

HIGH SCHOOL COMPLETION

BUSINESS (Cont'd.)

- Bookkeeping/accounting
- Business English
- Business machines
- Clerk typist
- Computer/basic programming
- Job market and you
- Office practices 1,2
- Office machines 1,2
- Spelling/vocabulary
- Typing 1-4
- Typing refresher

ENGLISH

- Job market and you
- Writing skills

MATH

- Algebra 1,2
- Basic math 1,2

PERSONAL DEVELOPMENT

- GED preparation
- Job market and you
- Psychology
- Woodworking

SOCIAL STUDIES

- American government
- American history 1-4

VOCATIONAL

- Accounting and computing
- Basic programming
- Small engine repair
- Welding 1,2
- Woodworking 1,2

YOUTH ENRICHMENT

- Arts and crafts

The following are the 1983-1984 adult education program components and curriculum contained in three of the four participating adult education programs:

ADMINISTRATION

- Directing
- Registration
- Scheduling
- Secretarial

ADULT BASIC EDUCATION

- Consumer math
- English
- E.S.L.
- Math
- Reading
- Spelling
- Writing
- Mentally impaired:
 - Math
 - Reading

GENERAL EDUCATIONAL DEVELOPMENT

- English
- E.S.L.
- Math
- Reading
- Science
- Social studies
- Testing

COUNSELING

CAREER RESOURCE CENTER

MEDIA CENTER

EMPLOYABILITY SKILLS

- Counseling
- Filling out applications
- Interviewing
- Resume writing
- Skill testing

JOB SKILL TRAINING

- Auto mechanics
- Drafting

JOB SKILL TRAINING (Cont'd.)

- Electronics
- Machine shop
- Practical office training
- Welding

JOB PLACEMENT

ALTERNATIVE EDUCATION PROGRAM

- English
- Government
- History

LICENSED CHILD CARE

- Preschool-day

COMMUNITY-RELATED USES

SENIOR CITIZEN HIGH SCHOOL

- American history stitch
- Art
- Current issues
- Diet/nutrition/exercise
- Sewing

HIGH SCHOOL COMPLETION:

BUSINESS

- Accounting 1-6
- Basic programming
- Bookkeeping/accounting
- Business English
- Business math
- Business machines
- Checker-cashier
- Clerk typist
- Comprehensive filing
- Computer/basic programming
- Computer/data processing
- Computers introductory
- Computer programming
- Computer science
- Data processing
- Job market and you

HIGH SCHOOL COMPLETION

BUSINESS (Cont'd)

Job skills
Microcomputers
Office practices 1,2
Office machines
Spelling/vocabulary
Shorthand 1,2
Typing 1-4
Typing refresher
Word processing

ENGLISH

Basic English
Basic reading skills
Business English 1,2
Discussion, reading & writing
Grammar and composition 1-4
Individualized reading
Job market and you
Journalism
Literature
Reading improvement 1,2
Reading skills
Spelling/vocabulary building
Writing skills

HOME ECONOMICS

Sewing 1

MATH

Algebra 1,2
Basic math 1,2
Business math
Consumer math 1
Fundamental math
General math

PERSONAL DEVELOPMENT

Arts and crafts
Child development
Cooking for men and women
GED preparation
Home maintenance
It's your money
Job market and you
Psychology
Seeking and keeping a job
Woodworking

SCIENCE

Biology
Earth science

SOCIAL STUDIES

American government
American history 1-4
American literature 1
Civics

VOCATIONAL

Accounting and computing
Auto body
Auto mechanics
Basic programming
Child care training
Computer programming
Data processing
Electronics
Health career
Introduction to computer
Machine shop
Small engine repair
Welding 1,2
Woodworking 1,2
Word processing

ENRICHMENT

ART

Drawing
Pencil, charcoal, pastels
Oil painting 1,2
Watercolor

BUSINESS

Bookkeeping 1,2
Computer awareness
Typing 1,2

CRAFTS

Calligraphy 1,2
Christmas ornament workshop
Crocheting
Folk guitar
Needlepoint
Patchwork and quilting
Photography
Sewing 1,2
Sketching and drawing

ENRICHMENT**CRAFTS (Cont'd.)**

Stained glass
Upholstery

DO-IT-YOURSELF

Auto mechanics

FOOD/NUTRITION

Cake decorating 1,2
Gourmet
Holiday breads

FOREIGN LANGUAGE

French
German for fun
Spanish for travelers

GENERAL

Boating safety
Boating skills/seamanship
Sign language

PHYSICAL EDUCATION

Aerobics
Basketball and volleyball
Co-ed volleyball
Creative dance exercise
Country western dancing
Square and round dancing

THINGS TO KNOW

Household repairs
Investing
Investments, stock market

YOUTH ENRICHMENT

Arts and crafts
French

The following are the three- to five-year projected adult education program components and curriculum contained in all of the participating adult education programs.

ADMINISTRATION

- Directing
- Registration
- Scheduling
- Secretarial

ADULT BASIC EDUCATION

- Consumer math
- English
- Math
- Reading
- Writing

GENERAL EDUCATIONAL DEVELOPMENT

- English
- Math
- Reading
- Testing

LIBRARY

COUNSELING

LEARNING CENTER

- Algebra
- Biology
- Chemistry
- Consumer math
- English
- Government
- History
- Math
- Reading
- Spelling

EMPLOYABILITY SKILLS

- Filling out applications
- Interviewing
- Resume writing
- Skill testing

JOB PLACEMENT

ALTERNATIVE EDUCATION PROGRAM

- English
- Government
- History

LICENSED CHILD CARE

- Infants-day
- Preschool-day

SENIOR CITIZEN HIGH SCHOOL

- Art
- Personal psychology

HIGH SCHOOL COMPLETION

BUSINESS

- Accounting 1-6
- Basic programming
- Bookkeeping/accounting
- Business English
- Business machines
- Checker-cashier
- Clerk typist
- Computer/basic programming
- Job market and you
- Microcomputers
- Office practices 1,2
- Office machines
- Spelling/vocabulary
- Typing 1-4
- Typing refresher
- Word processing

ENGLISH

- Basic English
- Job market and you
- Writing skills

PERSONAL DEVELOPMENT

- GED preparation
- Job market and you
- Psychology
- Woodworking

HIGH SCHOOL COMPLETION**SCIENCE**

Biology

SOCIAL STUDIES

American government

American history 1-4

VOCATIONAL

Auto mechanics

Blueprint reading

Machine shop

Robotics

Small engine repair

Welding 1,2

Woodworking 1,2

Word processing

ENRICHMENT**ART**

Pencil, charcoal, pastels

Oil painting 1,2

Watercolor

BUSINESS

Bookkeeping 1,2

Computer awareness

Typing 1,2

CRAFTS

Calligraphy 1,2

Christmas ornament workshop

Crocheting

Folk guitar

Needlepoint

Patchwork and quilting

Photography

Sewing 1,2

Sketching and drawing

Stained glass

Upholstery

DO-IT-YOURSELF

Auto mechanics

FOOD/NUTRITION

Cake decoration 1,2

Gourmet

Holiday breads

Microwave cooking

FOREIGN LANGUAGE

German

German for fun

Spanish for travelers

GENERAL

Boating safety

Boating skills/seamanship

Heart saver

Senior citizens

Sign language

PHYSICAL EDUCATION

Aerobics

Basketball and volleyball

Co-ed volleyball

Creative dance exercise

Country western dance

Golf

Social dance 1,2

Square and round dancing

THINGS TO KNOW

Anti-stress/relaxation

Assertiveness training

Cable television

Household repairs

Investing

Investments, stock market

ONE-NIGHT SEMINAR

Meditation for stress

YOUTH ENRICHMENT

Arts and crafts

The following are the three- to five-year projected adult education program components and curriculum contained in three of the four participating adult education programs.

ADMINISTRATION

Directing
Registration
Scheduling
Secretarial

ADULT BASIC EDUCATION

Consumer math
English
E.S.L.
Math
Reading
Spelling
Writing
Mentally impaired:
Math
Reading

GENERAL EDUCATIONAL DEVELOPMENT

English
E.S.L.
Math
Reading
Science
Social studies
Testing

LIBRARY**COUNSELING****LEARNING CENTER**

Algebra
Biology
Chemistry
Consumer math
English
Government
History
Math
Reading
Spelling

CAREER RESOURCE CENTER**MEDIA CENTER****EMPLOYABILITY SKILLS**

Counseling
Filling out applications
Interviewing
Resume writing
Skill testing

JOB SKILL TRAINING

Auto mechanics
Building trades
Drafting
Electronics
Machine shop
Practical office training
Welding

JOB PLACEMENT**ALTERNATIVE EDUCATION PROGRAM**

English
Government
History
Math
Spelling
Understand yourself

LICENSED CHILD CARE

Infants-day
Preschool-day

COMMUNITY-RELATED USES**SENIOR CITIZEN HIGH SCHOOL**

Art
Current issues
Diet/nutrition/exercise
Government
Learning center-English
Learning center-math

SENIOR CITIZEN HIGH SCHOOL

(Cont'd.)

Learning center-science
 Learning center-social studies
 Personal psychology
 Sewing
 Small engines
 Woodshop

HIGH SCHOOL COMPLETION

BUSINESS

Accounting 1-6
 Basic programming
 Bookkeeping/accounting
 Business English
 Business law
 Business math
 Business machines
 Checker-cashier
 Clerk typist
 Comprehensive filing
 Computer/basic programming
 Computer/data processing
 Computers introductory
 Computer programming
 Computer science
 Data processing
 Job market and you
 Job skills
 Legal secretary
 Medical secretary
 Micro computers
 Office practices 1,2
 Office machines
 Spelling/vocabulary
 Shorthand 1,2
 Typing 1-4
 Typing refresher
 Word processing

ENGLISH

Basic English
 Basic reading skills
 Business English 1,2
 Discussion, reading & writing
 Grammar and composition 1-4
 Individualized reading
 Job market and you
 Journalism
 Literature

ENGLISH (Cont'd.)

Reading improvement 1,2
 Reading skills
 Spelling/vocabulary building
 Writing skills

HOME ECONOMICS

Sewing

MATH

Algebra 1,2
 Advanced math lab
 Basic math 1,2
 Business math
 Consumer math
 Fundamental math
 General math

PERSONAL DEVELOPMENT

Arts and crafts
 Child development
 Cooking for men and women
 GED preparation
 Home maintenance
 It's your money
 Job market and you
 Psychology
 Seeking and keeping a job
 Woodworking

SCIENCE

Biology
 Chemistry
 Earth science

SOCIAL STUDIES

American government
 American history 1-4
 American literature
 Civics
 Current issues
 Self-awareness

VOCATIONAL

Adult work experience
 Accounting and computing
 Auto mechanics
 Basic programming
 Blueprint reading
 Electronics

VOCATIONAL (Cont'd)

Food management
Machine shop
Painting and decoration
Robotics
School office trainee
Small engine repair
Television productions
Welding 1,2
Woodworking 1,2
Word processing

ENRICHMENT

ART

Drawing
Pencil, charcoal, pastels
Oil painting 1,2
Watercolor

BUSINESS

Industrial mgt. principles
Bookkeeping 1,2
Computer awareness
Shorthand, Gregg/refresher
Typing 1,2

CRAFTS

Calligraphy 1,2
Christmas ornament workshop
Country craft
Craft for parent and child
Create a nature craft
Crocheting
Flower arranging: silk flowers
Folk guitar
Lampshade construction, windows
Mime and clowning 1,2
Needlepoint
Patchwork and quilting
Photography/available light
Photography
Photographic equipment
Photographic principles
Quilting 1,2
Quilting/mini workshop
Radio-control model airplanes
Sewing 1,2
Silk and dried floral design
Sketching and drawing
Stained glass

CRAFTS (Cont'd)

Tailoring techniques
Thread painting
Wood carving, low relief
Upholstery

DO-IT-YOURSELF

Auto mechanics
Canning and freezing
Electrical wiring/homeowners
Small engine repair

E.S.P.

