

Urban Environmental Improvement Project Planning and Implementation Los Angeles — Phase II



Final Report



Report on
Urban Environmental Improvement Project
Planning and Implementation
Los Angeles - Phase II

Prepared by
Green Power Foundation
Los Angeles, California
for
Environmental Protection Agency

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This report was prepared by the following members on the staff of the Green Power Foundation, Inc., Urban Center, Los Angeles, California:

Norman A. Hodges, President
Howard L. Steverson, Vice President
Mary Maxine Boyd, Project Director
John W. Wallace, Education Specialist
Connie R. Henry, Adult Coordinator
Curren D. Price, Adult Coordinator
Norman Hodges, Student Coordinator
Ronald Fleming, Student Coordinator
Gary Wright, Student Coordinator
Beryl N. Toomes, Secretary

Consultants:

Dr. Franklin R. Turner, Dean, Undergraduate Studies
California State College, Dominguez Hills

William Taylor, Environmental Educational Specialist
National Park Service

James M. Crothers
American Technical Assistance Corporation

Jared Van Sloten, Audio Visual Consultant
Management Media

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INTRODUCTION

A. Background

Within the last few years ecological concerns have evolved into total environmental awareness. However, more times than not, this environmental outrage has only resulted in attempts to rescue oil-soaked birds, preserve wild rivers, or save endangered redwood trees. However, these are not the primary and only environmental problems--the quality of life in U. S. cities has progressively grown less healthy and more stressful. Non-white Americans, who typically inhabit the concrete jungles in these cities, are more likely to be preoccupied with attempts to exist...a decaying environment is taken for granted. The U. S. Environmental Protection Agency (EPA) has initiated action programs designed to find ways of ameliorating the environmental decay that plagues our cities today. High on its list of priorities is a commitment to involve the youth of America in its environmental protection programs.

EPA has stressed youthful participation in environmental improvement because today's youth will inherit tomorrow's environment. In 1971, the EPA initiated Summer Programs to Renew the Environment (SPARE), a nationwide summer and continuous youth education and employment program.

B. EPA Objectives

The objectives of SPARE as outlined in A Manual for EPA Supported SPARE City Programs¹ are:

- a. To develop for the participating youth a broader understanding of the human, physical and natural environments and to specifically design and provide educational opportunities that re-

¹ A Manual for EPA Supported SPARE City Programs - Prepared for EPA by Green Power Foundation, p. II, 1 and 2, April 1972.

late their summer job experiences to the needs of their community.

- b. To encourage the type of participation and cooperation among public and private environmentally concerned organizations that will provide maximum vocational and educational opportunities for the program participants.
- c. To provide educational and vocational opportunities for Neighborhood Youth Corps (NYC) enrollees.
- d. To select projects that create immediate visible and tangible improvements in the urban environment, and more specifically, in the ecology of the community.
- e. To initiate the type of cooperative efforts by community groups that will serve as the basis of concomitant action by regulatory agencies.
- f. To introduce the participating youths to career opportunities in the environmental fields of both public and private sectors of the community. Hence, produce informed groups that can benefit from and qualify for EPA manpower programs in environmental control; water pollution control; air pollution abatement; solid waste disposal; environmental health concerns; and conservation.
- g. To provide a feedback of information to EPA on issues and potential problem solutions to enhance EPA's national data base for future planning, and to involve community action groups in follow-up with regulatory agencies re possible immediate problem solutions.
- h. To develop successful models of the various SPARE program components which can be used in the future on a continuing basis in the school systems and in the communities.

Pursuant to these program objectives, GPF has conducted two successful SPARE-like pilot programs: (1) 1971 - Phase I, A Survey of Inner City Residents; and (2) 1972 - Phase II, Urban Environmental Improvement Planning and Implementation Project, a follow-up with student action teams and "City Hall" to determine the effectiveness of addressing the environmental concerns brought out in Phase I. Both of these programs have both been consistent with the aforementioned SPARE objectives, and in doing so, have contributed significantly to increasing the understanding of the urban environmental problems which surround us.

C. Summary of '71 Results - Phase I

The Phase I pilot project was designed to ascertain the expressed needs and attitudes of inner-city residents regarding their environment. The twenty-six participants in the program were selected from predominately Black high schools in the Los Angeles area; both males and females with a wide range of academic backgrounds were included in the program.

After four weeks of orientation and training in environmental awareness and survey methodology, the students developed a questionnaire to obtain survey data on attitudes and priorities of environmental problems confronting residents of South Central Los Angeles. The boundaries of the area surveyed were Washington Boulevard on the north, Artesia Boulevard on the south, Alameda on the east, and Crenshaw Boulevard on the west. (See Survey Map on page 5). For the first time ever, inner-city residents were polled to ascertain their attitudes and urban environmental priorities of concern. As a result, one meaningful objective was accomplished - namely, creation of a project model that could be duplicated elsewhere, particularly as a segment of SPARE.

The attitudes of inner-city residents toward their urban environment, based on a survey of 4,557 inner-city residents, can be summarized as follows: (See statistical data on pages 6 and 7)

1. Residents of the inner-city are generally aware of the magnitude and kind of environmental problems in their area. (Only 8% of the residents interviewed were not aware of serious problems).
2. The most serious environmental problem in the inner-city survey area was found to be "wandering cats and dogs", with air pollution rated as the second most serious problem. (12.8% and 12% of the responses).

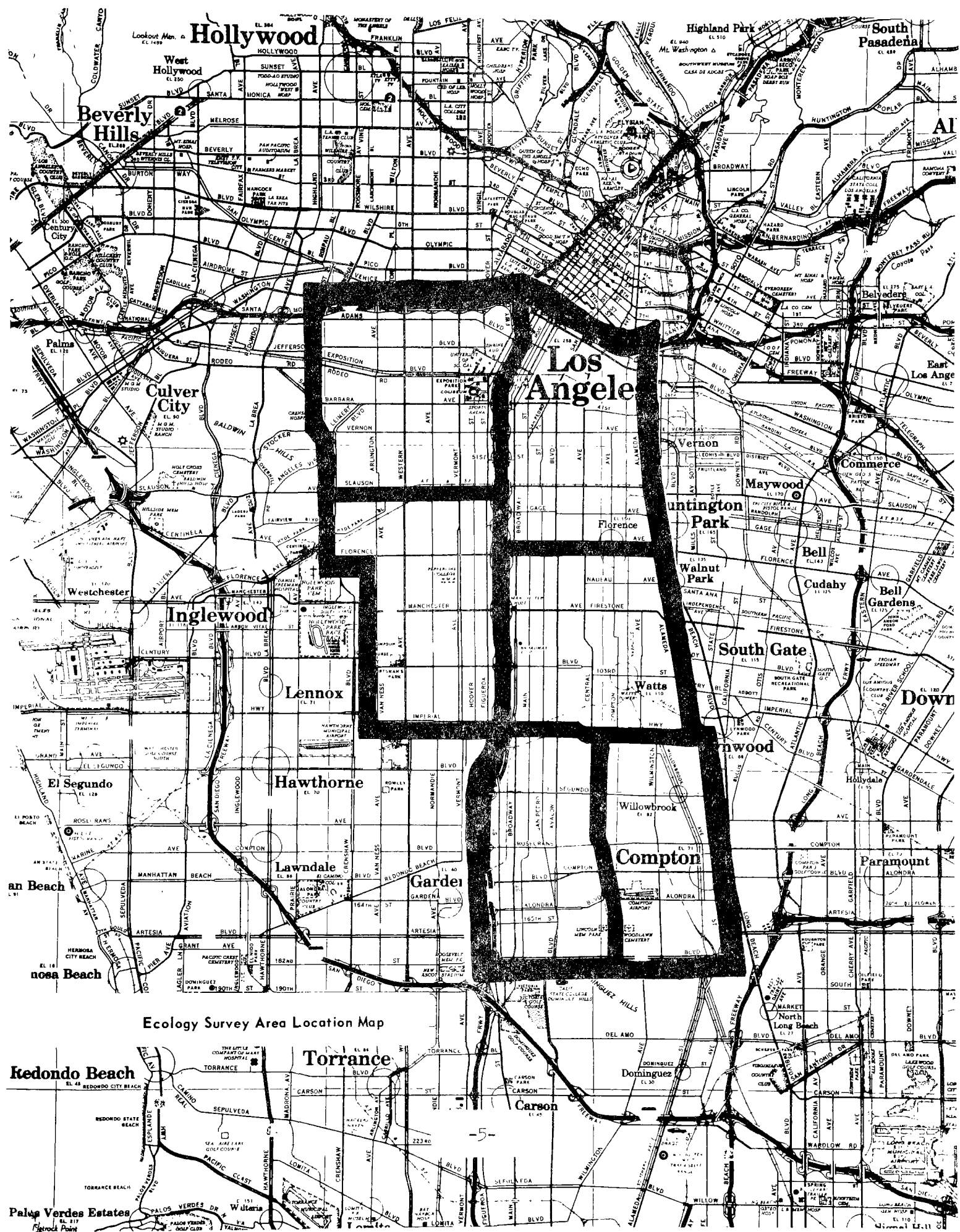
3. Inner-city residents strongly believe that a dirty environment has deleterious affects on their children. (Highest positive response to survey questions--81.6%).
4. Inner-city residents strongly believe that more resources should be allocated to solving environmental problems. (Second highest response to survey questions--80.6%).
5. The general attitude of inner-city residents surveyed was a lack of faith that anything will be done about their environmental problems. This attitude is associated with a history of inaction and inability of public agencies to deal effectively with the manifested problems of the inner-city. For example, there is an obvious need for the city to enforce animal regulations and to enforce existing regulations regarding trash and solid waste, etc., which is not being met in the survey area.

A number of specific recommendations of actions that should be taken to improve the urban environment resulted from discussions with inner-city residents during the field survey. The project staff's summary of the students' recommendations are:

1. Students' Recommendations

The following list of recommendations is not arranged in order of concern or priority, and is presented in the form expressed by the students.

- a. "A job agency for minority people."
- b. "A health center to acquaint minority people with the diseases that pets carry and that would also examine community residents to determine if they have sickle cell anemia."
- c. "Ways and means to improve the community, such as, developing more parks in minority communities so that there are off-the-street areas where children can safely play."
- d. "Obtain more information about the problems in minority areas so that effective programs, designed to improve the community, would also provide employment for young people."
- e. "Improved schools in minority areas."
- f. "Set up ecology and drug programs in the schools."



