

IMPLICATIONS OF CHANGE IN RURAL AREAS FOR EDUCATION

A Clinical Experience Project
Educational Administration 8-240
To be conducted in Winona Public Schools
Independent School District Number 861
Winona, Minnesota

A Cooperative Venture
by
Independent School District Number 861
Managing Educational Change Project
and The
Bureau of Field Studies and Surveys
Division of Educational Administration
University of Minnesota

October, 1973

Introduction

The Board of Education of Independent School District Number 861 entered into a contract with the Regents of the University of Minnesota to have the Bureau of Field Studies and Surveys in the Division of Educational Administration, College of Education perform the following services:

- A. A study of population changes and of the enrollment trends in the district with estimates of future school enrollments as a basis for present and future educational planning.
- B. A study of the present school plant including: an analysis of each building with respect to site, service systems, classrooms, special rooms, the extent to which the building is utilized, and the general needs in each building to better serve the educational program.
- C. Specific alternatives and recommendations regarding the development of a plan to meet the facility needs of the district to provide an adequate education for all children of the district in the most effective manner.

Following negotiation of the contract, the Division of Educational Administration was awarded a U. S. Office of Education Grant entitled "Managing Educational Change" which provided stipend support for 21 doctoral students. One of the conditions of the grant was that student participants have a relevant field experience. The School District was invited to be part of the field experience offered under the auspices of the Clinical Experience Seminar, EdAd 8-240. In return for providing field experience opportunities and extending the contract deadline, the District would benefit from more extensive research and study services at no additional cost.

On September 13, 1973 the Director of the Bureau met with the administrative staff of the School District to receive suggestions pertaining to areas for further study. It was further agreed at that meeting that the graduate students involved would prepare preliminary designs for review by the District before actual data collection would begin. The purpose of this document is to identify the members of the field study team, indicate their proposed areas of study, and to transmit copies of the study designs. The team members and their areas of study are as follows:

<u>Name</u>	<u>Name of Design</u>
1. Harold Conradi	A Study of Population and Student Enrollment Trends in the Winona Independent School District #861
2. Arthur H. Cothran, Dean Daigle	Evaluation of School Plant Facilities in the Winona Independent School District #861
3. Jim Greenwood	General Fund Cost Accounting Analysis, Winona Independent School District #861
4. Merton H. Johnson	A Study of Selected Social and Economic Factors Affecting the Winona Independent School District #861
5. Mary Jo Weingarten	Private Education in the Area Served by Winona Independent School District #861

We look forward to this cooperative relationship with your District and appreciate the opportunity to serve your District and to strengthen our graduate training program at the same time.

Charles H. Sederberg, Director
Bureau of Field Studies and Surveys

- I. Title: A Study of Population and Student Enrollment Trends in the Winona Independent School District #861.
- II. Harold Conradi
Clinical Experience
Educational Administration 8-240
Bureau of Field Studies and Surveys
Winona Project
- III. Abstract: The purpose of this study is to collect data that will be used to prepare a forecast of enrollments for the Winona schools by grade level for a ten year period. The methods employed in this project will consist of the collection of the federal census, live births, housing building permits, school census, school enrollment history and reorganization history of the district. This data will be incorporated into a Bureau of Field Studies and enrollment data collection form for processing in a computerized cohort-survival forecasting program.
- IV. Background of the Problem: There are indications that the demographic characteristics of the Winona School District are changing, and these apparent changes lead to speculation and questions as to what future educational service demands are to be faced in terms of the number of pupils to be served. The number of pupils to be served is the most significant factor in planning plant facilities, personnel needs, and other factors involved in the resource allocation of the district.
- V. Definition of the Problem: The problem studied in this project is further defined by the following specific questions:
 1. What are the population trends of the district?
 2. What is the birth rate data of the school district?
 3. What are the total population characteristics of the Winona School District?
 4. What are the private school enrollments?
 5. What are the data on home building permits?
 6. What are the data on the plotting of residential lots?
 7. What are the data collected on previous school census?
 8. What is the history of fall enrollments in the school district?
 9. What major builders are working in the school district area and what plans do they have for future development?
 10. What data exist that are pertinent to mobile home parks and their development within the district.
 11. How do these data interact to produce a forecast of future enrollment by grade level?
- VI. Design of the Study: The design of this study will consist of these sequential steps:
 1. Collect and obtain general population data from the 1970 census records.
 2. Obtain live birth data from the Department of Vital Statistics.
 3. Collect school census and enrollment history from school district office.
 4. Identify local planning agencies (municipal and county) and collect data on building permits, lots plotted, zoning regulations, mobile home operations, and the names of major developers working in the area.