Astrology 1,2
E.S.P. awareness 1,2
Palmistry
Numerology
Tarot cards

FOOD/NUTRITION

Barbecue class
Cake decoration 1,2
Cake decoration: Christmas
Cake decoration: special flowers
Cake decoration: Thanksgiving
Chinese foods 1,2
Food processor
Gourmet
Holiday breads
Holiday brunch
Holiday desserts
Lean cuisine
Natural gourmet foods
Mexican foods
Microwave cooking
Quiches
Vegetables carving

FOREIGN LANGUAGE

French
German for travel
German for fun
Hungarian
Italian for fun 1,2
Polish for fun 1,2
Spanish for travelers
Spanish-survival

VOCATIONAL (Cont'd)

Food management
 Machine shop
 Painting and decoration
 Robotics
 School office trainee
 Small engine repair
 Television productions
 Welding 1,2
 Woodworking 1,2
 Word processing

ENRICHMENT

ART

Drawing
 Pencil, charcoal, pastels
 Oil painting 1,2
 Watercolor

BUSINESS

Industrial mgt. principles
 Bookkeeping 1,2
 Computer awareness
 Shorthand, Gregg/refresher
 Typing 1,2

CRAFTS

Calligraphy 1,2
 Christmas ornament workshop
 Country craft
 Craft for parent and child
 Create a nature craft
 Crocheting
 Flower arranging: silk flowers
 Folk guitar
 Lampshade construction, windows
 Mime and clowning 1,2
 Needlepoint
 Patchwork and quilting
 Photography/available light
 Photography
 Photographic equipment
 Photographic principles
 Quilting 1,2
 Quilting/mini workshop
 Radio-control model airplanes
 Sewing 1,2
 Silk and dried floral design
 Sketching and drawing
 Stained glass

CRAFTS (Cont'd)

Tailoring techniques
 Thread painting
 Wood carving, low relief
 Upholstery

DO-IT-YOURSELF

Auto mechanics
 Canning and freezing
 Electrical wiring/homeowners
 Small engine repair

E.S.P.

Astrology 1,2
 E.S.P. awareness 1,2
 Palmistry
 Numerology
 Tarot cards

FOOD/NUTRITION

Barbecue class
 Cake decoration 1,2
 Cake decoration: Christmas
 Cake decoration: special flowers
 Cake decoration: Thanksgiving
 Chinese foods 1,2
 Food processor
 Gourmet
 Holiday breads
 Holiday brunch
 Holiday desserts
 Lean cuisine
 Natural gourmet foods
 Mexican foods
 Microwave cooking
 Quiches
 Vegetables carving

FOREIGN LANGUAGE

French
 German for travel
 German for fun
 Hungarian
 Italian for fun 1,2
 Polish for fun 1,2
 Spanish for travelers
 Spanish-survival

GENERAL

Boating safety
 Boating skills/seamanship
 Bridge 1,2
 Heart saver
 Piano 1-3
 Psychology for daily living
 Sailing and seamanship
 Senior citizens
 Sign language

PHYSICAL EDUCATION

Aerobics
 Aerobics-senior citizens
 Aquatic exercise
 Ballet
 Ballroom 1,2
 Basketball and volleyball
 Creative dance exercise
 Country western dance
 Dance exercise
 Exercise class
 Golf
 Scuba 1,2
 Slimnastic 1,2
 Social dance 1,2
 Step up to fitness
 Square and round dancing
 Weight training
 Tennis
 The body shop-cardiovascular
 Tiny tot swim
 Trim and swim

THINGS TO KNOW

Anti-stress/relaxation
 Assertiveness training
 Business-starting your own
 Cable television
 Diet and nutrition
 Household repairs
 Investing
 Investments, stock market
 Investment/tax shelters
 Law in everyday living
 Money matters
 Put your money to work
 Real estate buying/selling
 Robotics
 Single is fun

THINGS TO KNOW (Cont'd.)

Stress management
 Technology and new society
 Weight loss, nutrition, exercise

MINI WORKSHOPS

Cake decorating/Christmas
 Candlewicking
 Chicken scratching
 Counted cross stitch/baskets
 Crochet Christmas boot
 Folded star group
 Holiday brunch
 Holiday desserts
 Quilting
 Trapunto pillow

TRIPS 'N TOURS

A week-end in Toronto
 A week-end in Chicago
 Frankenmuth
 Greenfield Village
 Paw Paw

ONE NIGHT SEMINAR

A light look-astrology
 Adventures in awareness
 An evening-psychic reader
 Astrology
 Aura reading, kirikian photography
 Demonstrating power of mind
 Dreams and their meanings
 E.S.P.
 Ghosts and haunted houses
 Handwriting analysis
 Meditation for stress
 Numerology
 Palmistry
 Psychometry, clairvoyant reading
 Tarot card readings
 The meaning of dreams
 The secrets-success, prosperity
 UFO

YOUTH ENRICHMENT

Arts and crafts
 Chess
 French



Figure 17.--Comparison of the 1983-1984 adult education program components with the three- to five-year projected adult education components contained in three of the four and all four participating adult education programs.

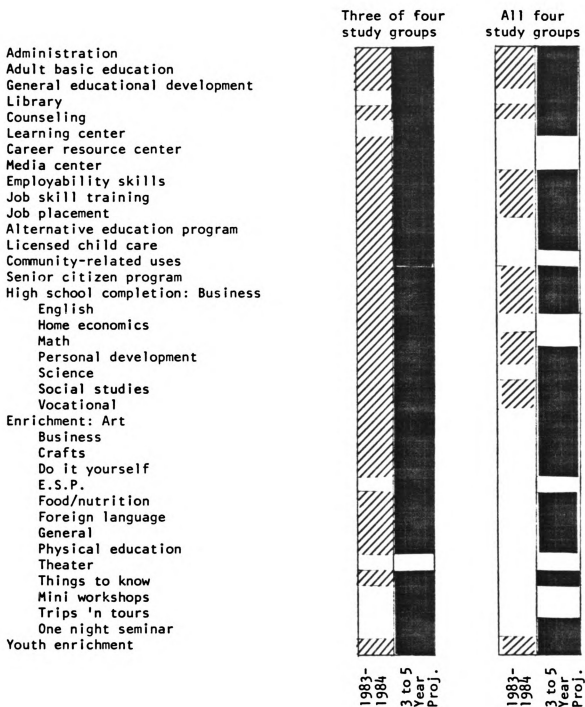


Figure 17.--Comparison of the 1983-1984 adult education program components with the three- to five-year projected adult education components contained in three of the four and all four participating adult education programs.

Lack of adequate parking was cited as a key problem when the adult education program was implemented at Cambridge Junior High School; parking remains a key problem. Additional parking is projected.

The original use of building space as a junior high school has remained predominantly the same since its conversion to an adult education facility. That is, classroom space is used as classroom space, and administrative space is used for administration. The change in facility use, i.e., junior high school classroom space to adult education office space, represents less than 15% of the total square footage. (See Figure 18.)

Portage was the only adult education program that provided a separate Senior Citizen High School and a Senior Citizen (leisure) Center. This was combined as one component: Senior Citizen Program.

Lack of adequate parking and exterior lighting were cited as key problems when the adult education program was implemented at the community education center; these problems remain. Additional parking and exterior lighting are projected.

The original use of the building as an elementary school has remained predominantly the same for an adult education facility; i.e., classroom space is used as classroom space, and administrative space is used for administration. The change in facility use, i.e., elementary conference room to adult education GED space, represents less than 5% of the total square footage. (See Figure 19.)

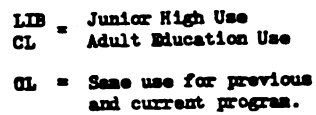


Figure 18.--Cambridge Junior High School: Cambridge Community Center.

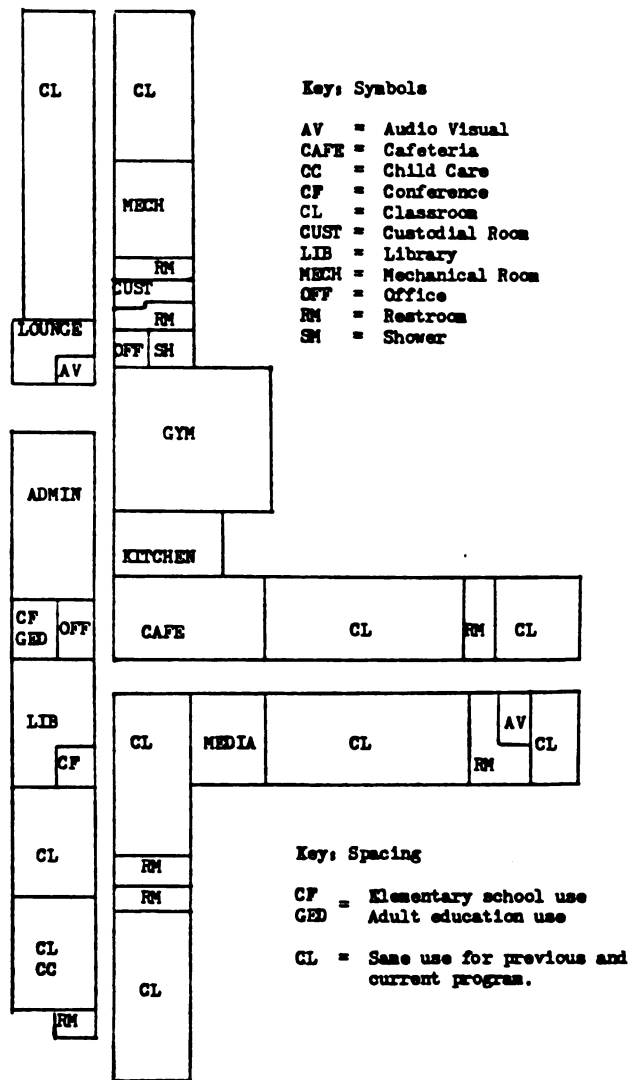


Figure 19.--Milham Elementary School: Portage Community Education Center.

Within the adult education building, the city of Southgate runs the Senior Citizen Leisure Center. The program includes a hot-lunch program, bingo, card games, a pool, a reading room, and social activities.

Lack of adequate parking, exterior lighting, and school signs were cited as key problems when the adult education program was implemented at the Asher Adult and Community Education Center; these remain problems. Additional signs, parking, and exterior lighting are projected.

The original use of the building as an elementary school has remained predominantly the same for an adult education facility; classroom space is used as classroom space, and cafeteria space is used as a cafeteria. The change in facility use, i.e., an elementary clinic to an adult education media center, represents less than 20% of the total square footage. (See Figure 20.)

Jackson had the only adult education program that did not offer an adult enrichment program. One is projected for the near future. Jackson does not have a specific senior-citizen center. However, any senior citizen who is a high school graduate may take any of the senior-citizen high school classes for no credit.

Lack of adequate parking was cited as being a key problem when the adult education program was implemented at Griswold, and it remains a problem. The original use of the building as an elementary school has remained predominantly the same for an adult education facility; classroom space is used as classroom space, and gym space is used as a gym. The change in facility use, from an elementary storage area to an

adult education office space, represents less than 20% of the total square footage. (See Figure 21.)

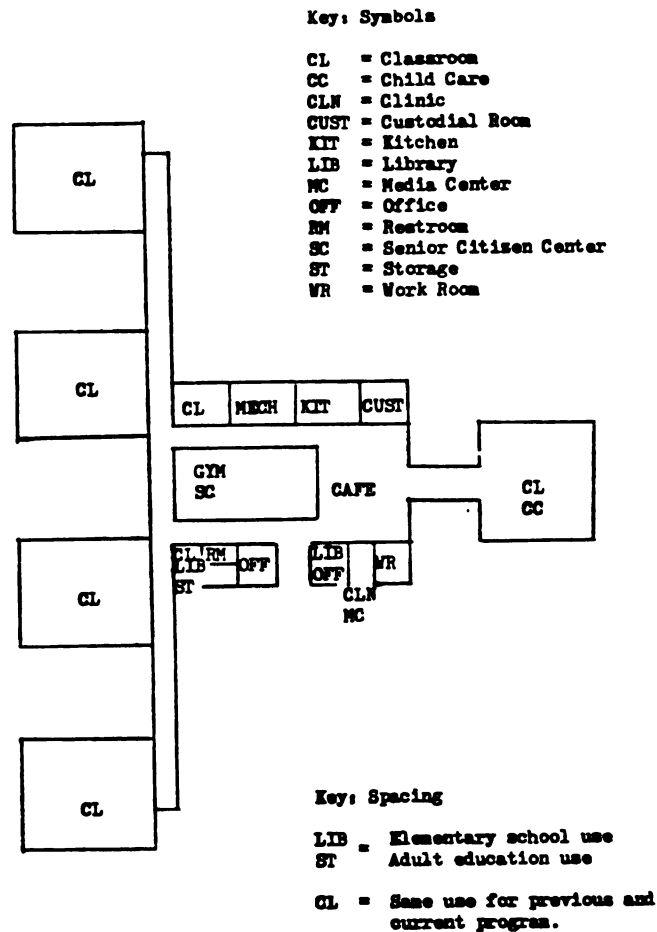


Figure 20.--Asher Elementary School: Asher Adult and Community Education Center.