STATISTICAL DATA
FROM 1971 COMMUNITY ECOLOGY SURVEY

Statistics on 4,557 Inner-City Residents

1.	What are the most serious environmental problems in your areas?				
	a. Air Pollution	547	12.0%		
	b. Water Pollution	190	4.1%		
	c. Noise Pollution	389	8.5%		
	d. Pests	339	7.4%		
	e. Wandering Cats & Dogs	579	12.8%		
	f. Solid Waste & Garbage	310	6.9%		
	g. Aware of General Problems	1,834	40.2%		
	h. Others <u>not</u> aware of general problem	369	8.1%		
		<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	<u>No Response</u>
2.	Are you willing to learn and help all you can to solve these problems?	3,562 78.1%	461 10.1%	94 2.1%	440 9.7%
3.	Do you feel that the government is doing an adequate job to help solve these problems?	1,193 26.2%	2,768 60.7%	85 1.9%	511 11.2%
4.	Do you feel that a dirty environment will affect your children?	3,706 81.3%	595 13.1%	27 .6%	229 5.0%
5.	Do you think that young people should be paid to help improve their community?	3,419 75.0%	761 16.9%	59 1.3%	318 7.0%
6.	Would you be willing to ride in a car pool in order to help eliminate smog?	1,656 58.2%	1,219 26.7%	175 3.9%	507 11.2%
7.	Would you be willing to support more minority businesses if the prices were comparable?	3,679 80.7%	415 9.1%	78 1.7%	385 8.5%

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	<u>No Response</u>
8. Should some of the money spent on the Vietnam War and trips to the moon be used for improving the environmental problem?	3,676 80.6%	404 8.9%	77 1.7%	400 8.8%
9. Do you feel that the current trend toward environmental awareness and ecology is directed mostly toward white people?	2,572 56.4%	1,352 29.6%	156 3.5%	477 10.5%
10. If so, do you think that such programs should be directed toward people who live in urban areas? * (Blacks & Browns)	2,297 76.8%	503 16.8%	122 4.2%	66 2.2%
11. Do you believe that there is a population explosion?	2,560 56.1%	1,437 31.5%	103 2.3%	457 10.1%
12. Is your community over-crowded?	1,404 46.9%	1,391 46.6%	82 2.8%	111 3.7%
13. Is there a drug problem in your community?	2,566 56.3%	1,388 30.4%	158 3.5%	455 9.8%
14. Are you aware of programs designed to help improve your community?	2,092 45.9%	1,910 41.9%	71 1.6%	484 10.6%
15. Are you in favor of planned parenthood?	2,437 53.4%	1,005 22.1%	119 2.6%	996 21.9%
16. Would you be willing to sort your cans and bottles to be sold for recycling purposes in order to help solve the solid waste problem?	2,548 56.0%	736 16.2%	52 1.1%	1,221 26.7%
17. Do you feel that the church should encourage people to appreciate the earth and to care for our natural resources?	1,852 61.9%	325 10.9%	86 2.9%	725 24.3%

*Base sample less.

- g. "Open a bottle and can recycling center within the Black community."
- h. "Designate specified locations in each community where aluminum cans and glass for recycling can be picked-up."
- i. "Develop more minority-owned businesses."
- j. "Provide more street lights and more frequent street sweeping."
- k. "Set up a program for better control of stray dogs and cats."
- l. "Provide programs designed to get young people involved in community affairs."

2. Staff Recommendations

Because of the apathy, hostility and sense of powerlessness perceived by the survey area residents during the survey, any recommendations made must be broad in scope, thus requiring comprehensive planning and extensive financial support. Interim programs are recommended in order to buy the time needed to alleviate some of the acute conditions, and more expecially, to restore a modicum of faith in our democratic process for people who have little hope that anything will ever be done.

Priority staff recommendations are:

- a. An immediate national mobilization of scientific and technological resources, similar to our space program, directed toward the solution of environmental problems.
- b. Increased state and federal appropriations directed toward the solution of environmental problems in South Central Los Angeles.
- c. "Where to Turn" or "Ecology Centers" should be established throughout the ghetto area immediately (to provide information on the nature and kinds of public and private services that are available, what materials may be recycled, health hazards, etc.
- d. An increase in the number of animal shelters should be provided to serve the greater Watts area, as recommended by the Los Angeles City Department of Animal Regulation. (There are many animal bite victims reported monthly in the survey area.)

- e. Free Spay and Neuter Clinics for dogs and cats should be provided in the survey area.
- f. Research on the development of methods of birth control for dogs and cats should be encouraged and supported by appropriate agencies.
- g. A study of existing codes and laws which affect the quality of life for ghetto residents should be undertaken immediately to determine whether they are appropriately being enforced or need modification.
- h. Financial assistance should be provided for sound-proofing the homes of those residents whose health is in jeopardy because of noise pollution from airplanes, trucks and cars, etc.

The conclusions reached by both students and staff at the completion of Phase I were as follows:

- 1. The pilot program was extremely successful in terms of (a) obtaining attitude survey data from a representative sample, and (b) achieving meaningful educational participation by inner-city high school students. Because of these successful accomplishments, it is recommended that similar programs be planned and conducted in SPARE cities in the future.
- 2. The concept and format of this pilot program, wherein training and orientation sessions are followed by actual field surveys in the subject area, are both appealing and rewarding to the students. It is recommended that this be one of the program approaches to be followed in the future.
- 3. Inner-city residents are aware of environmental problems, but are skeptical that public agencies will do anything about them. In addition, they are not knowledgeable as to how and where to direct their concerns or questions. It is recommended that a study of solutions to these problems be undertaken. For example, a municipal information center, staffed by inner-city residents, should be considered.

These recommendations and conclusions were considered by EPA at the completion of Phase I and SPARE '71, in planning and contracting for Phase II, and SPARE '72 projects, respectively. The following report summarizes the events of 1972, stressing GPF's Phase II pilot projects, with emphasis on a "methodology" for SPARE in the future.

What's Happening? ECOLOGY

Green Power Foundation



PHASE II PROGRAM OVERVIEW

A. 1972 - Phase II Objectives

The following objectives and tasks were set forth in our original Phase II proposal as goals for this program

1. To make inner-city residents more aware of their environment and how it affects them.
2. To develop model approaches for informational and technical assistance in restoring, maintaining and enhancing the environment.
3. Implementing the program and providing the final catalyst for a permanent environmental organization operated by student and young adults, including appropriate interfaces with community action groups and "city hall".

The problems which were identified in the Phase I Project (e.g., stray cats and dogs, air and noise pollution), were selected for further investigation and study.

In order to effectively carry out project objectives, the following tasks were performed:

Task 1. Project Preparation and Participant Selection

Twenty-six project participants were selected from the nine inner-city high schools in the South Central Los Angeles area. To the maximum extent possible, the participants were from the Phase I model survey project.

Detail subtasks included:

- a. Planning of the course outline,
- b. Preparation of course materials and facilities arrangements,
- c. Selection and registration of student participants, and
- d. Coordination and arrangement of field trips with appropriate regulatory agencies.

Task 2. Student Orientation

The selected students were given a four-week orientation period during which they:

- a. Learned the fundamental techniques of planning.
- b. Re-examined the inner-city survey data.
- c. Selected the areas of primary interest.
- d. Delineated the specific environmental problems to be investigated (health, trash, animals, noise or air pollution).
- e. Formed the five project teams per (d) above.

Field trips were arranged for the student to visit and become familiar with the major municipal departments dealing with inner-city environmental maintenance and improvement (e.g., air pollution, noise abatement, animal regulations, etc.). Expert guest lecturers presented lectures to the group on project planning, research methodology and action-organizing techniques.

Task 3. Problem Research and Analysis

Each of the five individual planning teams (formed in Task 2) carried out the basic investigatory research preparatory to good planning which involved library research, the assembly of background data, on site pre-test simulated interviews, etc.

Task 4. Plan Review and Evaluation

Project plans and presentation briefings were prepared by each of the five student teams and then subjected to cross-team review and analysis. These review sessions were a significant factor in the learning process of how to pre-test and pre-evaluate a project before its implementation for the students. Following these "internal" sessions, each team prepared

a working plan and reviewed it with a community group or regulatory agency most involved in the area of their proposed research or the planned area action (for example, the municipal regulatory agency associated with animal regulation).

Task 5. Pilot Project Result Reporting

The student team leaders provided assistance to the project managers in the collation and preparation of the report on the students' project results (from each of the five teams). Submission and review of both the written and the A-V report will be made to the EPA in Washington, D. C.

B. Summary of 1972 Phase II Results

The previously discussed objectives of Phase II were designed to create understanding, promote enthusiasm, and to provide direction to the twenty-six youth in the program with an appreciation of the nature and kinds of environmental problems and phenomena that our urban societies face.

The initial four-week period involved a well-planned, environmental education component including lectures on environmental issues and planning techniques by staff and guest speakers. The field trips taken during this time provided realistic on site environmental concern learning experiences.

Formation of the six action teams was an essential element in the program model development. The team projects were:

- | | |
|--------------------------------------|------------------------|
| 1. Cat and Dog Investigation Project | 4. Watts Festival |
| 2. Stray Dog Control | 5. Urban Center |
| 3. Animal Clinic Center | 6. Community Awareness |

Three of the projects reflect an effort by the students to deal with problems identified in Phase I. Projects were designed to increase the students' level of environmental awareness and to engage community members participation in improving the environmental quality of their community.

In the development and implementation of team project objectives, the students made extensive use of their acquired planning skills. Each team was responsible for presenting its project plans to a community group, or and appropriate city agency, for their evaluation, suggestions and approval. This interface was considered crucial by GPF to the effectiveness of the students' follow-up project on the problems identified in Phase I. The projects success demonstrated that youth can become meaningfully involved in assisting the government in solving urban-environmental problems.

The GPF Urban Center for Environmental Improvement serves as a model for other urban environmental action programs that can be adapted by other cities with SPARE programs. The Center served as the base of operations for all Phase II program activities. Most significantly, it developed into an information center where community residents called or came in for environmental information. GPF plans for the Center call for year-round operation with an experienced, informed staff of young urban environmentalists who will assemble a comprehensive data bank of information that will be made available to community residents who wish assistance in resolving or ameliorating the community's urban-environmental problems.

To broaden the community's perspective of its urban environmental problems, the Urban Center held several conferences, open houses, and workshops during the summer which were enthusiastically received. A number of community organizations have expressed the desire that the Center expand its activities and become a resource center for information on urban-environmental problems in the inner-city.



1972 - PHASE II PROGRAM DESIGN

A. Syllabus²

A significant aspect of the Phase II project was the educational component because it is imperative that people working in the urban-environmental area be well-informed. Unfortunately, the new emphasis on ecology and the environment has brought our many non-informed and poorly informed do-gooders who are spreading mis-information about other urban-environmental problems. Therefore, the Phase II project placed great stress on the educational aspect which was coordinated with the practical, field experience aspect of the program.

Such coordination was considered indispensable for the following reasons:

1. A multidisciplinary approach including social as well as scientific concerns that stressed the inter-relationship of man and nature was believed to provide a balanced education-action program.
2. Innovative ways of relating knowledge acquisition to actual problem solving techniques (e.g., audio-visual material, formal and informal classes) facilitates the comprehension of complex concept.
3. There is maximumization of utilization of community resources.

On the basis of these premises, a syllabus was designed to provide a compilation of informational data relevant to Phase II program goals. It contained:

1. A background and review of Phase I with areas of concern and objectives for Phase II.
2. A detailed outline of the planning lessons.

² Planning Course Syllabus "Urban Environmental Improvement Project Planning and Implementation" - prepared by Green Power Foundation.

3. A daily schedule of Phase II project planning and implementation activities.

4. A glossary of environmental and planning terms.

B. Environmental Education

Environmental education was the core of all activities in Phase II.

The course of study was specifically designed to accomplish the following specified goals:

1. To help students grasp ecological concepts and relate them to environmental problems in their own communities. (e.g., air, water, and noise pollution).
2. To apply the techniques learned in the planning course to the solutions of inner-city environmental problems.
3. To assess the impact of aesthetic and social factors on the quality of life in the community.
4. To stimulate the formation of positive attitudes and personal commitment to the solution of environmental problems.
5. To examine the role and effectiveness of regulatory agencies in environmental clean-up.
6. To explore new trends in pollution abatement - governmental and industrial.
7. To identify organizations, clubs, agencies and individuals concerned with environmental problems.
8. To investigate the role of the courts, legislation and the individual in the environmental crisis.
9. To stimulate the development of model action plans for solving environmental plans.
10. To introduce students to the governmental process encountered by citizens requesting redress.

Concomitant with the environmental emphasis, we also sought a program which would:

1. Help the students develop good work habits.

2. Improve the students' communication skills, written and oral.
3. Help them relate learning experiences to actual problem-solving.

Success in realizing the aforementioned objectives was largely due to the diversified teaching techniques that were employed which enhanced student motivation, facilitated learning and stimulated their interest. (Appendix II) Reference to the lecture topics, (Appendix III) facilitated the magnitude of the determined effort to expose the students to a wide range of the environmental concerns that confront members of a community.