5. Input the appropriate data into the forecast form to predict 1973-74 enrollments.
6. Complete subsequent computer runs to make a ten-year forecast of enrollments.
7. Interact with building capacity data to identify plant facility needs.
8. Tabulation and presentation of data.

VII. Significance of the Study: The number of students that a school district is called upon to serve in the future is one of the most significant items of information in planning the educational process.

- I. Evaluation of School Plant Facilities in the Winona Public Schools, Independent School District #861.
- II. Cothran, Arthur H.
Daigle, Dean
Clinical Experience 8-240
Bureau of Field Studies and Surveys
College of Education, University of Minnesota
Winona Project
- III. The purpose is to study and collect data on current school plant facilities with particular attention to site, service systems, classrooms, their capacity and utilization. The method employed consists of on-site visits, examination of drawings and physical data, use of plant standards and check lists, analysis of master schedules and classroom enrollment data.
- IV. The facilities in the Winona School District represent the aggregate result of decisions made over a long period of time. As a result of demographic data, and existing facilities, the following questions are faced by the district: 1) What are the future plant needs at the elementary school level, and what is the best way to meet this need? 2) The junior high school facilities are considered inadequate; what is the best utilization of this plant and site? 3) How adequate are these plants, and how should they be used?
- V. The problem studied in this project is further defined by these specific questions: 1) What are the construction characteristics of each plant? 2) What kinds of instructional areas are found in each plant? 3) What service systems are found in each building? 4) How many students and what educational program does the plant serve? and 5) How adequate in terms of utilization is each plant?
- VI. The design of this study consists of the following sequential steps: 1) Review blueprints of existing buildings. 2) Obtain sketches of plants and sites. 3) On-site visit and complete building evaluation forms. 4) Obtain master schedules and enrollment data by class sections for each facility. 5) Write up a descriptive evaluation of each building. 6) Prepare utilization data on each building on periods of use and student stations. 7) Interaction with enrollment forecasts for the district.
- VII. The condition and capacity of the school plant facilities is a major input in decisions for planning future plant development.

- I. General Fund Cost Accounting Analysis, Independent School District #861, Winona, Minnesota
- II. Jim Greenwood
Clinical Experience Education 8-240
Bureau of Field Studies and Surveys
Winona Project
- III. The purpose of this study is to ascertain comparative operational cost for selected program and grade levels in Winona Schools. The method employed will consist of an analysis of general fund budget allocations for the 1973-1974 school year, breaking the allocations down into selected categories and areas.
- IV. Educational expenditures and costs have risen at greater rates than school enrollments in recent years. To meet these rising costs, larger amounts of public funds have been required for continued operation. Under these circumstances the demand for efficiency and accountability has increased. Quantitative data are necessary for management decisions related to efficiency in the utilization of plant and other areas of school operation.
- V. The problem addressed in this study is further defined by the following questions: 1) What proportion of budgeted general fund expenditures are allocated for elementary grades K-6 purposes in the Winona School District? 2) What proportion of budgeted expenditures for elementary education is spent in each of the elementary schools of the district? 3) How do elementary building expenditures compare on a per pupil basis in the various sized schools of the district? 4) Are comparable expenditures per pupil made for selected supporting services within the several schools of the district?
- VI. The design of this study consists of the following sequential steps:
 1. Obtain 1973-1974 school budget for general fund and necessary supporting documents.
 2. Determine what proportion of total general fund expenditures are anticipated for elementary (K-6) purposes in the following categories:
 - a. Salaries, including all salaries and wages paid to certified and non-certified employees.
 - b. Fringe Benefits, including all district costs for insurance and retirement programs for personnel.
 - c. Instructional Supplies, including textbooks, library books, and all other supplies used to support the instructional program.
 - d. Non-Instructional Supplies, including expenditures for fuel, lights, etc. that are required for school operation, but which are not direct costs of instruction.
 - e. New Equipment, including both capital outlay and replacement. (Code 730)
 - f. Fixed Charges, including code 800 expenditures such as rent and insurance, but excluding district payments which constitute fringe benefits to employees.
 - g. Other Expenses, including all other general fund expenditures.