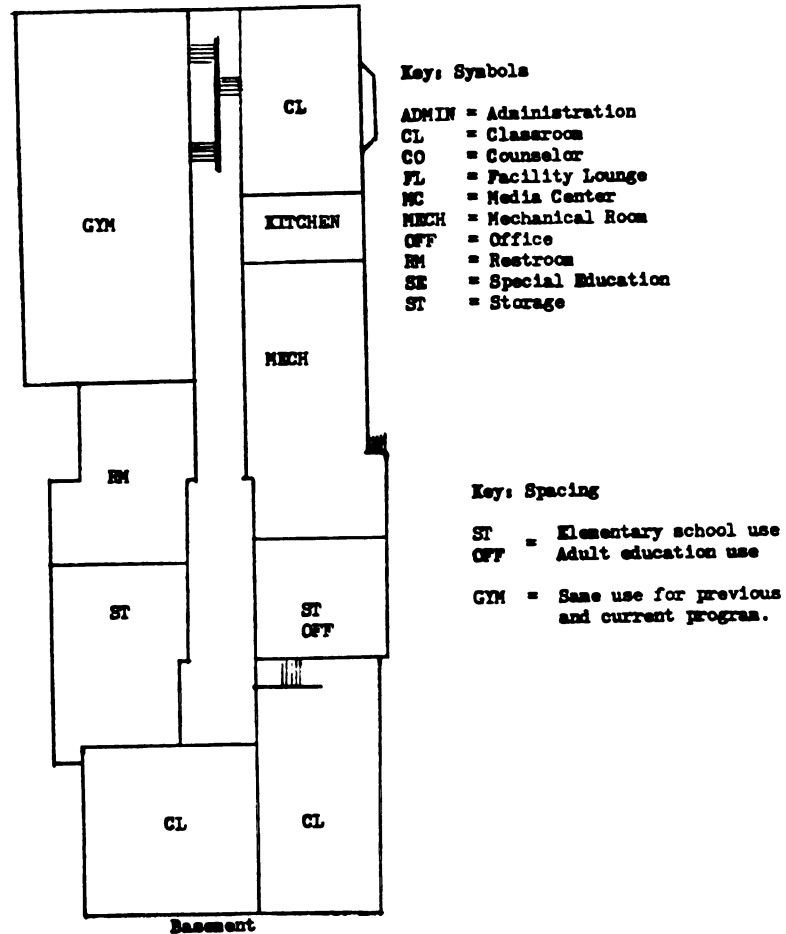


Figure 21.--Griswold Elementary School: Griswold Adult Education.

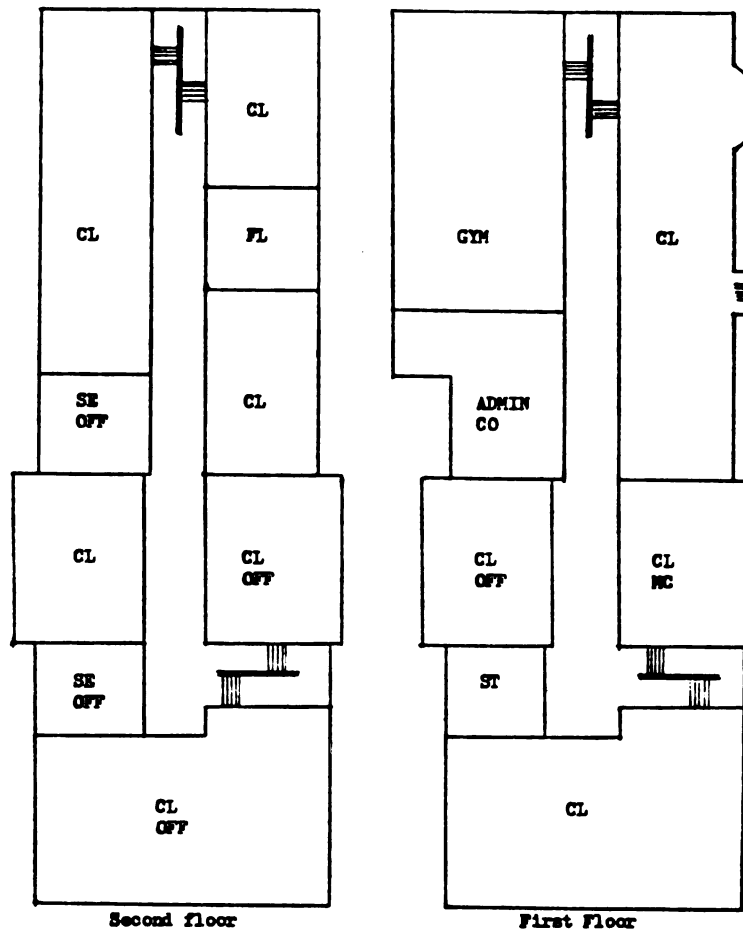


Figure 21.--Continued.

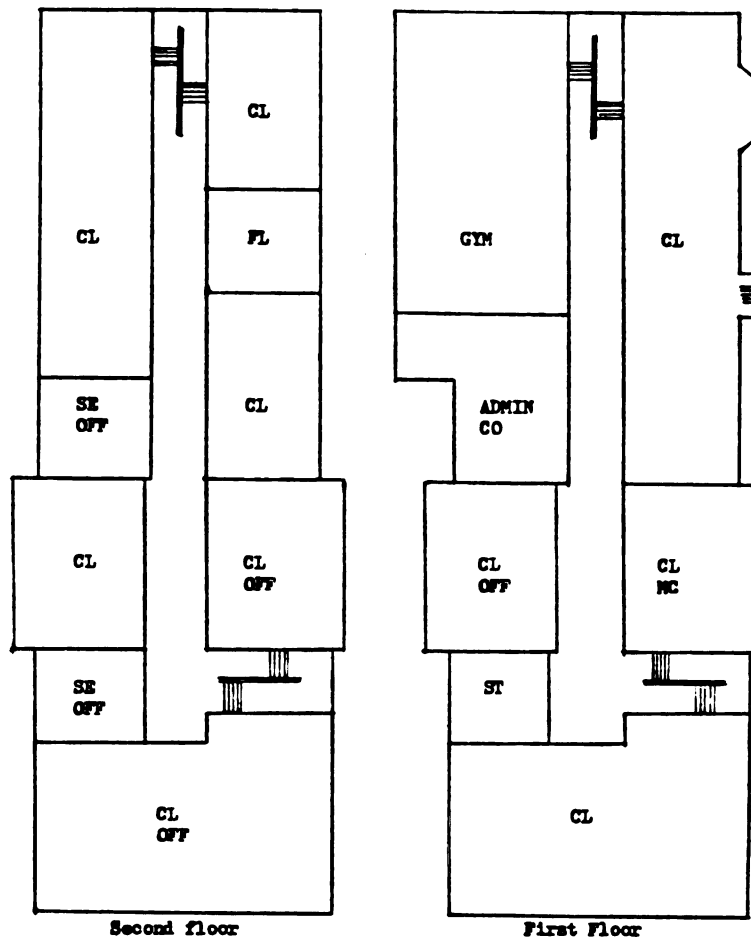


Figure 21.--Continued.

Identification of a Team of Architects and a
Consultant on Handicapper Facility Concerns to
Address Facility Conversion

To locate Michigan architectural firms with a background in school design and renovation of elementary/junior high schools, the researcher contacted the Director of the Council of Educational Facilities Planners. The Council recommended eight architectural firms for their work in school design and renovation of elementary/junior high schools (Appendix F). The researcher contacted three architectural firms, based on their experience in school design and renovation and their proximity to Lansing (Appendix F). She explained the study and the activities involved and asked them to participate. All three architects expressed interest in the study and in participating.

The Director of the Michigan Center for a Barrier Free Environment was selected for her experience as a school consultant on compliance with federal handicapper requirements. The researcher contacted her to explain the study and the activities involved, as concerned handicapper participation, and to invite her to participate. The director agreed to participate.

Interviews With Each Architect and the Handicapper Consultant
to Arrive at Facility Considerations for the Conversion
of a Closed Elementary/Junior High School to
an Adult Education Facility

The architects and the handicapper consultant were interviewed to address Questions 5 and 6:

5. What is a suggested model for the spatial relationship among adult education program components?

6. What are suggested facility considerations for each adult education program component?

The first meeting with each architect and the handicapper consultant was held to explain further the purpose of the study and to review with them each adult education program component and the projected components. The participants were given sufficient time to review these materials before the second meeting/interview.

The purpose of the second meeting with the architects was to discuss a suggested model for the spatial relationship of adult education program components and facility considerations for each adult education program component. The second meeting was held with the consultant on handicapper facility concerns to address handicapper facility considerations peculiar to each adult education program component. Figure 22 illustrates the spatial relationship among the adult education program components.

The specific clusters were developed based on similarity of function and working relationship to each other. The activities within each cluster all have like facility needs. That is, activities within the quiet cluster would typically use an existing classroom. Activities within the less-noise cluster, such as arts and crafts, cooking, and sciences, would typically have additional fire separation, exhaust, and electrical needs.

In the quiet, noise, and less-noise clusters, specific components are not listed; rather, examples are provided to illustrate the differences among these clusters. The architects recognized that

classes within a component could be located in all three clusters. That is, the senior-citizen high school component could have classes in the noise, less-noise, or quiet cluster; small engines in a noise cluster; sewing or art in a less-noise cluster; and government in a quiet cluster.

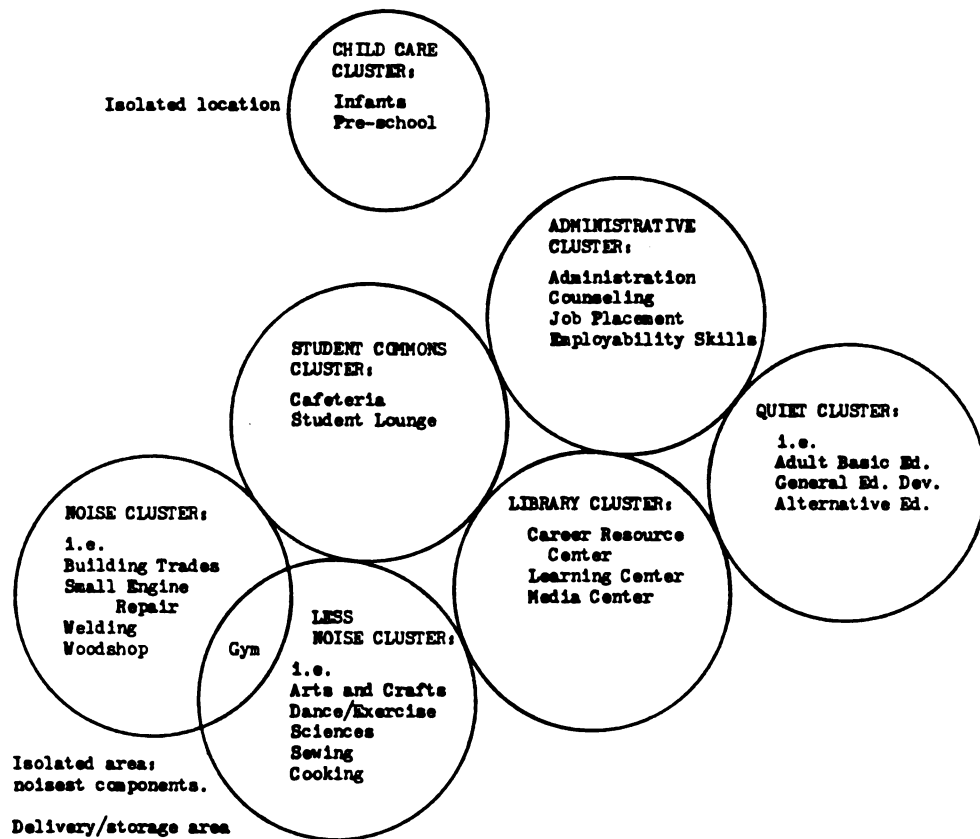


Figure 22.--Model of the spatial relationship among the adult education components.

The relationship among the clusters was developed for the following reasons. The administrative cluster should be functionally central to all clusters. The library cluster should be centrally located in relation to all clusters and close to the administrative cluster because of their close working relationship. The student-commons cluster needs to be close to the administrative and library clusters because of high traffic flow. The noise and quiet clusters need sound separation, which would place them in opposite locations. The noise cluster requires access to a delivery/storage area so that necessary materials will not be taken through the building. The child-care cluster requires an isolated location within the building.

To address Question 6, the facility considerations for each adult education program component were grouped into the following categories:

- A. Charts that illustrate the facility considerations for each adult education program component.
- B. Three approaches to address parking needs.
- C. Handicapper facility needs peculiar to adult education program components.

Figures 23 through 27 illustrate facility considerations for each adult education program component. The charts illustrate the following clusters: library/administrative cluster, child-care cluster, student-commons cluster, quiet cluster, and less-noise/noise cluster.