A balance of perspective was maintained by exposing the students by a broad spectrum of view points. Insight on how private industry, government agencies and citizen groups deal with the complex responsibilities of environmental research, control and planning was achieved through guest speakers and field trips. (Appendix IV)

The planning course was a unique experience for all involved. (Appendix V) For the instructor, whose dealings had been primarily with graduate students and businessmen, and for the students who were not familiar with the many applications of planning. The course was designed not only to develop the required planning skills, but also to help the students become aware of the value and importance of planning. Through discussions, talks and field trips, the students were shown functionally how planning is used in problem-solving. Each student did a research report, oral and written, on a topic or book on environmental issues of interest to the center. (Appendix VI).

Pertinent questions raised by the students throughout the entire learning process stimulated discussion, and served as a good check on the comprehension of materials to which they were introduced. A wide range of technical, informational, inspirational and attitudinal needs were met as indicated by student performance on various tests. Students who completed the pre-test and the

final test showed a marked improvement in the level of their environmental comprehension.

C. Action Projects

At the end of the four week period of intensive environmental education, the students divided themselves into six action teams. The team managers were selected by the students from those twelve who had participated in last summer's Phase I project. The managers, in turn, chose team members whom they felt would work well together. In addition, they had the overall organizational responsibility for the project the team selected.

There were four teams with four members and two teams with five. Each team conducted preliminary investigatory research on an identified environmental concern. Teams were given the responsibility of coordinating their project research at the Center, library or of arranging meetings with agency or community organization personnel, provided it did not conflict with a scheduled group activity. Bi-weekly team reports kept each team apprised of what the other was doing. Many times this saved teams from duplicating their research efforts.

On the basis of the research they conducted, each team developed and submitted a proposal of the project they planned to carry out. The proposals included project objectives, the tasks required for accomplishment of objectives and briefing charts. The plans and briefings were subjected to team and staff review. These reviews preceded presentations that were made to government agencies or community groups.

Throughout the entire process, an adult coordinator worked with each team. The staff provided guidance, rather than direction to the project teams. The direction of the projects, conceived and implemented by students, was an important part in the development of an operational program model for future

environmental action. This demonstrated that young people can successfully apply the organizational skills which are necessary for participation in the problem solving process.

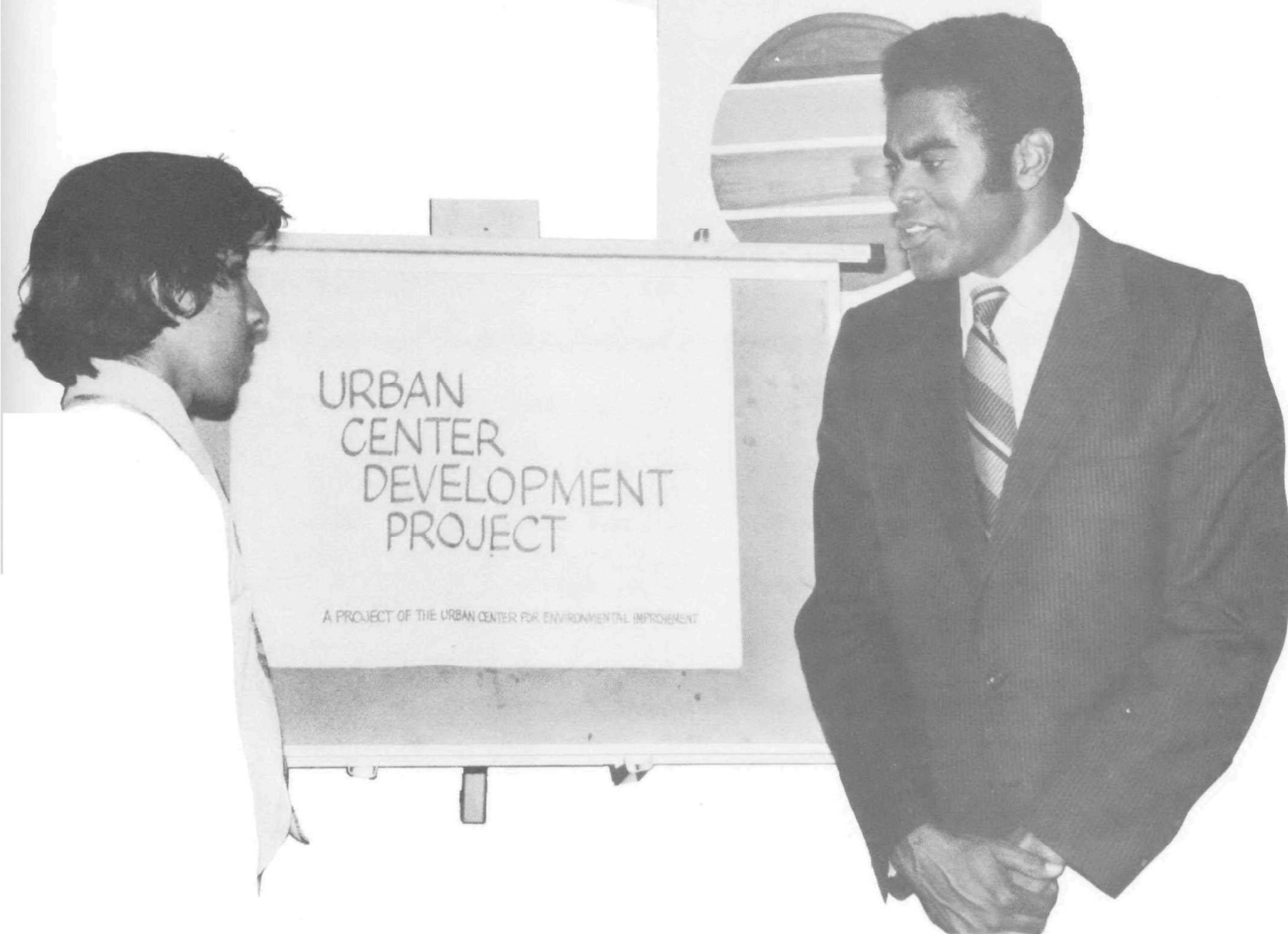
D. Interface with Regulatory Agencies and Community Organizations

By the tenth week of Phase II operations, each of the action teams were prepared to present their project briefings to a community group, or an appropriate city agency. The presentation of proposed plans for the Urban Center, Community Awareness, and Watts Festival Projects to the Model Cities Council of Community Clubs, provided an interface between two distinct segments in the community. On the one hand, residents who for the most part, were long involved in a number of community activities, and on the other, young people who were also concerned about community problems. The Council praised the professionalism of the project presentations. The Center received counsel and advice from the Department of Animal Regulations throughout the summer. Three of the teams presented their project briefings, describing their proposed action plans, to supervisory personnel of the City's animal shelters, including the Department Manager, Robert Rush. Mr. Rush was impressed with the quality of the preparations which the students gave. In addition, he enthusiastically offered the Department's cooperation in helping to resolve one of the most serious inner-city environmental problems.

Another example of Community-City Hall cooperation was the meetings with members of the City Planning Department. Personnel who are responsible for developing guidelines or plans for South Central Los Angeles expressed the desire to have the continued involvement of the Urban Center environmentalists. Discussions regarding inner-city environmental problems often put the latter Department in a defensive position. On several occasions there was input from community residents on matters that affect them.

student dialogue with department staff members underscored the need for more direct expressions from community residents who are aware of the environmental issues at hand. As a result, representatives from the Center were invited to participate on an advisory committee which reviews proposed planning guidelines for the South Central community of Los Angeles.

Interfacing with agencies such as The Air Resources Board, Los Angeles Sound Abatement Coordinating Committee, Los Angeles Health Department, School Districts, Community Clubs, etc., was an intergral part of the team projects. GPF's efforts in acquainting young adults with the advantages and techniques of citizen interface with government is a major step toward renewing the faith of youth in the ability of government to be responsive to local and national problems. Environmental problems singled out in Phase II this summer have created an articulate cadre of teenaged environmental specialists, in addition to demonstrating a workable model applicable to EPA youth programs on a national scale.



PROGRAM EVALUATION

A. Program Objectives

The program was viewed by both staff and students as being extremely successful in terms of (a) instructing youths in the techniques of project planning, (b) developing skills for planning and implementing environmental improvement projects, (c) instilling confidence for interfacing with regulatory agencies and community action groups, and (d) helping students acquire a keen awareness of contemporary environmental problems.

B. Comparative Examinations

Three different tests were used for comparative evaluation of the student's performance, which were administered at the beginning and completion of the twelve-week program period. The first comprehensive test was developed and administered by Dr. Franklin R. Turner, Consultant. This examination was designed to evaluate the student's understanding of urban-environmental problems. The second test was designed to evaluate the student's understanding of planning and organization. The third one was designed to determine the degree of awareness regarding such things as books read, news reports, conferences attended, etc.

The student's scores were considerably higher at the end of the projects than they were in the initial testing.

Perhaps the greatest success of the programs can be measured by the continued enthusiasm of the students who are volunteering their time to continue the environmental awareness programs in elementary schools located near the Urban Center.

As stated earlier, the education component was considered to be of great importance in preparing the students for meaningful participation in the project. The exam stressed economics, ecology, urban-environmental problems, environmental science, management theory and concepts, decision theory, and planning techniques.

The student's entry level knowledge in the aforementioned areas was ascertained by giving them the test at the start of program. The exam was specifically designed so that it covered all the education material to be presented throughout the entire course. Thus, a comparison of the two exams would be a measure of the amount of knowledge they had acquired in the program.

The exam was composed of 100 questions. The grade range on the pre-test was 27 - 68%; the median was 46%. The range on the post-test was 43 - 84%; the median was 59%.

The same test was given to juniors in the course, Urban Studies 200 - Urban Environmental Studies, at California State College, Dominguez Hills at the completion of the course. The grade range was 29 - 63%; the average was 41%. In conclusion, the students performance on both the pre-test and post-tests was significantly higher than the college juniors who had completed an upper division college level course.

Dr. Turner, who composed the exam, stated that an average college senior would be expected to obtain a grade between 50-65% on the exam.

C. Evaluation Reports from Dr. Turner

(See pages 22, 23, 24 and 25)

M E M O R A N D U M

TO: Ms. Maxine Boyd
Urban Specialist

October 31, 1972

FROM: Dr. Franklin R. Turner
Consultant

SUBJECT: Evaluation of Green Power Foundation Phase II - Urban-Environmental Improvement Project

Initial evaluation of the Green Power Foundation Phase II - Urban-Environmental Improvement Project resulted in recommendations submitted to you via memos dated July 7, 1972 and July 27, 1972. Evaluation of the program during its operation indicated that these recommendations were incorporated at the appropriate times within the structure of the program. In particular, as consultant, extensive literature was provided in the environmental area to round out the marginal amount of material covered in this area. Consultation throughout the program was made with you and your staff members to give input on the progress and on the direction of the project.

To evaluate the program, a comprehensive test was prepared and given to the students near its initiation to evaluate their initial competency and understanding in the urban-environmental area. A comprehensive terminal exam was given to students in the program to evaluate their exit level of knowledge, competency, and comprehension of urban-environmental problems and the projects in which the students participated.

Summary analysis and comments on the project are included in the final report.

FRT:mb

M E M O R A N D U M

TO: Ms. Maxine Boyd
Urban Specialist

FROM: Dr. Franklin R. Turner
Consultant

SUBJECT: Comments on Green Power Foundation - Urban Environmental Improvement
Project - Los Angeles - Phase II

July 27, 1972

The program as described in the Planning Course Syllabus appears to have good objectives based on a rational, yet innovative, approach. It is one that has structure and organization but is still designed to be flexible. In this area, its greatest attribute is that it allows the participants to work with real problems and exercise judgement in a number of ways.

One of the objectives, as stated on Page 9, is "to help them grasp ecological concepts and relate them to environmental problems in their own communities". Besides this explicit statement, there is an implicit undercurrent in the whole project that ecology is a major part of the project. Yet it appears there is no systematic and formal way in which this objective is to be met. Ecological materials seems to be presented mainly in field trips and in a book report on "Silent Spring".