3. Determine what proportion of each of the above categories can be assigned to each of the elementary buildings in the district.
4. Analyze the data collected in steps 2 and 3 above in terms of anticipated per pupil expenditures.

VII. Through the use of quantitative data analysis, important differences may be shown in operational expenditures among the schools in a given district.

- I. Title: A Study of Selected Social and Economic Factors Affecting the Winona Independent School District 861
- II. Merton H. Johnson
Ed. Ad. 8-240
Clinical Experience
Bureau of Field Studies Project
- III. Abstract: The purpose of the study is to identify significant social and economic patterns which may have future implications for the Winona School District service area. The method employed in this project will be a review of data collected by various agencies which provide specific indicators of demographic changes and social and economic status in the school service area.
- IV. Background of the problem: The dynamics of American society today leave no element of any community untouched. Changing elements in the Winona area including the change from an agricultural to a multiple industrial economy, the increasing population, changing educational levels and other factors which effect social and economic status have implications for educational planning in the school service area.
- V. Definition of the problem: The problem addressed in this study is further defined by the following questions:
 - A. What major demographic changes have occurred in the school service area?
 - B. What changes have taken place in family income, employment opportunity and education level of adults?
 - C. What have been the trends in economic development of the area?
 - D. What changes or responses in the educational program can be directly or indirectly traced to major social and economic changes?
- VI. The design of the study consists of the following sequential steps:
 - A. Prepare and/or obtain a map of the Indian School District 861 service area.
 - B. Collection of Federal Census data for an area approximating the current school service area.
 - C. Collection of past Federal Census data for areas approximating former school service areas.
 - D. Collection of past economic and industrial development data for the school service area and region.
 - E. Collection of data which show the changes in the educational program of the school district.
- VII. Significance of the study: In order for efficient and relevant school planning to occur, it is necessary to be aware of changing trends and developing patterns of population and its social and economic characteristics. From an identification of the above characteristics, educational planners will be able to provide relevant responses to changing circumstances.

- I. Private Education in the Area Served by Winona Independent School District No. 861.
- II. Mary Jo Weingarten
Clinical Experience, Ed. Ad. 8-240
Bureau of Field Studies and Surveys
Winona Project
- III. Abstract: The purpose of this study is to ascertain the status of private education in the area served by Winona Public Schools, Winona, Minnesota. The status assessment will be presented in terms of current operations, historical trends, and anticipated plans for the future. The method employed will consist of conferences with private school personnel and the compilation of existing data pertaining to enrollment, organization, plant facilities and projected plans.
- IV. Background of the Problem: The extended role of private education in the Winona area is such that policy changes in private education could have greater impact on public school enrollment than either birth rates or in-migration, particularly in the short-range future. A study of enrollment trends and other relevant data provides a necessary input into public school planning for the future.
- V. Definition of the Problem: The problem addressed in this study is further defined by the following specific questions:
 1. What private schools in the Winona area affect enrollment in Winona Independent School District 861?
 2. What are the ten year enrollment histories for the private schools involved?
 3. What are the characteristics of the private school buildings?
 4. From where are enrollments for each of the private schools drawn (geographically)?
 5. Considering enrollment trends, building utilization and needs as well as educational goals and needs, what are the projected plans for Winona private schools?
- VI. Design of the Study: the design of this study consists of the following sequential steps:
 1. Identify the private schools serving students in the Winona Public School attendance area.
 2. Contact diocese educational office to collect available data.
 3. Visit parochial private schools to collect additional data as necessary.
 4. Visit non-parochial private schools in the area, if any.
 5. Contact local parochial board(s) of education and diocesan education administrators concerning future plans at the policy level.
- VII. Significance of the Study: An exchange of planning information between private and public schools can improve educational planning for both educational sectors.