The architects developed the components in the library and administration cluster (Figure 23) based on similarity of function and working relationship to each other. The following discussion is based on interviews with the three architects.

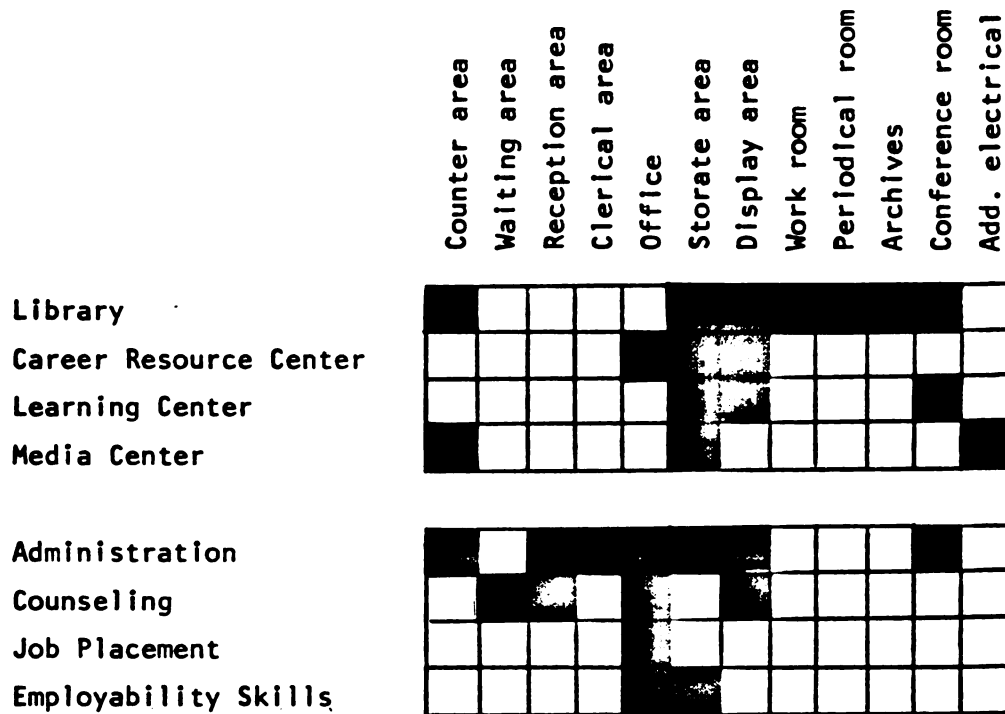


Figure 23.--Library/administration cluster.

A typical 40- by 60-foot multipurpose room could be used as a library. It usually has outside access for deliveries. Space should be provided in the media center for viewing purposes. An acoustical treatment could be applied for noise control. Additional electrical power for use of machines could be obtained by using power poles, plug strips around the perimeter of the room, or flat wiring under the

carpeting. The space could be divided by office landscaping. If counseling is not involved with employability skills, a classroom could be converted by use of office landscaping since counseling would require an enclosed, private setting.

The architects developed the components in the child-care and student-commons clusters based on similarity of function and facility requirements. (See Figures 24 and 25.)

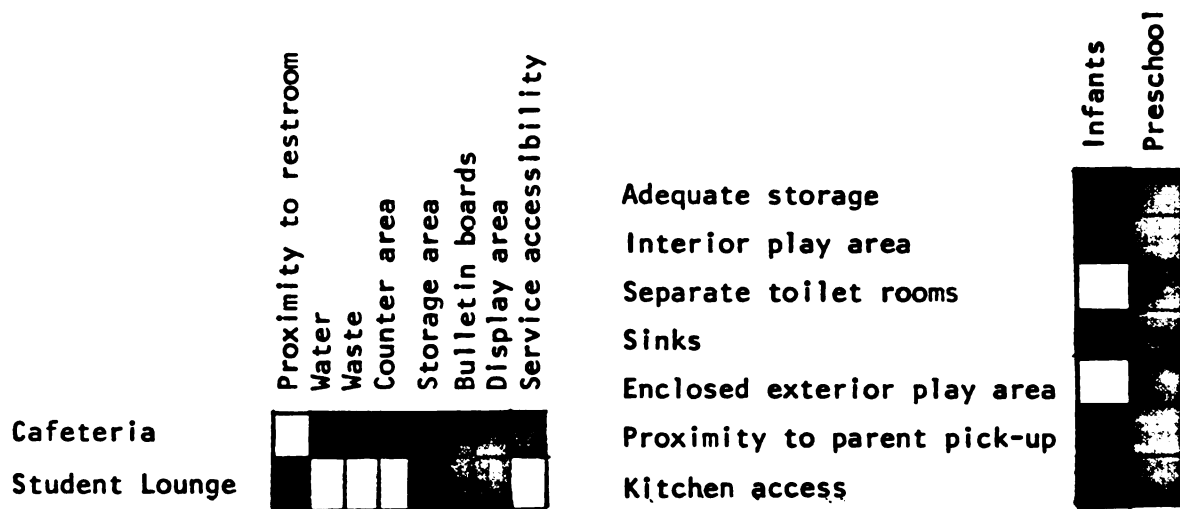


Figure 24.--Student-commons cluster.

Figure 25.--Child-care cluster.

The architects developed the components in the quiet cluster based on similarity in function and like facility requirements. The following discussion is based on interviews with the architects. (See Figure 26.)

Depending on the class activities for diet/nutrition/exercise, the class may need to be located in the less-noise cluster. That is, if there was a lot of exercise, proximity to showers (if they exist) and a gym may be required. If home economics involved cooking, a larger space for equipment and additional facility requirements, such as an exhaust system, would be needed.

Conference or work alcoves could be converted to a small classroom space by adding a wall. Removing a load-bearing wall would be expensive as structural support for the building would have to be relocated; removing a non-load-bearing wall would be inexpensive.

Existing chalkboards may be too low for adult use. Chalkboards can easily be relocated if they are clipped on. If chalkboards are glued on, the top portion may be used as "it would not be worthwhile to tear it apart."

Additional power may be obtained by using power poles, plug strips around the perimeter of the room, and/or flat wiring under the carpeting. If equipment such as word processors or typewriters is used, additional square footage would be required. Air conditioning may be needed because of a heat build-up from computer use.

The architects developed the components in the less-noise/noise cluster based on like facility requirements, noise level, storage needs, and/or access to a delivery area. (See Figure 27.) The following discussion is based on interviews with the architects.

		Overhead door	Add. fire separation	Ceiling height, 11-12 ft.	Exhaust system/make-up air	Depressed floor	Large equipment	Additional electrical	Work-area requirements	Service accessibility	Outside storage-welding tanks	Hoods	Booths	Additional lighting	Additional storage	Water	Waste	Second exterior exit	Ceiling height, 16-18 ft.	Air conditioning	Refrigeration
Job Skill Training	Auto Mechanics																				
	Building Trades																				
	Drafting																				
	Electronics																				
	Machine Shop																				
	Welding																				
Senior Citizen H.S.	Art																				
	Sewing																				
	Small Engines																				
	Woodshop																				
H.S. Comp.	Arts and crafts																				
	Cooking																				
	Painting/Decorating																				
	Science																				
	T.V. Production																				
Enrich.	Woodworking																				
	Canning/Freezing																				
	Electrical Wiring																				
	Food/Nutrition																				
	Physical Education																				

Figure 27.--Less-noise/noise cluster.

In general, a space larger than a typical classroom is needed for machinery and equipment. Auto mechanics, machine shop, building trades, and welding were judged to be difficult conversions for a typical elementary school.

The architects recommended that the adult education program teach a basic understanding of machine shop and coordinate the hands-on experience with the community because the equipment used in the work setting is probably more sophisticated than the training program can offer. Also, when heavy equipment is used, OSHA requirements are triggered.

For auto mechanics, the facility requirements referenced in the chart apply once a car is brought in and started. A ceiling height of 11 to 12 feet is required for a hoist. A floor must be recessed six inches because of gas fumes. A second exit is also required with the use of gas.

The building trades addressed are general carpentry and masonry. The architects suggested that instruction be offered in the adult education program and that projects be constructed outside the building. For drafting, an ambient-lighting system or task lighting could provide additional lighting to individual work stations, if needed. In art, ceramics classes would require exhaust due to the heat build-up.

A typical elementary school would need additional parking to accommodate an adult education program. The following three approaches address parking needs of an adult education facility.

1. The hours of the program and the anticipated enrollment during those given hours should be projected to determine the number of parking spaces needed.

2. Local ordinances and zoning requirements could dictate the amount of parking needed. Such regulations would take into consideration the number of classrooms, the number of teachers, and the number of administrators.

3. The Michigan Department of Education has criteria for determining parking needs. These criteria take into account the number of teaching stations and the number of student stations.

The following features are recommended for handicapper participation in an adult education facility:

1. Barrier-free parking should be located at the nearest entrance.
2. Curb cuts could be installed.
3. Ramping could be installed where appropriate.
4. Time-delay closing devices could be installed if existing doors are heavy or difficult to negotiate.
5. A bathroom water-closet stall could be enlarged by combining two existing stalls.
6. Low-pile carpeting should be used.
7. Appropriate spacing should be provided between tables to accommodate crutches, braces, walkers, and wheelchairs.
8. A Braille section should be provided for the blind.
9. Someone should be available who can sign for the deaf.

10. Programs located on different levels could also be offered on a barrier-free level.

A table setting is recommended versus the traditional chair with writing arm attached "because many people with the characteristic of mental impairment do not have highly developed eye/hand coordination or finger dexterity."

Chapter Summary

The findings of the study are summarized under their respective research questions.

Question 1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?

1. Typically, the school districts took between one and three years to perceive enrollment decline as a problem, to address school closure, and to convert the school to an adult education facility.

2. The school districts used a variety of procedures for school closure. Generally, the following approaches were included:

- A. A community-based task force was formed.
- B. A task force made recommendations to a school board.
- C. The school board directed public hearings to be held.
- D. The school district's administrators made recommendations to the school board.
- E. The school board directed school closure.

Variations of the above components existed for each school district studied. However, the local personalities involved and internal

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Variations of the above components existed for each school district studied. However, the local personalities involved and internal

politics contributed to the degree of conflict surrounding school closure. Three of the four school districts felt their approach to school closure had been successful for their community.

3. One individual within each school district had been instrumental in identifying an adult education program as a priority, obtaining a commitment to allocate an entire facility for that purpose, and implementing an adult education program in the facility.

4. In general, there was no identified criterion or systematic process to determine how the closed school would meet the needs of the adult education program.

5. Typical features of an adult education program are as follows:

- A. The adult education facility is centrally located for the population served.
- B. The adult education facility is located on or near public transportation.
- C. The adult education programs are typically held Monday through Friday, 12 to 15 hours per day.
- D. All age groups participate in the adult education program.
- E. Enrollment in adult education is projected to increase, particularly in daytime and vocational programs.
- F. Provision of daytime facilities and day care has contributed to increased enrollment.

Question 2. What are the current adult education program components and curriculum?

The 1983-1984 adult education program components contained in three of the four participating adult education programs were as follows:

1. Administration
2. Adult Basic Education
3. General Educational Development
4. Counseling
5. Career Resource Center
6. Media Center
7. Employability Skills
8. Job Skill Training
9. Job Placement
10. Alternative Education
11. Licensed Child Care
12. Community-Related Uses
13. Senior Citizen Program
14. High School Completion
15. Enrichment

Question 3. What is a three- to five-year projection of adult education program components and curriculum?

Additional adult education program components projected for inclusion in three to five years, contained in three of the four participating adult education programs studied, were a library and learning center component. Additional enrichment curriculum was also projected.

Question 4. How was the facility previously used, and how is the facility currently being used?

The original use of a closed building remained predominantly the same through conversion to an adult education use; i.e., classroom space was used for classroom space, kindergarten rooms were used for

child care, and a gym was used for physical activities and served as a multipurpose room.

Question 5. What is a suggested model for the spatial relationship among adult education program components?

The adult education program component clusters should be grouped in accord with the following relationships. The administrative cluster should be functionally central to all clusters. The library cluster should be centrally located to all clusters and close to the administrative cluster because of their close working relationship. The student-commons cluster needs to be close to the administrative and library clusters due to high traffic flow. The noise and quiet clusters need sound separation, which would place them in opposite locations. The noise cluster requires access to a delivery/storage area so that necessary materials are not taken throughout the building. The child-care cluster requires an isolated location within the building. A desirable area would be close to a congregation area, such as the student commons.

Question 6. What are suggested facility considerations for each adult education program component?

A closed school can usually be converted to an adult education facility with the following considerations:

1. The job-skill training areas of auto mechanics, machine shop, building trades, and welding, as well as senior-citizen high

school areas such as small engines and woodshop, are costly conversions because of the additional building code requirements.