In contrast, a great deal of time and attention is given to "Planning", "Organization", Report Preparation", etc., as seen in the Project Planning Course (pg. 11) and Lesson Plans (pp. 25-39). It appears then that there is some imbalance in the basic organization.

It is recommended, therefore, that formal introduction to ecological principles and their relation to the urban environment be provided through standard means, such as, lectures, films, readings, discussions, and field trips. These should be outlined and written into the lesson plan to insure adequate attention.

FRT:mb

M E M O R A N D U M

July 7, 1972

TO: Ms. Mary Maxine Boyd, Project Director
Urban Center for Environmental Improvement

FROM: Dr. Franklin R. Turner, Consultant *F.R.T.*

SUBJECT: Evaluation of Planning Course Syllabus: "Urban Environmental Improvement Project Planning and Implementation"

Pursuant to our agreement as Consultant to the Greenpower Foundation of Los Angeles, California, with respect to Phase II of the Urban Environmental Improvement Project, the following comments are made regarding the Planning Course Syllabus:

The Project appears to be well thought out. However, projects frequently start that way, but encounter unmanageable problems as well as confusion as they approach the end of the contract period. This might be because sometimes they fail to envisage clearly some of the probable problems and make allowances for unpredictable developments which the project may face; e.g., failure to identify external developments and not including provisions in the project to internalize, i.e., control these developments; lack of inbuilt mechanisms for continued and dynamic self-evaluation, and flexibility to make adjustments over time; inadequate provisions for taking manpower and other resources from components that advance on or before schedule, thus preventing these components from being shifted to where their use could be maximized.

There is also a clear absence of a statement as to the logical relationships and balance among various sectors of the environment, and among many of the variables concerning it. Repeated mention is made about "action models" that will be developed or built. Indeed, models are, in part, an outcome of such activities and research. Many times it is difficult to formulate at the end of a project a functional and, in policy matters, a meaningful model without apriori having initially had a clear notion about the relationship of the various interacting factors. Hence, it would be helpful to have a rough (however incomplete) proposed evaluation model at the start of the project.

Ms. Mary Maxine Boyd
Page Two
July 7, 1972

In conclusion:

1. The functional relationship of the various components Urban environment has to be stated at the outset, and then corected, improved, and complemented later.
2. An evaluation model - or a statement and identification of evaluation criteria - should have been formulated at the commencement of the project.

FRT:mb



RECOMMENDATIONS FOR GPF 1973 PILOT EFFORTS
AND RELATIONSHIP TO SPARE PROGRAM DESIGN

A. Los Angeles Phase III Pilot Project

Valuable experience was gained from the success of the Phase II program.

The fact that inner city young people can and must be involved in community affairs was made clear. The students demonstrated that the planning techniques they learned could be applied to the solution of environmental problems, such as stray animals and to the enhancement of community awareness.

In order to maintain community participation and to continue to provide needed information and service, it will be necessary to the Urban Center to be in operation on a year-round basis.

The Urban Center for Environmental Improvement is an inner-city organization dedicated to utilizing the creative talents of community youth and adults in finding workable solutions to urban problems. A unique planning and action oriented urban laboratory, the Center is concerned with a wide range of human, natural, and physical environmental needs.

Urban Center activities are designed to:

- ...Establish a continuing program of youth education activities on environmental problems.
- ...Disseminate information to the inner-city community on environmental problems.
- ...Encourage student research on environmental projects in South Central Los Angeles, particularly projects involving youth participants.
- ...Serve as a continuing liaison between local residents and public and private community service agencies with environmental improvement responsibilities.
- ...Organize and support youth planning and action efforts in the environmental field.

The year-round Phase II Planning and Implementation model program approach would be expanded to include a group of community leaders and two groups of students.

In brief detail, a possible twelve month schedule could include:

Spring Project - Individuals active in various community organizations, (e.g., PTA, Black clubs, action groups, etc.) would be recruited to take the course. Upon completion, they would return to their respective communities and with Urban Center staff assistance, would plan and implement projects regarding environmental improvement.

Summer - The Planning Course would be adjusted, as needed, to permit college level participants to receive college credit. The college level group would examine a broader spectrum of environmental problems with greater sophistication. In addition, the students would be placed as interns with selected regulatory agencies.

Fall - This phase would be a cooperative effort with the Neighborhood Youth Corps. Here, students from local high schools would be the target group. As a work study project, the students would be eligible to receive academic credit toward graduation. All program segments would be consistent with SPARE objectives, designed to bring about community awareness and action on environmental problems.

To aid in the dissemination of planning skills, which would be of interest to SPARE programs nationally, we see the need for the development of a non-technical, easy to read manual and film strip on planning techniques, specifically designed for assistance in solving environmental problems. The materials would be relevant to student environmentalist. Finally, we feel that the abilities and experiences accumulated by the students over two summers can be effectively utilized in their service as consultants to new

SPARE '73 projects; locally, and on a national basis.

Perhaps the greatest success of the Urban Center program can be measured by the continued enthusiasm of the students who are volunteering their time to continue environmental programs in the elementary schools located near the Urban Center. Younger students are being made aware of environmental problems through stories, poster and essay contests in schools. The National Park Service's EXPAND package is being used with good acceptance.

As indicated earlier, Urban Center programs are not limited to students only. In the planning stages now is a series of workshops to be sponsored with the National Park and Forest Service. These workshops for youth, community leaders and teachers, will combine the expertise of these agencies with that of the Urban Center Staff to focus on urban environmental problems.

The Urban Center concept is designed to reach all facets of the community with special emphasis on channeling the energies of youth toward environmental awareness and improvement. Our motto is "Youth Has a Lot to Give!"

B. GPF SPARE Support

The key to successful program development and execution lies in the application of disciplined time-phased program planning, data monitoring, communications, and reporting on project tasks. The Green Power Foundation, has designed a management and planning support structure which will effectively enable EPA to achieve program success in relation to meeting program objectives within budgetary constraints. (See Figure 1). This support program would have the following specific objectives:

- a. to develop guidance for SPARE '73 projects in a manner which encourages participant cities and other agencies to direct projects toward specific priority regional and local environmental needs and to obtain the active involvement of inner city residents;

- b. to assist/develop administrative support system to transmit guidance to local participants and to oversee on going projects, through establishment of a data management center and development of a regional SPARE program support structure; and
- c. to conduct a series of model environmental awareness programs and local government involvement approaches, tailored specifically to regional and local environmental improvement needs.

GPF management and planning support to '73 SPARE program design would first focus on attaining an early definition and communication of program objectives. Of prim consideration is the necessity for early design of program components in a way which will encourage cities and local, state and other government agencies not only to participate in the SPARE '73 program, but to plan for meaningful environmental education, community involvement and career development oriented projects. To effect this kind of involvement, GPF plans to provide as a part of the initial program development effort a series of seminars, briefings, and general meetings monitored through a central office, which will assist the cities and agencies in delineating priority environmental problems.

As a minority enterprise, GPF can convincingly illustrate that the environmental issues addressed by SPARE are of true concern to minority inner-city residents and that there is opportunity for creative action based in the inner-city. GPF would support SPARE management at the Washington and regional level (see Figure 2), drawing it away from the image of just another government welfare project. Most significant is the fact that GPF would expand upon its successful Phase I environmental education survey conducted in 1971, and Phase II planning/implementation efforts. By participating fully in developing SPARE 73 guidelines and by supporting the EPA administrative structure to manage the program, GPF would increase the credibility of the SPARE effort, bringing to it the indepth experience of an organization borne in the inner-city for the purpose of bettering conditions for the community and its largely minority group residents.