2. Typically, an elementary/junior high school does not have adequate parking to meet the needs of an adult education program. Also, to accommodate the evening use of an adult education facility, exterior lighting is needed for the parking areas.

3. The elementary/junior high schools studied did not comply with the barrier-free-design requirements contained in Michigan's State Construction Code. However, minor modifications such as the following would enhance accessibility:

- A. Barrier-free parking should be located at the nearest entrance to the facility.
- B. Curb cuts could be installed.
- C. Time-delay closing devices could be installed if existing doors are heavy or difficult to negotiate.

Chapter V contains a summary of the study, conclusions based on the study findings, recommendations, and suggestions for future research.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

Summary

The Problem and Need for the Study

An immediate approach to the issue of declining enrollment has been school closure, resulting in vacant buildings. At the same time, an increasing participation in adult education has been documented. Therefore, the need exists for information on the conversion of closed elementary/junior high schools to adult education facilities.

Purpose of the Study

The purposes of the study were to document the process of public school closure and conversion to an adult education program, to project the direction of growth for adult education programs, and to develop schematic facility considerations for the conversion of a closed elementary/junior high school to an adult education facility. Specifically, the writer attempted to answer the following six questions:

1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?

2. What are the current adult education program components and curriculum?

3. What is a three- to five-year projection of adult education program components and curriculum?

4. How was the facility previously used, and how is the facility currently being used?

5. What is a suggested model for the spatial relationship among adult education program components?

6. What are suggested facility considerations for each adult education program component?

Procedures of the Study

To accomplish the purposes of the study, the research was divided into the following four phases:

1. Identification of representative adult education programs for case study. To locate similar adult education programs that had been assigned to closed elementary/junior high schools, a questionnaire was sent to all school districts within a 90-mile radius of Lansing, Michigan, that had a population of 20,000 or more. After locating those school districts that had assigned an adult education program to a closed elementary/junior high school, adult education programs were considered for participation based on the following questionnaire information:

A. Similarity in community sizes.

B. Similarity in dates when the schools were converted.

- C. Similarity in the sizes of facilities closed and converted to adult education programs.
- D. Similarity in ages of the buildings.
- E. Similarity in percentages of the buildings assigned for administration and instruction.
- F. Similarity in the extent of remodeling for conversion, if any.
- G. Availability of individuals involved in the decision-making process for closure and conversion.

Four similar adult education programs emerged as a result of the questionnaire responses received. The four adult education directors were contacted and invited to participate in the study.

2. On-site observations and interviews to address the school closure and conversion process, program commonalities, and facility use.

The first set of on-site interviews with each of the four adult education directors and additional staff as recommended, was conducted to obtain a general overview of the decision-making and planning process used for school closure and conversion to an adult education facility. The second set of on-site interviews with each of the four adult education directors, and additional staff as recommended, was conducted to discuss the current adult education program, the projected program, and how the facility had previously been used and was currently being used.

3. Identification of a team of architects and a consultant on handicapped facility concerns to address facility conversion. The

Director of the Council of Educational Facilities Planners was contacted to obtain the names of Michigan architectural firms noted for their work in school design and renovation. Three architectural firms were chosen for inclusion in the study, based on their experience in school design and renovation and their proximity to Lansing. The Director of the Michigan Center for a Barrier Free Environment was chosen for her experience as a school consultant on compliance with federal handicapper requirements.

4. Interviews with each architect and the handicapper consultant to arrive at facility considerations for the conversion of a closed elementary/junior high school to an adult education facility.

The purpose of the first meeting with each architect and handicapper consultant was to explain further the purpose and intention of the study and to review with them the descriptions of each adult education program component and the projected program components contained in three of the four participating adult education programs.

The purpose of the second meeting/interview with the architects was to discuss a suggested model for the spatial relationship of adult education program components and to address facility considerations for each component. The second meeting/interview with the consultant on handicapper facility concerns was held to address handicapper facility considerations peculiar to each adult education program component.

Findings

The findings of the study are summarized under their respective research questions.

Question 1. What decision-making and planning process was used to close an elementary/junior high school and then convert it to an adult education program?

1. Typically, the school districts took between one and three years to perceive enrollment decline as a problem, to address school closure, and to convert the school to an adult education facility.

2. The school districts used a variety of procedures for school closure. Generally, the following approaches were included:

- A. A community-based task force was formed.
- B. A task force made recommendations to a school board.
- C. The school board directed public hearings to be held.
- D. The school district's administrators made recommendations to the school board.
- E. The school board directed school closure.

Variations of the above components existed for each school district studied. However, the local personalities involved and internal politics contributed to the degree of conflict surrounding school closure. Three of the four school districts felt their approach to school closure had been successful for their community.

3. One individual within each school district had been instrumental in identifying an adult education program as a priority, obtaining a commitment to allocate an entire facility for that purpose, and implementing an adult education program in the facility.

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4. In general, there was no identified criterion or systematic process to determine how the closed school would meet the needs of the adult education program.

5. Typical features of an adult education program are as follows:

- A. The adult education facility is centrally located for the population served.
- B. The adult education facility is located on or near public transportation.
- C. The adult education programs are typically held Monday through Friday, 12 to 15 hours per day.
- D. All age groups participate in the adult education program.
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- 6. Media Center
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9. Job Placement
10. Alternative Education
11. Licensed Child Care
12. Community-Related Uses
13. Senior Citizen Program
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Question 3. What is a three- to five-year projection of adult education program components and curriculum?

Additional adult education program components projected for inclusion in three to five years, contained in three of the four participating adult education programs studied, were a library and learning center component. Additional enrichment curriculum was also projected.

Question 4. How was the facility previously used, and how is the facility currently being used?

The original use of a closed building remained predominantly the same through conversion to an adult education use; i.e., classroom space was used for classroom space, kindergarten rooms were used for child care, and a gym was used for physical activities and served as a multipurpose room.

Question 5. What is a suggested model for the spatial relationship among adult education program components?

The adult education program component clusters should be grouped in accord with the following relationships. The administrative cluster should be functionally central to all clusters. The library cluster

should be centrally located to all clusters and close to the administrative cluster because of their close working relationship. The student-commons cluster needs to be close to the administrative and library clusters due to high traffic flow. The noise and quiet clusters need sound separation, which would place them in opposite locations. The noise cluster requires access to a delivery/storage area so that necessary materials are not taken throughout the building. The child-care cluster requires an isolated location within the building. A desirable area would be close to a congregation area, such as the student commons.

Question 6. What are suggested facility considerations for each adult education program component?

A closed school can usually be converted to an adult education facility with the following considerations:

1. The job-skill training areas of auto mechanics, machine shop, building trades, and welding, as well as senior-citizen high school areas such as small engines and woodshop, are costly conversions because of the additional building code requirements.

2. Typically, an elementary/junior high school does not have adequate parking to meet the needs of an adult education program. Also, to accommodate the evening use of an adult education facility, exterior lighting is needed for the parking areas.

3. The elementary/junior high schools studied did not comply with the barrier-free-design requirements contained in Michigan's State

Construction Code. However, minor modifications such as the following would enhance accessibility:

- A. Barrier-free parking should be located at the nearest entrance to the facility.
- B. Curb cuts could be installed.
- C. Time-delay closing devices could be installed if existing doors are heavy or difficult to negotiate.

Conclusions

The closing of an elementary/junior high school is usually an emotionally charged issue for any community. The volatile issue of school closure may be neutralized with the implementation of an adult education program in the school building that was closed or proposed for closure because the community will still be using the building in an educational capacity. Individuals may play an important leadership role in implementing an adult education use while increasing the credibility and visibility of the program.

The following conclusions drawn from the findings of this study may serve as a guide for school district personnel and community planners when confronting the issue of declining enrollment, school closure, and conversion of a school to an adult education facility. Based on the findings of the investigation, and subject to the delimitations of the study, the following was concluded:

1. Each school district must carefully analyze the various approaches to school closure, taking into account a time frame for action, local personalities involved, internal politics, and specific

educational needs within the community, to determine the appropriate approach for that particular community.

2. One person may be instrumental in the process of identifying an adult education program as a priority, obtaining a commitment for the allocation of an entire building, and implementing an adult education program in a closed elementary/junior high school.

3. Increased participation in adult education was attributed to the adult education facility being centrally located for the population being served and being within walking distance and/or located on or near public transportation. The days and hours of the adult education program must correspond to the particular needs of the participants. Provision of child care should be addressed to meet the needs of parents.

4. Program and facility planning for adult education should take into account increasing enrollment.

5. In addressing how a closed elementary/junior high school could meet the program needs of adult education, the way in which the elementary/junior high school has been used will probably correspond to the way in which the building will be used as an adult education facility. That is, classroom space will be used for classroom space, a gym will be used as a gym, and kindergarten rooms will be used for child care.

6. Neither adult education directors nor architects have extensive experience with converting a closed elementary/junior high school to an adult education facility. Therefore, facility planning,

to a large degree, is based on experience with public school facilities. The problem is further compounded as no state or federal criteria relate to building conversions of this nature.

7. In converting an elementary school to an adult education facility, aesthetic modifications such as the following should be made to reflect the change:

- A. Signs with the revised school name, indicating an adult education use, should be installed on the facility.
- B. All furniture should be adult size.
- C. Raising a drinking fountain is usually expensive. One solution is to attach a standard-height drinking fountain to the existing one, tying into the existing plumbing.
- D. Bathroom mirrors could be raised. Water-closet seats could be replaced with higher seats. Door signs could also be replaced, i.e., men, women versus boys, girls.
- E. Instead of replacing existing low shelving, additional shelving could be added to raise the existing height to an adult level.

8. Although the elementary/junior high schools studied did not comply with the barrier-free-design requirements contained in Michigan's State Construction Code, minor modifications such as the following would enhance accessibility:

- A. Barrier-free parking should be located at the nearest entrance to the facility.
- B. Curb cuts could be installed.

- C. Ramping could be installed where appropriate.
 - D. Time-delay closing devices could be installed if existing doors are heavy or difficult to negotiate.
 - E. A bathroom water-closet stall could be enlarged by combining two existing stalls.
 - F. Low-pile carpeting should be used.
 - G. Appropriate spacing should be provided between tables to accommodate crutches, braces, walkers, and wheelchairs.
 - H. Programs located on different levels of the building could also be offered on a barrier-free level.
9. Adult-education-component clusters have general facility requirements. The following is a generalization of facility requirements for the six adult-education-component clusters examined in this study.
- A. The administrative cluster: a waiting, reception, and clerical area; office, conference, and storage space; and a display area.
 - B. The library cluster: counter area, office space, storage, display area, work room, periodical room, archives, conference room, and possible additional electricity.
 - C. The child-care cluster: storage, interior/exterior play area, separate toilet rooms, sinks, kitchen access, and proximity to parent pick-up.

- D. The student-commons cluster: proximity to restrooms, water, waste disposal, counter area, storage, bulletin boards, display area, and service accessibility.
- E. The quiet cluster: additional bulletin boards or chalk boards, possibly additional electricity, and air conditioning.
- F. The noise cluster or vocational programs: overhead door, additional fire separation, a ceiling height of 11 to 12 feet, exhaust system/make-up air, depressed floor, additional electricity, service accessibility, outside storage-welding tanks, hoods, booths, additional lighting, storage, water, waste disposal, second exterior exit, air conditioning, refrigeration.

10. Modes of transportation used by the adult education participants must be carefully reviewed to determine if additional parking space is needed.

11. A closed elementary/junior high school should be able to meet an adult education program's facility needs, with the exception of some vocational areas, due to specialized facility requirements.

Recommendations

Based on the review of literature and the findings of this study, the following recommendations are made:

- 1. A districtwide master plan should be developed to address declining enrollment and reuse of school-facility space. Citizen

participation should be encouraged. This could take the form of a community-based task force.

2. When school closure must be considered before the development of a districtwide master plan, the following should be considered:

- A. Reuse of the facility should be addressed simultaneously with school closure.
- B. Ramifications of closure should be addressed: the effect on the neighborhood; the cost to maintain a vacant building, i.e., maintenance and vandalism; and the cost of any additional transportation as a result of school closure.
- C. School closure should be the last resort.

3. Whether addressing the issue of school closure or developing a districtwide master plan, architects should be an integral part of the process. They could assist in the following ways:

- A. Feasibility studies could be done for all facilities, i.e., life of the building, energy concerns, and maintenance of the building.
- B. Reuse options could be explored, taking into account space planning and various code requirements.

4. An elementary school that has been converted to an adult education facility should aesthetically reflect the change through modifications such as the following:

- A. Signs with a revised school name, indicating an adult education use, should be installed on the facility.
- B. All furniture should be adult size.

- C. Because raising a drinking fountain is usually expensive, a solution is to attach a standard-height fountain to the existing one, tying into the existing plumbing.
 - D. Bathroom mirrors could be raised, and water-closet seats could be replaced with higher seats. Door signs could be replaced (men, women versus boys, girls).
 - E. Instead of replacing existing low shelves, additional shelves could be added to raise the height to an adult level.
5. An on-going community task force could be established to review and make recommendations for an adult education curriculum.
6. Feasibility studies should be done on employment schedules within the community to determine the optimal days and hours of operation for the adult education program.
7. Because of the facility costs involved in providing vocational programs, such as machine shop or auto mechanics, a school district could contract with local businesses for use of their facilities and equipment.
8. Programs of staff development for adult education administrators and other school personnel, sponsored by state agencies, would help local districts make appropriate decisions for an adult education program and facility.

Suggestions for Future Research

After reviewing the literature and considering the findings of this study, the writer suggests the following topics for further study:

1. The advantages and disadvantages of a school district maintaining a master plan that addresses the issue of declining enrollment and the reuse of excess facility space could be addressed.

2. The effect on the neighborhood/community of having vacant school buildings versus maintaining otherwise closed buildings in an educational use or in a compatible use such as a public library could be investigated.

3. The long-range financial implications of implementing adult education programs in closed buildings or in a portion of operating K-12 buildings could be addressed.

4. The advantages and disadvantages to having an entire building assigned to adult education versus having adult education classes dispersed throughout the school district in buildings that have excess space could be the focus of additional research.

5. A model could be developed to determine the days and hours of operation for an adult education program appropriate to the community's needs.

6. Various approaches could be developed to make child care cost-effective, such as incorporating a preschool training component into the adult education program.

APPENDICES

APPENDIX A

SAMPLE POPULATION

Sample Population

Those communities within a 90-mile radius of Lansing having a population of 20,000 or more and having either an adult basic education program or a community education program listed in the 1982-1983 Michigan Contact Directory for Adult Basic Education and Community School Programs, Michigan Department of Education, Adult Extended Learning Services, Lansing, Michigan.

Adrian	Livonia
Allen Park	Madison Heights
Ann Arbor	Midland
Battle Creek	Mt. Pleasant
Bay City	Muskegon
Birmingham	Novi
East Detroit	Pontiac
East Lansing	Portage
Farmington Hills	Romulus
Ferndale	Roseville
Flint	Royal Oak
Hamtramck	Saginaw
Hazel Park	Southfield
Highland Park	Southgate
Garden City	Taylor
Grand Rapids	Troy
Inkster	Warren
Jackson	Wayne
Kalamazoo	Wyoming
Lansing	Ypsilanti



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Adult Extended Learning Services
P.O. Box 30000
Lansing, Michigan 48900

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Dear

In the State of Michigan, the majority of school districts are experiencing K-12 enrollment decline and excess school facility space. While this has occurred, a number of districts have begun using available facilities to serve the adult student. Little information is available, however, to assist local districts in converting facilities to adult learning settings.

The attached project is the first step in developing a conversion knowledge base. The end result will be the development of guidelines for facility changes.

We feel the outcomes of this project conducted by Ms. Sue Kirkpartick will be beneficial to school districts either approaching this process or those that have implemented an adult facility conversion. We request your participation and support in filling out the attached, brief, questionnaire. Your assistance will be appreciated.

Sincerely,

Ken Walsh, Supervisor
Adult Basic Education

Attachment

APPENDIX B

MICHIGAN DEPARTMENT OF EDUCATION COVER LETTER

APPENDIX C

COVER LETTER REQUESTING PARTICIPATION

Dear

With the growth of adult education programs and the corresponding decline of the K-12 enrollment, some school districts are converting and/or assigning vacant space to adult education.

Obviously, the facility needed for adults is not the same as those needed for elementary or junior high students. However, there are no guidelines to assist school districts in general, or adult educators in particular, in developing recommendations for space utilization or facility remodeling.

The purpose of this correspondence is to invite you to participate in the initial stage of a project which will result in the development of guidelines for facility conversion.

Please take a few moments to complete the enclosed questionnaire. This questionnaire is the first step in a series of activities which will result in the development of guidelines.

We appreciate your assistance. If you would like a copy of the guidelines, please check the attached questionnaire. We look forward to hearing from you.

Sincerely,

Susan A. Kirkpatrick

cc.

APPENDIX D

QUESTIONNAIRE

Please return to:
 Susan A. Kirkpatrick
 10108 Lafayette
 Dimondale, MI. 48821

QUESTIONNAIRE

Name/Position _____
 School District _____
 How long have you been in this position? _____
 Would you like a copy of the developed guidelines? Yes ____ No ____

1. IS THERE A SCHOOL BUILDING WITHIN THE DISTRICT THAT HAS BEEN CLOSED TO K-12
 PROGRAMS AND IS NOW ASSIGNED OR USED FOR ADULT EDUCATION PROGRAMS? Yes ____ No ____

If yes, please answer the following:

- A. When was it assigned to an adult education program? _____
- B. How old is the major portion of the building? _____
- C. Approximately what percentage of the building is used for adult
 education administration _____ and instruction? _____
- D. How large is the building? (Number of classrooms) _____
- E. To what extent was the building remodeled for the adult education
 program? None ____ Moderate ____ Extensive ____

2. IS THERE A PORTION OF AN EXISTING, OPERATING, K-12 BUILDING THAT IS USED
 ONLY FOR ADULT EDUCATION PROGRAMS? Yes ____ No ____

If yes, please answer the following:

- A. When was the building space assigned to the adult education program? _____
- B. Approximately how old is the assigned building space? _____
- C. Approximately how much space is assigned within the building?
 (Classroom equivalent) _____
- D. To what extent was the building remodeled for the adult education
 program? None ____ Moderate ____ Extensive ____

*If you responded "yes" to either 1 or 2 above, please proceed to number
 3 below. If you responded "no" to both 1 and 2 above, you may stop here.
 Please return the questionnaire.*

3. HOW IS THE SPACE ASSIGNED TO ADULT EDUCATION UTILIZED? (Please check the
 items below that apply.)

- | | |
|--|--|
| ____ Office space | ____ Community room |
| ____ Library/media | ____ Vocational/job training instruction |
| ____ Adult basic education instruction | ____ Leisure/recreational instruction |
| ____ Counseling/guidance | ____ Other (Please list) |
| ____ High school completion/GED | _____ |
| | _____ |
| | _____ |

APPENDIX E

QUESTIONS ADDRESSED: FIRST SET OF INTERVIEWS

APPENDIX E

QUESTIONS ADDRESSED: FIRST SET OF INTERVIEWS

Questions Addressed: First Set of Interviews

- A. What date was declining enrollment perceived to be a problem such that school closure was imminent? What date was the school closed and opened as an adult education program?
 - B. What was the procedure used by the school district to address school closure? In the opinion of the adult education director, was this a successful approach for their community?
 - C. Who determined an adult education use for the closed school?
 - D. Was a criterion/process used to determine how the facility would meet the adult education program needs?
 - E. Was the conversion process a successful approach for the community?
 - F. What building-location factors were a success for the adult education program?
-
- . What are the days and hours of operation for the adult education program?
 - . Was there a predominant age group within the adult education program?
 - . What is the direction of enrollment in the adult education program?
 - . To what is the growth in adult education participation attributed?
 - . What direction/trends are projected in adult education?

APPENDIX F

ARCHITECTURAL FIRMS

The Director of the Council of Educational Facilities Planners recommended the following eight architectural firms for their work in school design and renovation of elementary/junior high schools:

- *1. The Warren Holmes-Kenneth Black Co.
805 N. Washington
Lansing, MI
- *2. M. J. K. Architects Engineers Planners
520 Cherry
Lansing, MI
- 3. Peter Topatta, Inc.
1191 W. Square Lake Rd., Box 289
Bloomfield Hills, MI 48013
- 4. Ellis Naeyaert Genhenmier
3290 W. Big Beaver Rd.
Troy, MI 48084
- *5. Wigen, Tincknell, Meyer, and Associates, Inc.
3444 Davenport
Saginaw, MI 48602
- 6. Fredrick Renaud Associates
2716 E. Paris S.E.
Grand Rapids, MI 49506
- 7. Judson Jones
1048 Franklin S.E.
Grand Rapids, MI 49507
- 8. C. E. Hallengoff Elzenga and Volkers
86 E. 6 Street
Holland, MI 49423

*Those architectural firms that participated in the study.

APPENDIX G

PROGRAM COMPONENT CHECKLIST

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
ADMINISTRATION	Directing Registration Scheduling Secretarial Other				
ADULT BASIC ED.	Citizenship prep. Consumer math English E.S.L. Math Reading Spelling Writing Mentally impaired: Clothing repair Cooking Healthy living Household mgn. Math Money mgn. Math Money mgn. Reading Sewing Other				
GED	Diagnostic/tutorial ctn. English E.S.L. Math Reading Science Social studies Testing Other				
LIBRARY	Other				
COUNSELING	Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
LEARNING CENTER	Algebra Biology Chemistry Consumer math English Government History Math Reading Spelling Other				
CAREER RESOURCE CTN.	Other				
MEDIA CENTER	Other				
EMPLOYMENT SKILLS	Counseling Filling out app. Interviewing Resume writing Skill testing Other				
JOB SKILL TRAINING	Auto mech. Building trades Drafting Electronics Machine shop Painting, decoration Practical off. training welding Other				
JOB PLACEMENT	Other				
ALT. ED. PROGRAM	English Government History Math Spelling Understand yourself Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
LICENCED CHILD CARE	Infants-day Infants-evening Pre-school-day Pre-school-evening				
COMM. RELATED USES	Dance council Photographic club CETA Chruch Food co-op Other				
SENIOR CITIZEN H.S.	Amer. hist. stitch Art Art appreciation Body and you Bowling Cooking for one Computer science Creative arts 1,2, Current issues Diet/nutrition/exercise Drawing and painting English and communications English for senior living French Geography/travel Government Graphic arts Great religions Humanities Journalism Learning center-english Learning center-math Learning center-math Learning center-science Learning center-soc. std. Life enrichment Math for senior living Music Nature crafts Needlecraft beg. adv. Nutrition and health Performing arts Personal psychology Pottery, beg. adv. Senior fitness Sewing Small engines				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

	In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
Spanish				
Stained glass, beg. adv.				
Tole painting, beg. adv.				
Travel/geography				
Typing				
Woodshop				
Upholstery				
Other				
SENIOR CITIZEN CTN.				
Amer. folk art				
Amer. government				
Amer. hist. stitchery				
Art appreciation				
Cooking for one				
Creative arts, beg. adv.				
Current issues				
Composition/creative writing				
Diet/nutrition/exercise				
Drawing and painting				
Drama/theater/local hist.				
Graphic arts				
Health/exercise/nutrition				
Learning center				
Life enrichment				
Nature crafts				
Needlecraft, beg. adv.				
Bowling				
Pottery, beg. adv.				
Psychology				
Sewing				
Small appliance repair				
Stained glass, beg. adv.				
Travel/geography				
Upholstery, beg. adv.				
Other				
H.S. COMPLETION:				
BUSINESS				
Accounting 1-6				
Accounting clerk				
Basic civil service				
Basic programming				
Bookkeeping/accounting				
Business english				
Business law				
Business math				
Business machines				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

In the adult
ed. building.

In other
buildings.

In the adult
ed. building.

In other
buildings.

Checker-cashier
Clerk typist
Comprehensive filing
Computer/basic programming
Computer/data process
Computers introductory
Computer programming
Computer science
Data processing
Dictation
Job market and you
Job skills
Legal secretary
Medical secretary
Marketing 1
Micro computers
Office practices 1,2,
Office machines
Pascal programming
Preparing tax records
Receptionist
Recordkeeping
Speed building/transc.
Speedwriting 1
Spelling/vocabulary
Shorthand 1,2,
Typing 1-4
Typing refresher
Wordprocessing
Other

ENGLISH

Basic composition
Basic english
Basic reading skills
Business english 1,2,
Career development
Creative ideas
Discussion, reading and writing
English essentials
English for adult living
English for everyday living
English for the college bound
English for the foreign born
Everyday writing skills
English/spelling
Grammar and composition 1-4

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

In the adult
ed. building.

In other
buildings.

In the adult
ed. building.

In other
buildings.