SPARE '73

PROGRAM ORGANIZATION

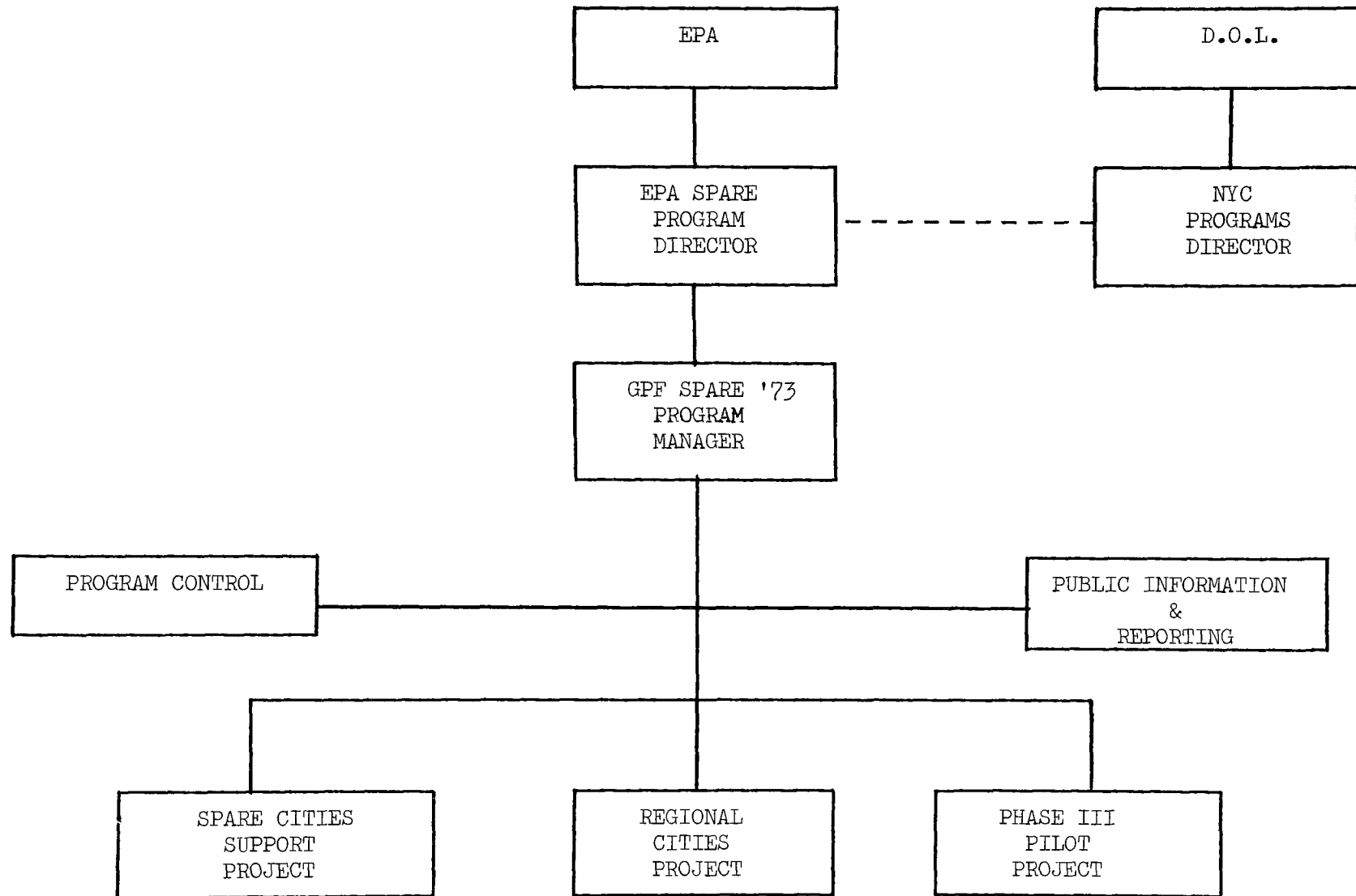


Fig. 1 - SPARE '73 PROGRAM ORGANIZATION

GPF Regional Management Support

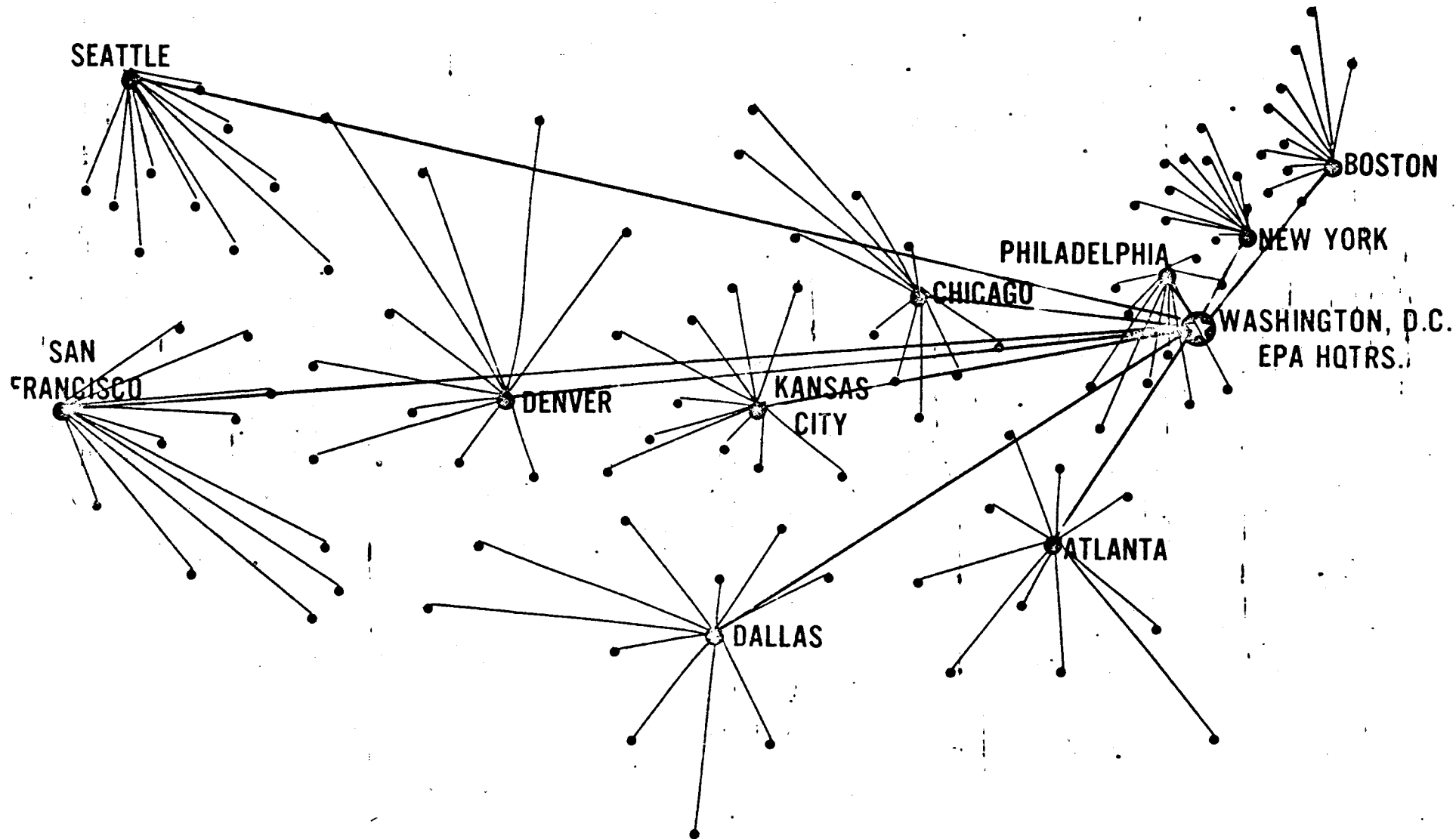


Fig. 2 - GPF REGIONAL MANAGEMENT SUPPORT



APPENDIX A

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 1

Monday, June 19	Tuesday, June 20	Wednesday, June 21	Thursday, June 22	Friday, June 23
<u>9:00 a.m.</u> .Registration .Greetings - Director .Introduce Staff .Administrative Session .Summary Report on Audio-Visual Report .Project Planning Principles .Safety Awareness <u>1:00 p.m.</u> ASSIGNMENT 1 'FIELD RESEARCH ASSIGNMENT'	<u>9:00 a.m.</u> .Discussion on Research . "Where It's At" Norman Hodges, GPR .Discussion on Definitions .Basics of Planning & Organizing ASSIGNMENT 2 'ENVIRONMENTAL PROJECTS PLANNING RESEARCH' <u>1:00 p.m.</u> .Pretest on Planning .Class Workshop .Report on Research of Definitions	<u>9:00 a.m.</u> .Field Trip #1 <div style="border: 1px solid black; padding: 5px;"> Southern California Edison Company "Introduction to Planning & Scheduling Methods Used to Meet Consumer Needs and Pollution Abatement" </div> <u>1:00 p.m.</u> .Workshop .Environmental Planning .Systems Planning .Student Reports	<u>9:00 a.m.</u> .Field Trip #2 <div style="border: 1px solid black; padding: 5px;"> Kent H. Langsburg Paper Company "Commercial Project Scheduling Paper Products" </div> <u>1:00 p.m.</u> .Class Workshop 'Objective Scheduling .Planning for Open House .Field Work .Identification of Community Organization & Resources	<u>9:00 a.m.</u> .Time Scheduling .Class Workshop 'Schedule Preparation' .Student Reports <u>1:00 p.m.</u> ASSIGNMENT 3 'SCHEDULING OF ENVIRONMENTAL PROJECT' .Open House - Workshop .Evaluation

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 2

<u>Monday, June 26</u>	<u>Tuesday, June 27</u>	<u>Wednesday, June 28</u>	<u>Thursday, June 29</u>	<u>Friday, June 30</u>
<u>9:00 a.m.</u> . "Effective Listening" M. M. Boyd . Assignment 3 Class Review . Class Workshop - 'Objectives of Phase II'	<u>9:00 a.m.</u> . Field Trip #3 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> City Planning, City Council, and District Attorney Operations, 'The Processes of City Government' </div>	<u>9:00 a.m.</u> . Organization Charting . Student Reports	<u>9:00 a.m.</u> . Assignment 4 Class Review . Class Workshop Open House	<u>9:00 a.m.</u> . Planning for Open House . Student Reports
<u>1:00 p.m.</u> . Organization Theory . Environmental Project Planning Research Time . Class Workshop "Open House" . Field Trip Briefing	<u>1:00 p.m.</u> . Class Workshop Planning for Open House	<u>1:00 p.m.</u> ASSIGNMENT 4 'Environmental Project Organization Design - Project A - Open House' . Class Workshop . Field Trip Briefing	<u>1:00 p.m.</u> . Field Trip #4 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Community Redevel- opment Agency "Overview of Citi- zen Planning" </div>	<u>1:00 p.m.</u> . Open House

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 3

Monday, July 3	Tuesday, July 4	Wednesday, July 6	Thursday, July 7	Friday, July 8
<u>9:00 a.m.</u> .Evaluation .Camera Techniques .Resource Planning .Class Workshop 'Project Resources Planning' ASSIGNMENT % 'RESOURCE ESTIMATING & PLANNING FOR ENVIRONMENTAL PROJECTS' <u>1:00 p.m.</u> .Student Research Report .Environmental Protection Agency .Air Pollution .Water Pollution .Community Health Hazards .Briefing for Field Trip	Independence Day	<u>9:00 a.m.</u> .Field Trip #5 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Martin Luther King Jr. Hospital 'Health Services' </div> <u>1:00 p.m.</u> .Reports on: -Pests -Pesticides -"Animal Regulations" -Student Reports	<u>9:00 a.m.</u> .Field Trip #6 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> City and County Regulatory Agencies & Society for the Prevention of Cruelty to Animals </div> <u>1:00 p.m.</u> .Reports on: -Radiation "Basic Logic in Problem Solving" Ron Brunner	<u>9:00 a.m.</u> .Class Workshop "Costing & Finance Planning" "Human Developing Resources" Mel Streater <u>1:00 p.m.</u> .Class Workshop "City Administrative Planning" Steve Jenkins .Evaluation

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 4

Monday, July 10	Tuesday, July 11	Wednesday, July 12	Thursday, July 13	Friday, July 14
<u>9:00 a.m.</u> .Project Management Techniques ASSIGNMENT 6 'PROJECT MANAGEMENT PLANNING FOR ENVIRONMENTAL PROJECTS'	<u>9:00 a.m.</u> .Field Trip #7 <div> Model Cities 'The Involvement of Model Cities Programs & the Community Analysis Bureau in the Environmental Clean-up' </div>	<u>9:00 a.m.</u> .Assignment 6 Class Review .Student Reports	<u>9:00 a.m.</u> .Reports on: -The Role of the Courts, i.e., Legal Action against L.A. Airport Authority -Noise Pollution	<u>9:00 a.m.</u> .Environmental Project Team Selection & Organization .Guest Lecturer "Thinking" Henry Nyarko
<u>1:00 p.m.</u> .Book Reports: -"Silent Spring" -"Future Shock" -"Urban Environmental Study Area" William Taylor .Briefing for Field Trip	<u>1:00 p.m.</u> .Group Discussion "Safety Awareness" National Safety Council Chuck Edwards	<u>1:00 p.m.</u> .Class Workshop "Discovering Resources Within Us" Jess Wall .Briefing for Field Trip	<u>1:00 p.m.</u> .Field Trip #8 <div> Western Airlines 'Noise Abatement Projects' </div>	<u>1:00 p.m.</u> .Team Research on Environmental Projects .Team Workshops .Evaluation Student Reports

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 5

Monday, July 17	Tuesday, July 18	Wednesday, July 19	Thursday, July 20	Friday, July 21
<u>9:00 a.m.</u> .Review of Planning & Management Process .Team Planning Workshops .Planning for weeks 5 - 12 .Preliminary Plan of Operations	<u>9:00 a.m.</u> .Field Trip #9 <div>House of Uruhu 'Drug Abuse' Kiilu</div>	<u>9:00 a.m.</u> .Team Operating Plans Review -Team 1 -Team 2 -Team 3 -Team 4 -Team 5 -Team 6 .Team Planning Workshops	<u>9:00 a.m.</u> .Environmental Projects Team Planning .Field Trip Briefing .Student Reports	<u>9:00 a.m.</u> .Research for Action Planning
<u>1:00 p.m.</u> .Report on: "Communications" Tom Hawkins Sportscaster, KNBC News .The Role of Action Groups, i.e., Sierra Club .Field Trip Briefing	<u>1:00 p.m.</u> .Class Workshop .Reports on: -Additives -Films -"Ecology, Salable or Not?" Donald Hayes	<u>1:00 p.m.</u> .Voter Education .Report on "The Role of the Citizen in Environmental Improvement"	<u>1:00 p.m.</u> .Field Trip #10 <div>Cal State College, Dominguez Hills Urban Studies Program 'Urban Studies', 'Urban Management Program'</div>	<u>1:00 p.m.</u> .Reports on: -Population -Fuel -Power -Pre-test

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 6

Monday, July 24	Tuesday, July 25	Wednesday, July 26	Thursday, July 27	Friday, July 28
<u>9:00 a.m.</u> .Team Planning Workshops .Field Trip Briefing <u>1:00 p.m.</u> .Field Trip #11 <div>Recycling Facility J. B. Forshay</div>	<u>9:00 a.m.</u> .Team Planning Workshops .Student Reports <u>1:00 p.m.</u> .Individual Regulatory Agency Visits	<u>9:00 a.m.</u> .Team Planning Workshops "The Role of U.C.'s Program to Overall EPA Youth Programs" Howard Steverson <u>1:00 p.m.</u> .On-Site Research for Environmental Project Plans .Field Trip Briefing	<u>9:00 a.m.</u> .Field Trip #12 <div>Gas Company 'Environmental Actions'</div> <u>1:00 p.m.</u> .Reports on: -"Population Crisis" -"Power"	<u>9:00 a.m.</u> .Team Planning Workshops .Student Reports <u>1:00 p.m.</u> .Reports on: -National Organizations -State Organizations -Local Organizations

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 7

Monday, July 31	Tuesday, August 1	Wednesday, August 2	Thursday, August 3	Friday, August 4
<u>9:00 a.m.</u> .Guest Lecturer "Local Urban Problems" Ron Brunner .Team Planning Workshops	<u>9:00 a.m.</u> .Briefing Preparation Techniques .Team Briefing Preparation Work- shops	<u>9:00 a.m.</u> .Team Workshops .Student Reports	<u>9:00 a.m.</u> .Team Workshop .Guest Lecturers "Veneral Disease - What We Can Do" Emily Nabholz & Oliver Brown, Jr. L. A. Health Dept.	<u>9:00 a.m.</u> .Guest Lecturer "Human Resources" Ron Brunner
<u>1:00 p.m.</u> .Guest Lecturer "Sociological Impli- cations of Environ- mental Clean-Up"	<u>1:00 p.m.</u> .Guest Lecturer "The Role of the Agency" Alfonzo Dave, Human Resources Development	<u>1:00 p.m.</u> .Guest Lecturer "Police Community Relations" Officer Williams L. A. Police Dept.	<u>1:00 p.m.</u> .Field Trip #13 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Model Neighborhood Environmental Committee Visit </div>	<u>1:00 p.m.</u> .Television Team from Rome, Italy

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L.A. PHASE II SCHEDULE

WEEK 8

Monday, August 7	Tuesday, August 8	Wednesday, August 9	Thursday, August 10	Friday, August 11
<u>9:00 a.m.</u> .Filming .School Project .Park Program .Nursery School Project	<u>9:00 a.m.</u> .Survival Conference	<u>9:00 a.m.</u> .Survival Confe .Student Reports	<u>9:00 a.m.</u> .Team Workshops	<u>9:00 a.m.</u> .Guest Lecturer "Ecological Effects of Ocean Dumping" Dr. Gene Kalland
<u>1:00 p.m.</u> .Visitors: Sciential Club U.S.C.	<u>1:00 p.m.</u>	<u>1:00 p.m.</u>	<u>1:00 p.m.</u> .Action Plans and Briefing Revision .Students Reports	<u>1:00 p.m.</u> .Action Plans Coordinated by Action Project Teams

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 9

<u>Monday, August 14</u>	<u>Tuesday, August 15</u>	<u>Wednesday, August 16</u>	<u>Thursday, August 17</u>	<u>Friday, August 18</u>
<u>9:00 a.m.</u> <div> .Environmental Action Project "Animal Regulations" </div> .Implementation Presentation by Project Team <div> .Environmental Action Project "Community Awareness" </div>	<u>9:00 a.m.</u> <div> .Environmental Action Project "Urban Center" </div> .Implementation Presentation by Project Team	<u>9:00 a.m.</u> .Watts Festival Environmental Awareness Booth Operation	<u>9:00 a.m.</u> .Watts Festival Environmental Aware- ness Booth Operation .Dr. Kalland	<u>9:00 a.m.</u> .Watts Festival Environmental Awareness Booth Operation .Student Reports
<u>1:00 p.m.</u> .Student Reports	<u>1:00 p.m.</u> .Workshop - Environ- mental Problems	<u>1:00 p.m.</u> .Student Reports	<u>1:00 p.m.</u> .Filming - Urban Center Programs .Student Reports	<u>1:00 p.m.</u> .Filming - Urban Center Programs .Field Trip .Animal Shelter .Gas Company

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 10

Monday, August 21	Tuesday, August 22	Wednesday, August 23	Thursday, August 24	Friday, August 25
<u>9:00 a.m.</u> .Team Project Implementation .Student Reports	<u>9:00 a.m.</u> .Student Reports .Briefing Review	<u>9:00 a.m.</u> .Briefing, Dept. of Animal Regulations .Field Trip <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">City Hall</div>	<u>9:00 a.m.</u> .Briefing, Council of Community Clubs Model Cities	<u>9:00 a.m.</u> .Filming: Urban Center Programs
<u>1:00 p.m.</u> .Workshop (Six students attending Conference in Lake Tahoe this week)	<u>1:00 p.m.</u> .Workshop .Student Reports	<u>1:00 p.m.</u> .Environmental Awareness Project Review	<u>1:00 p.m.</u> .Project Review .Student Reports	<u>1:00 p.m.</u>

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 11

Monday, August 28	Tuesday, August 29	Wednesday, August 30	Thursday, August 31	Friday, September 1
<u>9:00 a.m.</u> . Team Project Implementation . Team Projects . Review of Environ- mental Problems . Team Projects . Review of Environ- mental Problems . Team Projects . Review Environmen- tal Projects	<u>9:00 a.m.</u> . Report Preparation Techniques	<u>9:00 a.m.</u> . Team Project Manage- ment Review Meeting . Animal Regulation Project Review . Community Awareness Project Review . Urban Center Project Review	<u>9:00 a.m.</u>	<u>9:00 a.m.</u> . Final Test . Animal Regulation Action Project Complete . Community Awareness Action Project Complete . Urban Center Action Project Complete

ENVIRONMENTAL PROJECT PLANNING & IMPLEMENTATION - L. A. PHASE II SCHEDULE

WEEK 12

Monday, September 4	Tuesday, September 5	Wednesday, September 6	Thursday, September 7	Friday, September 8
Labor Day Holiday	<u>9:00 a.m.</u> .Team Workshops .Final Report Preparation .Final Report Coordination	<u>9:00 a.m.</u> .Presentations of Environmental Action Project Results .Animal Regulation Action Project .Community Awareness Action Project .Urban Center Action Project	<u>9:00 a.m.</u> .Open House	<u>9:00 a.m.</u> .Field Trip <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Yosemite National Park</div>

APPENDIX B

VARIETY IN TEACHING METHODS

Lecture
Problems
Project
Reports
Review
Tutorial
Panel
Seminar
Workshop
Lab
Tests
Visual
Creative
Symposium
Incepence
Process
Informal Discussion
Conference
Role Playing
Recitation
Apprenticeship
Clinical Demonstration
Drill and Practice
Directed Conversation
Field Trips
Questions and Answers

Instructional Aids

Chalk Board
Tack Board
Overhead Projector and Transparencies
Slide Projector and 35 mm Slides
35 mm Film Projector and Motion Picture
Charts
Clip Board
Flannel Board
Plan Kit
Reference Books
Film Strips Projector and Film Strips
Bulletin Boards
Displays
Instructional Kits
Instructional Manual
Free Publications

SPECIAL TYPES OF LESSONS

INTRODUCTORY

Supervised or Direct Study

Informal Recitation

Developmental

Drill

Appreciation

Review

Project

Audio-Visual

Problem-Solving

GOOD LESSON

_____ Focus on One Main Thing

_____ Contain Something

_____ Suit the Learner

_____ Proceed from known to unknown

_____ Require Measurable Achievement

PROJECT PLANNING COURSE

Detail Outline

Week 1	Pre-Project Test	<u>Content</u>
Week 1	I. Project Planning Principles	<ul style="list-style-type: none"> • <u>Need</u> for Planning • <u>Description</u> of Planning Activity • <u>Tools</u> of Planning • <u>Techniques</u> of Planning • <u>Products</u> of Planning • Ways to <u>Learn</u> About Planning
Week 1	II. Basics of Planning & Organizing	<ul style="list-style-type: none"> • Definitions of Planning - 7 steps • Definitions of Organization • Relationship of P & O • Examples of P & O • How P & O will be Used
Week 1	III. Scheduling of Objectives	<ul style="list-style-type: none"> • Determining Objectives • Describing & Stating Objectives for Planning Purposes • Time Phasing Conventions • Schedule Symbology • Depth of Written Scheduling
Week 1	IV. Time Scheduling	<ul style="list-style-type: none"> • Master/Detail Schedule Preparation • Schedule Coordination • Input/Output Scheduling • Network (PERT) Scheduling
Week 2	V. Organization Theory	<ul style="list-style-type: none"> • Human Cooperative Systems • Pseudo Man Organization Design • Relationship of Planning to Organizing (WBS/OBS)
Week 2	VI. Organization Charting	<ul style="list-style-type: none"> • Organization Structuring • Descriptive Methods • Pictorial Charting
Week 3	VII. Resource Planning	<ul style="list-style-type: none"> • Kinds of Resources • Resource Descriptive Techniques • Resource Estimating • Resource Scheduling

Content

Week 4	VIII. Project Management Techniques	<ul style="list-style-type: none">• Role of Project Management• Operating Techniques• Project "vs" Functional Planning• Project Visibility Requirements
Week 5	IX. Review of Planning & Management Process	<ul style="list-style-type: none">• Summary of Elements• Review of Management Process
Week 5	X. Research For Action Planning	<ul style="list-style-type: none">• Research Resources• Research Techniques• Data Correlation & Filing
Week 7	XI. Briefing Preparation Techniques	<ul style="list-style-type: none">• Briefing Techniques• Storyboards• Visualization & Graphics• Reproduction
Week 11	XII. Report Preparation	<ul style="list-style-type: none">• Outlining• Storyboarding• Report Assembly• A-V Reporting
Week 12	Post-Project Test	

GLOSSARY OF TERMS

A. Environmental Awareness Terms

Air - The mixture of gases that surround the earth, consisting of nitrogen, oxygen, argon, carbon dioxide, water vapor, helium neon, and small quantities of other gases.

Air Quality - The purity of the air which is determined by its freedom from pollutants.

Alert Levels - Part of a warning system for air pollution episodes based on air quality data as well as meteorological factors, the final stage of which may call for immediate shutdown of all emission sources in the area.

Ambient Air - The unconfined space occupied by the atmosphere: outdoor air,
See: troposphere.

Anaerobic Bacteria - Bacteria which breaks down organic matter in the absence of oxygen.

Atomic Wastes - The by-products of our atomic fission processes. These wastes have a hazardous toxic potential which may be with us for millions of years. The problem of disposal has not yet been adequately met and solved.

Bacteria - The smallest living organisms which live on the organic refuse in water or in the earth.

Biological Systems - Those systems in nature where plants and animals depend upon and support each other.

Biodegradable - Organic substance that is quickly broken down by normal environmental processes.

Blight - A disease or injury of plants resulting in withering, cessation of growth eventually death of parts, such as, the leaves without rotting. State of deteriorating conditions in a community.

Carcinogenic - Cancer producing.

Carbon Monoxide (CO) - A colorless, odorless, very toxic gas produced by any process that involves the incomplete combustion of carbon containing substances such as coal, oil, gasoline, and natural gas.

Chain, The Food - The food chain is the ecological relationship between the eater and the eaten. Big fish eat little fish. This relationship continues from the minutest forms of life all the way up to man.

Chlorinated Hydrocarbons - Insecticides that last for years or decades, and may accumulate in hazardous concentrations in the tissues of non-target animals. Examples are: DDT, DDD, Endrin, TDE, Aldrin, Dieldrin, Toxaphene, Heptachlor, and Lindane (BHC).

Compost - A mixture of garbage and degradable trash with soil in a pile. Bacteria in the soil cause decomposition and thereby return desirable organic material back to nature.

Climate - The weather condition at a place over a period of time-exhibited by temperature, wind velocity and precipitation.

Crisis - An unstable or crucial time or state of affairs.

DDT - A chlorinated hydrocarbon. One of the oldest of the "hard: or persistent insecticides which lasts for years or decades in the environment, and may accumulate in hazardous concentrations in the fat of meat-eating fish and animals including man.

Dead Lake - A lake so filled with toxic wastes that it cannot any longer support aquatic life. Lake Erie is now a dead lake.