Checker-cashier
Clerk typist
Comprehensive filing
Computer/basic programming
Computer/data process
Computers introductory
Computer programming
Computer science
Data processing
Dictation
Job market and you
Job skills
Legal secretary
Medical secretary
Marketing 1
Micro computers
Office practices 1,2,
Office machines
Pascal programming
Preparing tax records
Receptionist
Recordkeeping
Speed building/transc.
Speedwriting 1
Spelling/vocabulary
Shorthand 1,2,
Typing 1-4
Typing refresher
Wordprocessing
Other

ENGLISH

Basic composition
Basic english
Basic reading skills
Business english 1,2,
Career development
Creative ideas
Discussion, reading and writing
English essentials
English for adult living
English for everyday living
English for the college bound
English for the foreign born
Everyday writing skills
English/spelling
Grammar and composition 1-4

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
	Individualized english				
	Individulaized reading				
	Job market and you				
	Journalism				
	Library enrichment				
	Literature				
	Modern amer. literature				
	Power reading				
	Reading improvement 1,2				
	Reading for leisure				
	Reading for pleasure				
	Reading skills				
	Speech 1 practically speaking				
	Speech 2 speech for employment				
	Spelling/vocabulary building				
	Short stories				
	Writing skills				
	Keep it short (literature)				
	Other				
HOME ECONOMICS	Creative cooking 1,2,				
	Sewing 1				
	Other				
MATH	Algebra 1,2,				
	Algebra introductory				
	Advanced math lab				
	Basic math 1,2,				
	Business math				
	Career math				
	Consumer math 1				
	Fundamental math				
	General math				
	Geometry 1,2,				
	Technical math				
	Other				
PERSONAL DEV.	Art:				
	Exploratory art				
	Watercolor				
	Arts and crafts				
	Ceramics 1-3				
	Child development				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
	Cooking for men and women				
	Crafts 1,2,				
	Clothing and textiles, beg. adv.				
	First adi				
	GED preparation				
	German				
	Health/exercise/nutrition				
	Home maintenance				
	Its your money				
	Job market and you				
	Living with children				
	Meal management				
	Personal finance				
	Psychology				
	Seeking and keeping a job				
	Sewing for men and women				
	Spanish				
	Wood working				
	Other				
SCIENCE	Biology				
	Chemistry				
	Earth science				
	Everyday science				
	General science				
	Human anatomy				
	Human biology				
	Introducation to sciences				
	Michigan wildlife				
	Other				
SOCIAL STUDIES	Amer. government				
	Amer. history 1-4				
	Amer.literature 1				
	Child psychology				
	Civics				
	Community social issues				
	Communications 1-3				
	Current issues				
	Literature of the bible				
	Michigan history				
	Michigan studies				
	Psychology 1				
	Self-awareness				
	Social psychology				
	This island earth (geography)				
	Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
VOCATIONAL	Adult work experience Accounting and computing Anatomy Arch. drafting Auto body Auto mechanics Auto mainenance 1,2, Auto shop Basic programing Blueprint reading Cable television Child care and guidance Child care training Child care worker Child care worker-internship Classroom aide Commercial art occupations Computer programming Community and public health Construction occupations Cosmetology Data processing Dental secretary Distributive ducation Engine mechanics Electronics Engineering drawing Electricity/electronics Food management General merchandising Graphic arts 1 Health careers Heating and air cond. Home and addition building Home electrical repair Hospital services House construction Introduction to computer Job skills Layout sheet metal Law enforcement and security Machine shop Machine tool operation Medical assit. 1 Medical office assit. Medical secretary Medical terminology				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
	Medical transcription				
	Painting and decoration				
	Pascal programming				
	Physical plant				
	Robotics				
	School office trainee				
	Secretary careers				
	Small engine repair				
	Television productions				
	Upholstery				
	Welding 1,2,				
	Woodworking 1,2,				
	Wood processing				
	Other				
ENRICHMENT:	Drawing, beg.				
	Pencil, charcoal, pastels				
ART	Oil painting, beg. adv.				
	Watercolor				
	Other				
BUSINESS	Industrial mgn. principles				
	Bookkeeping, beg. adv.				
	Brush-up shorthand				
	Business-starting your own				
	Computer awareness				
	Introduction to word processor				
	Practical basic programs				
	Robotics 1,2,				
	Shorthand, gregg/refresher				
	Typing 1,2,				
	Other				
CRAFTS	Band boxes				
	Basketry				
	Bows, bows, bows				
	Bread dough art				
	Calligraphy 1,2,				
	Calligraphy/using it				
	Caricature drawing				
	Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
	Medical transcription				
	Painting and decoration				
	Pascal programming				
	Physical plant				
	Robotics				
	School office trainee				
	Secretary careers				
	Small engine repair				
	Television productions				
	Upholstery				
	Welding 1,2,				
	Woodworking 1,2,				
	Wood processing				
	Other				
ENRICHMENT:	Drawing, beg.				
	Pencil, charcoal, pastels				
ART	Oil painting, beg. adv.				
	Watercolor				
	Other				
BUSINESS	Industrial mgn. principles				
	Bookkeeping, beg. adv.				
	Brush-up shorthand				
	Business-starting your own				
	Computer awareness				
	Introduction to word processor				
	Practical basic programs				
	Robotics 1,2,				
	Shorthand, gregg/refresher				
	Typing 1,2,				
	Other				
CRAFTS	Band boxes				
	Basketry				
	Bows, bows, bows				
	Bread dough art				
	Calligraphy 1,2,				
	Calligraphy/using it				
	Caricature drawing				
	Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

	In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
Candelwicking and soft sculpture				
Ceramics 1,2,				
China painting				
Christmas ornament workshop				
Christmas trims				
Country craft				
Counted cross-stitch/baskets				
Craft for parent and child				
Create a nature craft				
Creative sculpture				
Crocheting				
Dolls, antiques procelain				
Flower arranging: holiday designs				
Flower arranging: holiday greens				
Flower arranging: silk flowers				
Flower arranging: Williamsburg				
Flowers for special occasions				
Folded star				
Folk guitar				
Glass etching				
Hapanese bunka embroitery				
Knitting: solve your problems				
Kitchen witch				
Lampshade const. and window tech.				
Liquid embroidery				
Majic				
Matting and framing				
Mime and clowning 1,2,				
Molded felt tools				
Multi-craft				
Needlepoint				
Ornament of the week				
Padded picture frames				
Paint old fashioned village				
Patchwork and quilting				
Pen and ink drawing				
Photography/available light				
Photography, beg.				
Photographic equipment				
Photography/nautre close up				
Photographic principles				
Quilting 1,2,				
Quilting and patchwork				
Quilting/mini workshop				
Quilting, machine				
Quilting potpourre				
Quilting, semiole				
Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
	Quilted tote bag				
	Radio control model airplanes				
	Reverse glass painting				
	Sewing, beg. adv.				
	Sewing childrens cloths				
	Sewing, pattern drafting				
	Silk and dried floral design				
	Sketching and drawing				
	Small gifts				
	Stained glass, beg.				
	Stenciling				
	Strip and seminole patchwork				
	Stripped vest				
	Tailoring techniques				
	Tatting				
	Thread painting				
	Tole and decorative painting				
	Trapunto pillow				
	Wood carving, low relief				
	Upholstery				
	Other				
DO IT YOURSELF	Auto mechanics				
	Canning and freezing				
	Electrical wiring/homeowners				
	Small engine repair				
	Other				
E.S.P.	Astrology 1,2,				
	E.S.P. awareness 1,2,				
	Palmistry				
	Numerology				
	Tarot cards				
	Other				
FOOD/NUTRITION	Barbecue class				
	Cake decorating, beg. adv.				
	Cake decorating/christmas				
	Cake decorating/special flowers				
	Cake decorating/thanksgiving				
	Chinese foods 1,2,				
	Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
	Food processor				
	Greek cooking				
	Goodies from the market				
	Gourmet				
	Holiday breads				
	Holiday brunch				
	Holiday deserts				
	Lean cuisine				
	Natural gourmet foods				
	Mexican foods				
	Microwave cooking				
	Quiches				
	Vegetables carving				
	Wok cooking				
	Yeast breads				
	Other				
FOREIGN LANGUAGE	French				
	German for travel				
	German for fun, beg.				
	Hungarian				
	Italian for fun, beg, int.				
	Polish for fun, beg, adv,				
	Spanish for travelers				
	Spanish-survival				
	Other				
GENERAL	Boating safety				
	Boating skills/seamanship				
	Bridge, beg. int.				
	Country antiques				
	Dog obedience, beg. adv.				
	Home landscape designs				
	Heart saver				
	Life after baby				
	Piano 1-3				
	Psychology for daily living				
	Sailing and seamanship				
	Senior citizens				
	Sign language				
	Sign language/mentally impaired				
	winning points on stand. tests				
	Helping parents of handicapped				
	Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
PHYSICAL ED.	Aerobics Aerobic-senior citizens Aquatic exercise Ballet Ballroom, beg. adv. Basketball and volley ball Body shop-weight lifting Co-ed volley ball Creative dance exercise Creative movement for young Country western dance Country western line dance Dance exercise Exercise class Golf Pre-natal exercise Post-natal exercise Scuba 1,2, Slinnastic 1,2, Social dance, beg. adv. Stretch Step up to fitness square and round dancing Weight training Tennis The body shop-cardio vascular Tiny tot swim Trim and swim Yoga Other				
THEATER CRAFT	Fundamentals of acting Modern stagecraft Theater Other				
THINGS TO KNOW	Anti stress/relaxation Assertiveness training Business-starting your own Cable television Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

	In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
Cosmetic makeover				
Color harmony				
Diet and nutrition				
Effective parenting				
Household repairs				
Interior decoration				
Investing				
Investments, stock market				
Investment/tax shelters				
Law in every day living				
Marketing arts and crafts				
Modeling and self improvement				
Money matters				
Put your money to work				
Real estate buying/selling				
Robotics				
Self discovery				
Shipboard cruises				
Single is fun				
Single support group				
Stress management				
Tech. and the new society				
You and your toddler				
Weight loss, nutrition, exercise				
Other				
MINI WORKSHOPS				
Bell ornaments				
Band boxes				
Cake decorating/christmas				
Cake decorating/special flowers				
Cake decorating/thanksgiving				
Candlewicking				
Canning and freezing seminar				
Chicken scratching				
Color harmony				
Cosmetic makeover				
Counted cross stitch/baskets				
Counted cross stitch				
Crochet christmas boot				
Crochet christmas stocking				
Felting				
Flowers for special occasions				
Other				

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

	In the adult ed. building.	In other building.	In the adult ed. building.	In other buildings.
	Folded star hoop			
	Folder star			
	Glass etching			
	Holiday Brunch			
	Holiday deserts			
	Holiday placemat			
	Kitchen witch			
	Poinsetta pot holder			
	Quilting machine			
	Quilting/mine			
	Quilted tote bag			
	Reverse glass painting			
	Santa clause doorknob hanger			
	Santa gift tote			
	Single is fun			
	Soft sculpture broom			
	Soft sculpture			
	Spining			
	Stenciling			
	Trapunto pillow			
	Vegetable carving			
	Weight loss			
	Dying			
	Evening in collectibles			
	Other			
TRIPS N TOURS	A week-end in toronto			
	A week-end in chicago			
	Frankenmuth			
	Greenfield village			
	Paw Paw			
	Other			
ONE NIGHT SEM.	A light look-astrology			
	Adventures in awareness			
	An evening-psyhic reader			
	Astrology			
	Aura reading, kirikian photo.			
	Demonstrating power of mind			
	Dreams and their meanings			
	E.S.P.			
	Ghosts and haunted houses			
	Other			

ADULT EDUCATION
PROGRAM COMPONENTS

We offer now.

We plan to have
within 3-5 years.

		In the adult ed. building.	In other buildings.	In the adult ed. building.	In other buildings.
	Handwriting analysis				
	Meditation for stress				
	Numerlogy				
	Flamistry				
	Psychometry, clairvoyant reading				
	Tarot card readings				
	The meaning of dreams				
	The secrets-success, prosperity				
	UFO				
	Other				
YOUTH ENRICHMENT	Arts and crafts				
	Chess				
	French				
	Handtools				
	Italian				
	Needlecrafts				
	Spanish				
	Other				

APPENDIX H

DESCRIPTION OF ADULT EDUCATION PROGRAM COMPONENTS

Description of Adult Education Program Components

ADMINISTRATION

The Adult Education Director oversees all aspects of the adult education program. The administrative personnel could include an assistant to the director and secretarial/clerical support staff. The administrative direction is to insure that the program is meeting the community's adult education needs. These activities could include:

Helping to coordinate programs and activities within the school district and the community-at-large.

Coordinating and directing staff activities on a group basis and on a one-to-one basis.

Meeting with community members interested in the program.

Meeting and working with community leaders.

ADULT BASIC EDUCATION

Adult Basic Education is a noncredit curriculum designed for those adults who typically have not completed high school to acquire basic skills in one or all of the following: reading, writing, English, math. These skills are designed to assist in daily living and in employment: "to improve their ability to benefit from occupational training and otherwise increase their opportunity for more productive and profitable employment, and to make them better able to meet their adult responsibilities" (The Adult Education Act, 95-561). Adults may choose to take these classes in preparation for classes toward their high school completion or in preparation for passing their GED or General Education Development. Personnel would consist of certified teachers.