Decibels - The unit for measuring loudness (intensity) of a sound. Examples - Threshold of audibility - 0; rustling leaves faint - 20; a whisper at five feet - moderate 40; average living room loud - 60; vacuum cleaner very loud - 80; have to shout to be heard, continued daily exposure brings about loss of hearing; deafening - 100, thunder; painful to ear - 120, siren; eardrum ruptures - 140, jet take off.

Defoliants - Chemicals used to remove the green leaves from plants. An herbicide.

Detergents - A cleaning agent - any of numerous synthetic water-soluble or liquid organic preparation used as soaps.

Disposable Items - Items designed to be used once and discarded, such as paper napkins, towels, handkerchiefs, etc. A product of our use and discard type of economy.

Earth - The planet upon which we live, the third planet from the sun, the dry land upon which mankind makes his home, soil.

Earthworm - *Lubricus terrestris* - Nature's cultivator and soil builder. Charles Darwin, who wrote a book on the subject, stated that perhaps this creature was the most valuable of all organisms to mankind.

Earth Day - April 22, 1970. Set aside first by Senator Gaylord Nelson (D-Wisc.) and Congressman Paul McCloskey (R-Calif.), the Conservation Foundation and others to focus the public's attention on the sad condition of man's environment, with the object of improving it.

- Ecology - That field of biology that deals with the mutual relationships between the several species and other organisms, the living relationship between man and his world. The relationship between plants, animals, man and all other flora and fauna.
- Economic - Relating to, or based on the production, distribution, and consumption of goods and services.
- Ecotage - From ecology and sabotage. Meaning the branch of tactical biology that deals with the relationship between living organisms and their technology. Tactics which can be implemented without injuring life systems. Developed by Environmental Action from the activities of "The Fox".
- Ecosphere - The layer of earth and troposphere inhabited by (or suitable for the existence of) living organisms.
- Effluent - An outflow; a discharge or emission of a liquid or a gaseous nature.
- Emphysema - A swelling produced by gas in any body tissue. Emphysema is a lung infection which may result from continued cigarette smoking, and other forms of air pollution over a period of long continued exposure.
- Emission Standard - The maximum amount of a pollutant that is permitted to be discharged from a single polluting source.
- Endangered Species - Birds, animals and even man who stand in danger of having their species obliterated from the earth for all time. Many species have already disappeared.
- Environment - The aggregate of all the external conditions and influences affecting the life and development of an organism.
- Environmentalists - Persons actively interested in the improvement of their environment.
- Environmental Quality - The standard of purity of the air, water, and land, which is productive of a healthy plant and animal world, a fit place for human habitation.
- Enzyme - Any of a class of complex organic substances, that accelerate (catalyze) specific chemical transformation. An additive to laundry detergents which has recently been introduced and whose use is questioned by environmentalists.
- Epidemiology - The study of diseases as they affect population rather than individuals including the distribution and incidence of a disease; mortality and morbidity rates; and the relationship to climate, age, sex, race, income, job, smoking habits, and other factors.

- Episode - An air pollution incident in a given area caused by a concentration of atmospheric pollution reacting to prolonged meteorological condition (e.g., an extensive inversion) that results in a significant increase in death or illness.
- Erosion - The wearing away of rocks and topsoil by wind, water, ice freezing and thawing. Man by his carelessness has speeded the process. What nature would take a thousand years to do man does in a decade.
- Estuary - The broad mouth of a river into which the tide flows. The breeding grounds for saltwater fish and other aquatic creatures. When the estuary is filled in for residential or highway development, the breeding grounds are destroyed thus reducing the saltwater fish population.
- Eutrophic - That stage in life of a lake or other such body of water when it has passed through both the Oligotrophic and the Mesotrophic stages and is in the process of dying and eventually becoming a swamp instead of a clean livable body of water capable of supporting a healthy variety of aquatic life, it is dead. Example - Lake Erie.
- Exploitation - Unjust or improper use of human or natural resource.
- Fauna - An all encompassing term applicable to all animal life of a given region or time.
- Flora - An all encompassing term applicable to all vegetative life of a given region or time.
- Fluoridation - The treatment of drinking water with the chemical Fluoride to aid in the prevention of tooth decay.
- Fossil Fuels - Coal, oil, and natural gas; so called because they are the remains of ancient plant and animal life.
- Greenhouse Effect - The Phenomenon in which the sun's energy, in the form of light waves, passes through the atmosphere and is absorbed by the earth, which then radiates the energy as heat waves that the air is able to absorb. The air thus behaves like glass in a greenhouse, allowing the passage of light while trapping heat.
- Herbicides - Chemicals used to control and defoliate vegetative growth such as weeds. The best known examples are 2, 4-D and 2, 4, 5-T Ammate and paraquat. They are short lived in some conditions, but in other cases have persisted long enough to contaminate water supplies.
- Humus - A topsoil rich in plant nutrients and partially digested organic matter. The good earth upon which all living creatures eventually depend for life.

Monitoring - Continuous sampling by local, state and regional agencies as part of a surveillance system for measuring pollutants present in the atmosphere.

Nature - The sum total of the forces at work throughout the universe. The ecological balance of animate organisms and inanimate objects. Primitive wild condition. Unless man respects it, nature will not work for him. Blind to the need of cooperating with nature man is destroying the sources of his life.

Noise Pollution - Any noise which is unwanted and when long endured causes an impairment of the hearing. Any sound which registers above forty decibels on the sound scale can be classified as noise pollution.

Oceanography - A branch of physical geography dealing with the ocean, its characteristics and the life which it supports.

Oil Pollution - Oil pollution results in oceans and harbors when oil tankers have accidents or when off shore oil wells have accidents spilling crude oil on the water surface killing water birds and fish and polluting the shoreline.

Oil Spill - See oil pollution above.

Oligotrophic - The stage in the life of a lake or other such body of water when it is deep and supporting little biological life - example Lake Superior.

Organic Food - Food grown in soil fertilized with animal manure or compost and in which no chemical fertilizer has been used. This same food has not been subjected to chemical pesticides of any kind. The food of our grandparents.

Organic - Pertaining to, or derived from living organisms; exhibiting characteristics peculiar to living organisms.

Ozone - A pungent, colorless, toxic gas; one component of photo-chemical smog.

Oxide - A compound of two elements, one of which is oxygen.

Particulates - Small visible air pollutants resulting from incomplete combustion.

Pesticides - Chemicals developed for extermination or controlling house and garden insect pests. Many are toxic to man and animals.

Phosphate - A salt or ester of phosphoric acid as calcium phosphate ($\text{Ca}_3(\text{PO}_4)_2$) - a compound derived from phosphoric acid and occurring in bones, in certain rocks, etc., used as a fertilizer and in recent years it has been a component of laundry detergents.

Photochemical Oxidants - Those air pollutants which when acted upon by the rays of the sun create smog.

Pollution - Impurities carried in the air, in the water, or on the land which degrade the quality of the air, water or earth.

Pollutants - Any waste product which lowers the quality of life by degrading the air we breathe, the water of our rivers, lakes, and oceans, or disfigures our beautiful land. In essence, anything which degrades the quality of our lives.

Polluters - Individuals or organizations who pollute the environment.

Population Explosion - The unimpeded acceleration in the world's population brought about by modern technology reducing the death rate without at the same time reducing the birth rate. The implications for the environment, in the unchecked multiplication of mankind, are terrible to contemplate. The possibilities for man himself are likely to be starvation on a larger scale than ever before in history.

Primary Treatment (Sewage) - This aspect of a sewage treatment plant removes the material that floats or will settle in sewage.

PPM - Parts per million cubic feet of air. The measurements of air pollution.

Quality - Excellence, purity, of high value.

Radiation Pollution - Atomic energy pollution resulting from atomic tests and atomic wastes such as radioactive clouds, which infect air and soil.

Recycle - As used in environmental writings it means breaking down the waste products of society into their component parts in order that these parts may be used again. Recycling is the open process of decomposing manufactured articles.

Resources - Renewable resources and finite resources are the property of all Earth's people and all generations of mankind now and to come. Private ownership of a country's resources is countenanced only if the use of such resources is directed towards the interests of the people as a whole.

Sanitary Landfill - This is the placement of solid wastes in ravines and other low places and covering it with soil day by day to keep down odor. This is one temporary solution to the problem of solid wastes. The cities are rapidly running out of available land for such fills.

Secondary Treatment (sewage) - The second step in most waste treatment systems in which bacteria consumes the organic wastes in sewage.

Sediment - Sand and silt, the products of erosion carried along by rivers and streams.

Silent Spring - The title of a book written by Rachel Carson, published in 1952, whose objective was to warn of the grave dangers of pesticides.

Smog - A coined word from the two words smoke and fog. Air heavily polluted with poisonous gases and particulates or visible floating particles.

Sonic Boom - Any plane flying faster than the speed of sound trails behind it a cone of noise pollution called the sonic boom.

Solid Wastes - Refuse from our high standard of living such as glass bottles, jars, metal cans, plastic containers, waste paper, old automobile tires, junked automobiles, refrigerators, etc. Every day America produces 800,000,000 pounds of this type of waste.

Survival - Persistence in the continuity of life from one generation to another in spite of all the destructive factors faced by each generation.

Sulphur Dioxide - A poisonous air pollutant produced by the burning of fossil fuels.

Symbiosis - The living together in intimate association or even close union of two dissimilar organisms such as a fungus in the soil supporting a tree which has in nature become dependent upon the relationship.

Technology - A technical method of achieving a practical purpose; technical language.

Thermal Pollution - An insidious type of water pollution which results when heated cooling water is emptied into a stream or river raising the temperature of the river and disturbing the ecological balance of the stream and driving oxygen from the water thus reducing the fish population that the river can support.

Toxic - Poisonous to living organisms.

Troposphere - The innermost part of the 12 mile layer of air encircling the earth; it extends outward about 5 miles at the poles and 10 miles at the equator.

Water - (H_2O) - The universal liquid upon which every living organism must depend for life. It represents more than 50% of the body weight of all living organisms both plant and animal.

Water-Shed - All that land surface from which runoff drainage empties into a single stream or river.

Wheel of Life,- The - The ecological cycle of life and death beginning with the living soil which supports the vegetation upon which man and animals live. In turn their body wastes as well as their physical remains return to the earth. Here they become the food for bacteria and earthworms thus creating a fertile base for a new crop of vegetation beginning a new cycle in the wheel of life.

Wilderness - The name applied to those remaining areas in our country which as yet remain undisturbed by man. These areas which yet are in their natural state are threatened by the encroachments which would destroy them.

B. Glossary of Planning Terms

Authority

The right to command and to enforce obedience; the right to act officially. This right is vested or assigned to a person in any organized group by the members of that group. It is an essential element of any organized group effort.

Communication

The act of communicating; an exchange of ideas, conveyance of information, etc., correspondence. This word is derived from the latin word communis, meaning common. It implies sharing and means that at least two persons are involved in the act of communicating; the communicator and the communicatee. For communication to be successful, the message conveyed must be understandable to both parties.

Cooperation

Operating together for a common object. To aid or assist one another in order to achieve a common objective; perform joint action in a manner that individual actions compliment each other. The result of cooperation is the accomplishment of results that cannot be achieved by individual action for the same amount of effort and time. A good analogy of cooperation is that of 'harmony' heard in music, when the voices or instruments are 'cooperatively' acting. The 'harmony' heard is a positive, additional benefit resulting from cooperation.

Coordination

The act of aligning or arranging actions to be complementary. In organization operation this act is an essential part of management planning.

Execution

The act of doing or carrying out fully an action. In organization operation, this act is more commonly known as implementation.

Feedback

The transfer or return or a portion of the generated 'output' to the source of its generation, for use in controlling the generation of further output. Such 'return' of output can be used to reduce the generated output, in which case the term "negative" feedback is used. Or the return of output can be used to increase the generated output, and the term "positive" feedback is used.