ENGLISH AS A SECOND LANGUAGE (ESL)

A course (or courses) designed to improve the communication skills of persons from other countries. This course uses the English language as the mode of instruction to help the foreign-born student function effectively as a member of society (Michigan Council on Learning for Adults: Directory of Adult Education Terminology).

GENERAL EDUCATIONAL DEVELOPMENT (GED)

General Educational Development prepares adults to take a five-part test for basic skills in English, social studies, science, reading, and math. Successful completion earns the High School Equivalency Certificate from the State of Michigan. Although the Certificate is not a diploma, many of the same advantages are available, such as admission to community colleges and apprenticeships. A student may apply the successful completion of the GED test toward credits for a high school diploma. Resource materials are typically available at the library. Personnel include certified teachers.

LIBRARY

The library would be required to meet the needs of the majority, if not all, of the adult education program components. This could include space needs for group work being done on an individual basis, computer capabilities, and soundproof areas for activities using recording equipment. Personnel could include a librarian and (student) assistants.

COUNSELING

Counseling services are typically available to all participants in the adult education program. This activity may be group oriented or done on a one-to-one basis. A variety of counseling may take place, such as with needs assessment, with personal problems, or with mapping out goal attainment, where access to library materials would be helpful.

LEARNING CENTER

The Learning Center teaches those skills necessary to approach a learning task. An example might be how to study and what are good study habits. Ready access to a media center and library would be helpful, as would access to a soundproof area. Instruction could be in the form of a group setting or on a one-to-one basis. Participants in the majority of adult education components could participate, at varying levels, in the learning center. Personnel include certified teachers.

CAREER RESOURCE CENTER

The Career Resource Center provides awareness and information about various career options. The service would be available to all participants in the adult education program. Activities could be group oriented, on a one-to-one basis, or individualized. Materials from the Career Resource Center may or may not be coordinated through the library. Personnel could be staff from any of the program components.

MEDIA CENTER

The Media Center will serve as a central storage area for all media materials to be used jointly by all staff of the adult education program. Equipment could include movies, projectors, overhead projectors, movie screens, recording equipment, posters, or games. These materials could be coordinated with the library materials.

EMPLOYABILITY SKILLS

Employability skills address those skills necessary to initially search out and obtain employment. These skills may be taught in a group setting or on a one-to-one basis.

JOB PLACEMENT

The job placement coordinator works closely with the majority of staff members from the adult education program and the community-at-large in coordinating current and potential employment needs. Maintaining good public relations within the community would be essential for the future success of the adult education program. Activities could include working with students in a group setting or on a one-to-one basis, following up on past employment placement, searching out current and projected employment opportunities within the community, and being cognizant of employment trends on a state and national basis.

JOB SKILL TRAINING

Job Skill Training offers classes in specific vocational areas. Personnel could include certified teachers or professionals from the various fields.

MEDIA CENTER

The Media Center will serve as a central storage area for all media materials to be used jointly by all staff of the adult education program. Equipment could include movies, projectors, overhead projectors, movie screens, recording equipment, posters, or games. These materials could be coordinated with the library materials.

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JOB SKILL TRAINING

Job Skill Training offers classes in specific vocational areas. Personnel could include certified teachers or professionals from the various fields.

ALTERNATIVE EDUCATION PROGRAM

The Alternative Education Program is typically for those high school students who do not have enough credits to graduate. The program has also been used for those students whose high school has not met their needs, and the alternative education program is an alternative to not completing high school. Adult Education directors have stressed that attendance by adults or senior citizens decreases when mixed with the traditional high school student. However, the reverse did not occur. Personnel would include certified teachers.

CHILD CARE

Licensed child care for infants and preschool children is available to all participants in the adult education program. This service would be provided for the duration of time the student is participating in program activities.

SENIOR CITIZEN HIGH SCHOOL

The Senior Citizen High School curriculum is typically for those senior citizens who have not graduated from high school. Classes are offered for credit toward completion of a high school diploma. Typically, these classes are designed to better meet the needs of the senior citizen. For those senior citizens who have previously graduated from high school, classes may be taken on a noncredit basis. Adult education directors have stressed that attendance by senior citizens decreases when mixed with the traditional high school student. Personnel would include certified teachers.

HIGH SCHOOL COMPLETION

The High School Completion curriculum offers classes for credit toward a high school diploma for those adults who have not graduated from high school. Adult Education Directors have stressed that attendance by adults decreases when mixed with the traditional high school student. Personnel would include certified teachers.

VOCATIONAL EDUCATION

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree (The Vocational Education Act, Public Law 94-482).

ENRICHMENT

The Enrichment curriculum typically offers a variety of classes addressing a specific interest or hobby. The curriculum for the enrichment program typically comes from community-member suggestions or from community members offering to teach a particular skill or hobby. The variety of these classes will cover the wide range of community-expressed interest.

YOUTH ENRICHMENT

The Youth Enrichment curriculum is similar to the enrichment program except it is typically designed for the traditional high school student or younger.

APPENDIX I

**THREE- TO FIVE-YEAR PROJECTED ADULT
EDUCATION PROGRAM**

The following are the three- to five-year projected adult education program components and curriculum contained in three of the four participating adult education programs.

ADMINISTRATION

- Directing
- Registration
- Scheduling
- Secretarial

ADULT BASIC EDUCATION

- Consumer math
- English
- E.S.L.
- Math
- Reading
- Spelling
- Writing
- Mentally impaired:
 - Math
 - Reading

GENERAL EDUCATIONAL DEVELOPMENT

- English
- E.S.L.
- Math
- Reading
- Science
- Social studies
- Testing

LIBRARY**COUNSELING****LEARNING CENTER**

- Algebra
- Biology
- Chemistry
- Consumer math
- English
- Government
- History
- Math
- Reading
- Spelling

CAREER RESOURCE CENTER**MEDIA CENTER****EMPLOYABILITY SKILLS**

- Counseling
- Filling out applications
- Interviewing
- Resume writing
- Skill testing

JOB SKILL TRAINING

- Auto mechanics
- Building trades
- Drafting
- Electronics
- Machine shop
- Practical office training
- Welding

JOB PLACEMENT**ALTERNATIVE EDUCATION PROGRAM**

- English
- Government
- History
- Math
- Spelling
- Understand yourself

LICENSED CHILD CARE

- Infants-day
- Preschool-day

COMMUNITY-RELATED USES**SENIOR CITIZEN HIGH SCHOOL**

- Art
- Current issues
- Diet/nutrition/exercise
- Government
- Learning center-English
- Learning center-math

SENIOR CITIZEN HIGH SCHOOL

(Cont'd.)

Learning center-science
 Learning center-social studies
 Personal psychology
 Sewing
 Small engines
 Woodshop

HIGH SCHOOL COMPLETION

BUSINESS

Accounting 1-6
 Basic programming
 Bookkeeping/accounting
 Business English
 Business law
 Business math
 Business machines
 Checker-cashier
 Clerk typist
 Comprehensive filing
 Computer/basic programming
 Computer/data processing
 Computers introductory
 Computer programming
 Computer science
 Data processing
 Job market and you
 Job skills
 Legal secretary
 Medical secretary
 Micro computers
 Office practices 1,2
 Office machines
 Spelling/vocabulary
 Shorthand 1,2
 Typing 1-4
 Typing refresher
 Word processing

ENGLISH

Basic English
 Basic reading skills
 Business English 1,2
 Discussion, reading & writing
 Grammar and composition 1-4
 Individualized reading
 Job market and you
 Journalism
 Literature

ENGLISH (Cont'd.)

Reading improvement 1,2
 Reading skills
 Spelling/vocabulary building
 Writing skills

HOME ECONOMICS

Sewing

MATH

Algebra 1,2
 Advanced math lab
 Basic math 1,2
 Business math
 Consumer math
 Fundamental math
 General math

PERSONAL DEVELOPMENT

Arts and crafts
 Child development
 Cooking for men and women
 GED preparation
 Home maintenance
 It's your money
 Job market and you
 Psychology
 Seeking and keeping a job
 Woodworking

SCIENCE

Biology
 Chemistry
 Earth science

SOCIAL STUDIES

American government
 American history 1-4
 American literature
 Civics
 Current issues
 Self-awareness

VOCATIONAL

Adult work experience
 Accounting and computing
 Auto mechanics
 Basic programming
 Blueprint reading
 Electronics

VOCATIONAL (Cont'd)

Food management
 Machine shop
 Painting and decoration
 Robotics
 School office trainee
 Small engine repair
 Television productions
 Welding 1,2
 Woodworking 1,2
 Word processing

ENRICHMENT**ART**

Drawing
 Pencil, charcoal, pastels
 Oil painting 1,2
 Watercolor

BUSINESS

Industrial mgt. principles
 Bookkeeping 1,2
 Computer awareness
 Shorthand, Gregg/refresher
 Typing 1,2

CRAFTS

Calligraphy 1,2
 Christmas ornament workshop
 Country craft
 Craft for parent and child
 Create a nature craft
 Crocheting
 Flower arranging: silk flowers
 Folk guitar
 Lampshade construction, windows
 Mime and clowning 1,2
 Needlepoint
 Patchwork and quilting
 Photography/available light
 Photography
 Photographic equipment
 Photographic principles
 Quilting 1,2
 Quilting/mini workshop
 Radio-control model airplanes
 Sewing 1,2
 Silk and dried floral design
 Sketching and drawing
 Stained glass

CRAFTS (Cont'd)

Tailoring techniques
 Thread painting
 Wood carving, low relief
 Upholstery

DO-IT-YOURSELF

Auto mechanics
 Canning and freezing
 Electrical wiring/homeowners
 Small engine repair

E.S.P.

Astrology 1,2
 E.S.P. awareness 1,2
 Palmistry
 Numerology
 Tarot cards

FOOD/NUTRITION

Barbecue class
 Cake decoration 1,2
 Cake decoration: Christmas
 Cake decoration: special flowers
 Cake decoration: Thanksgiving
 Chinese foods 1,2
 Food processor
 Gourmet
 Holiday breads
 Holiday brunch
 Holiday desserts
 Lean cuisine
 Natural gourmet foods
 Mexican foods
 Microwave cooking
 Quiches
 Vegetables carving

FOREIGN LANGUAGE

French
 German for travel
 German for fun
 Hungarian
 Italian for fun 1,2
 Polish for fun 1,2
 Spanish for travelers
 Spanish-survival

GENERAL

Boating safety
 Boating skills/seamanship
 Bridge 1,2
 Heart saver
 Piano 1-3
 Psychology for daily living
 Sailing and seamanship
 Senior citizens
 Sign language

PHYSICAL EDUCATION

Aerobics
 Aerobics-senior citizens
 Aquatic exercise
 Ballet
 Ballroom 1,2
 Basketball and volleyball
 Creative dance exercise
 Country western dance
 Dance exercise
 Exercise class
 Golf
 Scuba 1,2
 Slimnastic 1,2
 Social dance 1,2
 Step up to fitness
 Square and round dancing
 Weight training
 Tennis
 The body shop-cardiovascular
 Tiny tot swim
 Trim and swim

THINGS TO KNOW

Anti-stress/relaxation
 Assertiveness training
 Business-starting your own
 Cable television
 Diet and nutrition
 Household repairs
 Investing
 Investments, stock market
 Investment/tax shelters
 Law in everyday living
 Money matters
 Put your money to work
 Real estate buying/selling
 Robotics
 Single is fun

THINGS TO KNOW (Cont'd.)

Stress management
 Technology and new society
 Weight loss, nutrition, exercise

MINI WORKSHOPS

Cake decorating/Christmas
 Candlewicking
 Chicken scratching
 Counted cross stitch/baskets
 Crochet Christmas boot
 Folded star group
 Holiday brunch
 Holiday desserts
 Quilting
 Trapunto pillow

TRIPS 'N TOURS

A week-end in Toronto
 A week-end in Chicago
 Frankenmuth
 Greenfield Village
 Paw Paw

ONE NIGHT SEMINAR

A light look-astrology
 Adventures in awareness
 An evening-psyhic reader
 Astrology
 Aura reading, kirikian photography
 Demonstrating power of mind
 Dreams and their meanings
 E.S.P.
 Ghosts and haunted houses
 Handwriting analysis
 Meditation for stress
 Numerology
 Palmistry
 Psychometry, clairvoyant reading
 Tarot card readings
 The meaning of dreams
 The secrets-success, prosperity
 UFO

YOUTH ENRICHMENT

Arts and crafts
 Chess
 French

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