Heuristic

This word is derived from the Greek word "find out". It is used in planning terminology to mean the same as the slang expression 'cut and try'. This type of action (heuristic) is essential to the act of planning. As you prepare a plan, the act of preparing the plan itself suggests to the planner new things or actions to be planned. e.g. the planner 'finds out' things to be planned in the act of planning.

Hierarchical

This term refers to a ranking or structured relationship of things or persons. The arrangement or ordering of things, actions or persons is as essential part of planning.

Image

A visible representation of something. This representation may occur in the mind of a person, as well as in a physical form. A 'image of what future accomplishment or result can occur, is essential to the act of planning.

Implementation

The act of doing or carrying out fully an action. In organized operations, this term commonly refers to implementing or accomplishing a plan of action.

Intercalated

Interposed elements of separate action processes (tactics) that relate together into an overall (strategic) process. This term is used in describing the way in which planned sub-elements or details of an overall plan fit together in a master plan. The less precise term, 'interrelated' is also used to describe the way in which detail plans fit together to make up a master plan. The slang expression "getting it together" or "together" implies intercalated action.

Intuition

Knowledge from within, instinctive knowledge or feeling that cannot be identified as being understood by perception or reasoning. Planning is quite dependent upon the intuition of the planner. The slang expression for this term is 'gut feeling'.

Iterative

Repetitious, or repeated actions that are not exactly the same. This term is used in planning to describe the sequential (or iterative) development of a plan. It is common in planning to develop an initial plan, which when completed will suggest an improved plan that can be prepared. This improved plan will, in turn, suggest get another revision of plan. These plans are called iterative.

Line Organization

The positions in an organization that bear responsibility for managing or performing the primary external action of the organization, make up the 'line' organization. The term 'line' refers to the direct line of authority from the head of the organization to these positions.

Manage

To direct or conduct the affairs of an organization. The key functions of managing an organization are: Organizing, Planning, Staffing, Directing and Controlling. The authority to manage an organization is vested in one person, who may then delegate a portion of this authority to other persons who act as 'managers.'

Management

This term is used to describe the persons or positions in an organization who 'manage' the organization.

Master Schedule

A master schedule is a listing of primary objectives to be accomplished at specific times. The use of the term 'master' schedule distinguishes this schedule (and its objectives) from all other schedules generated on the same program, and indicates that the objectives scheduled thereon have precedent (priority) over other objectives.

Metaplan

This term is used to describe the plan for making a plan. Such a plan must be formed in order to prepare any plan and is essential to efficient planning operations.

Network

An interconnected arrangement of inter-acting elements. In the case of planning, this term is used to describe a pictorial layout of scheduled objectives with lines showing primary dependency relationships.

Objectives

That on which one sets his mind as an end; or purpose. Any plan is primarily stated in terms of objectives. The assignment of these objectives to a calendar time is a schedule.

Organizing

One of the five primary functions of managing is organizing. Bringing together or arranging persons and/or things to act as a whole or combination for achieving common objective.

Organization

The act of organizing, or the state of being organized. This term identifies the arranged grouping of persons undertaking a common objective. For example a 'program' organization is the name given a group of persons interacting under a plan to accomplish a common set of objectives.

Plan

An arrangement of means or steps for the attainment of some objective. In the actual formulation of a plan, something creative must happen. From an understanding of the objective, and various possible ways of achieving it, a plan must be conceived. This may take a long time, or after a period of apparently unsuccessful trials and hesitation, it may occur suddenly, in a flash, as a bright idea. The word plan is from the latin word planus, meaning flat surface; which is associated with the written description of the conceived plan.

Planning

The primary act of planning is the intellectual or thought process of discovering and choosing the arrangement of means or steps for the achievement of some objective. The secondary act of planning is the preparation of a description of that plan, suitable for communication to other persons. The ability to plan is unique to human beings.

Program

A pre-arranged plan or course of proceeding toward a set objectives. This term is used in planning to distinguish particular organized efforts directed toward a set of objectives which are only a portion of the overall organizations' objectives.

Programmed

When the set of objectives are selected and arranged into a plan of action for a program, the term 'programmed' is used to denote that the steps of action are now fixed.

Project

This term is used inter-changeably with the word program and serves the same purpose. i.e. to distinguish a particular organized effort directed to a set of objectives which are only a portion of the overall organizations' objectives.

Random

Without definite purpose or aim; hap-hazardly. This term is used to denote the opposite of 'planned'.

Resources

That which is resorted to for aid or support. In planning, resources are all of the persons or things that make up the means to achieve objectives. In practice, it is convenient to think of 3 kinds of resources; Money, Manpower and Materials.

Responsibility

That for which one is answerable: a duty or trust. In organization matters, this means the ability to meet obligations or to act without superior authority or guidance. Responsibility is assigned at the same time that authority to

perform is delegated.

Simulate

To have to appearance or form of, without the reality; an imitation. In many instances where considerable planning is involved, it is necessary to simulate certain actions or conditions to test what will occur, and thus assist the planner in preparing better plans for actual implementation.

Staff Organization

The positions in an organization that support the line organization positions. The staff organization is therefore looked upon as performing internal actions within the organization to aid those positions performing the more external work of the organization.

Strategic

Strategic plans are concerned with long range & overall objectives and actions of an organization.

Strategy & Tactics

A strategy is a conceived plan to meet objectives, usually long range. Tactics are particular actions that are short range, but supportive of the strategy.

Systematic

A system is defined as an orderly combination or arrangement, as of parts or elements into a whole. Systematic means carrying out or acting with organized regularity. This term is often used with planning and organization because of the ordering and arranging involved therein.

Tactical

Having to do with tactics; the following out of a short range plan.

Tasks

In planning, this term is used to identify the set of actions toward a common specific objective. This provides a convenient way to describe the means to be used in achieving the objectives in a plan.

Work Breakdown Structure

This term is used to describe the structured arrangements of tasks for implementing a plan. That is, the total work required to implement a plan of action can be divided and subdivided in accordance with a dividing scheme, to assist the presentation or development of the planned work. Such a division is presented visually as a Work Breakdown Structure.

APPENDIX E

STUDENT RESEARCH ASSIGNMENTS

<u>NAME</u>	ASSIGNMENT
Daniel Tabor	Local Organizations - Environmental Oriented
Eric Smith	Fuel
Bradley Oliver	Power
Curtis Callaham Dorsey IV	Population
Bobby Ray Wallace	Community Health Hazards
Brenda Rayfield	Community Health Hazards
Debora Goldston	Community Health Hazards
Russell Jones	"Crisis in Black and White"
Gwendolyn Smith	"Crisis in Black and White"
Javier Ramos	Dogs and Cats
Larry Holloway	Population
Valerie Mozee	"Silent Spring"
Althea Collard	Population
Timothy Davis	Power, Population
Ronald Fleming	Role of the Courts
Venetya Ellis	Air Pollution
Ygnacio Garcia	Radiation
Terrie Roane	Water Pollution
Larry Hodges	Citizen's Role in Environmental Improvement
A. J. Scott	"Future Shock"
Sherry R. McKnight	Ecology in the Prison Systems
Ernest Davis	Power, Fuel

STUDENT RESEARCH ASSIGNMENTS (CONT'D)

<u>NAME</u>	<u>ASSIGNMENT</u>
Aarhonda Henry	Cats and Dogs
Charles Harris	"Crisis in Black and White"
Tyrone Terrell	Water Pollution
Joane Higgins	Citizen's Role in Environmental Improvement
Norman Hodges	The Environmental Protection Agency

LECTURERS

Norman Hodges - President
Green Power Foundation
 . "Where It's At"

Mary Maxine Boyd - Program Director
 and Urban Specialist
Urban Center for Environmental Improvement
 . "Effective Listening"

Robert I. Rush - General Manager,
Animal Regulation Department
 . "Care and Control of Animals"

Ronald Brunner, Director, Financial and
 Technical Assistance Program
Green Power Foundation
 . "Basic Logic in Problem Solving"

Melvin Streater, Program Director of
Small Business Administration
 . "Costing and Finance Planning"
 . "Human Developing Resources"

Steve Jenkins - Administrative Intern
City Planning Department
 . "City Administrative Planning"

William Taylor - Environmental Education
 Specialist
National Park Service
 . "Urban Environmental Study Area"

Chuck Edwards, Consultant
National Safety Council
 . "Safety Awareness"

Alfonzo Dave - Manager
Avalon-Florence Human Resources
 Development Center
 . "The Role of the Agency"

Emily Nabholz, Dr. P.H. District
 Director of Health Education
 Oliver Brown - Health Education Assistant
 Southeast Health Center, County of
Los Angeles Health Department
 . "Venereal Disease and What We Can Do"

Jess Wall - Director, Special Projects
Pasadena Unified School District
 . "Discovering Resources Within Us"

Henry Nyarki. Process Engineer
General Motors Corporation, Assembly Div.
 . "Thinking"

Tom Hawkins - Sportscaster
KNBC News
 . "Communications"

Donald Hayes, President and Marketing
 Consultant
Marco Ltd.
 . "Ecology Salable or Not?"

Bob Oliver - Voter Education
. "The Role of the Citizen in Environmental
 Improvement"

Howard Steverson, Executive Vice President
Green Power Foundation
 . "The Role of Urban Centers Pilot Program
 to the Overall EPA Youth Programs
 Objectives"

Cornell Harvell, Environmental Education
 Specialist
National Park Service
 . "Evaluation of Briefing Techniques"

John Wallace - Educational Specialist
Locke High School
 . "Sociological Implications of Environ-
 mental Clean-Up"

Officer Williams
Los Angeles Police Department
 . "Police Community Relations"

Ron Brunner - Director, Financial and
 Technical Assistance Program
Green Power Foundation
 . "Human Resources"

LECTURERS (CONT'D)

Joe Conner
Sciential Club
University of Southern California
."Exchange of Program Information"

Dr. Gene Kalland - Associate
Professor of Biology
Cal State, Dominguez Hills
."Ecological Effects of Ocean
Dumping"

Jared Van Sloten, Consultant
Management Media
."Information Presentation Techniques"

ORGANIZATION DATA

URBAN
CENTER
OPERATION

T. DAVIS, PH.
B. RAYFIELD, ASST.

PROJ. MGMT.
SCHOOL. PROJ.
CENTER DEV.

DIRECTORY
PROJECT

NEWSLETTER
PROJECT

T. DAVIS
E. SMITH
Y. GARCIA
B. RAYFIELD

E. SMITH
T. DAVIS

B. RAYFIELD
Y. GARCIA

① 25 MAN WEEKS OF LABOR FROM "COMMUNITY
AWARENESS" PROJECT (NO COST TO THIS PROJECT).

② ENVELOPES AND PAPER FURNISHED AT NO COST.

③ URBAN CENTER DEVELOPMENT AND OPERATIONS
COSTS SEPARATED

④ SPECIAL SET OF ECOLOGY BOOKS \$150.00.

COSTS: ASSUMPTIONS, EXCEPTIONS & BASIS FOR ESTIMATE

PLAN NO. 1 REV. NO. DATE

TIMOTHY DAVIS 7-17-72

7-21-72

URBAN CENTER
OPERATION

[illegible][illegible]

URBAN CENTER DEVELOPMENT PROJECT

A PROJECT OF THE URBAN CENTER FOR ENVIRONMENTAL IMPROVEMENT

PILOT ACTION PROGRAM

SPONSORED BY :

GREEN POWER FOUNDATION

FUNDED BY :

ENVIRONMENTAL PROTECTION
AGENCY

- **URGENTLY NEEDED COMMUNITY
AWARENESS FOCAL POINT**
- **A PLATFORM TO AIR THE URBAN
COMMUNITY'S ENVIRONMENTAL
IMPROVEMENT NEEDS**

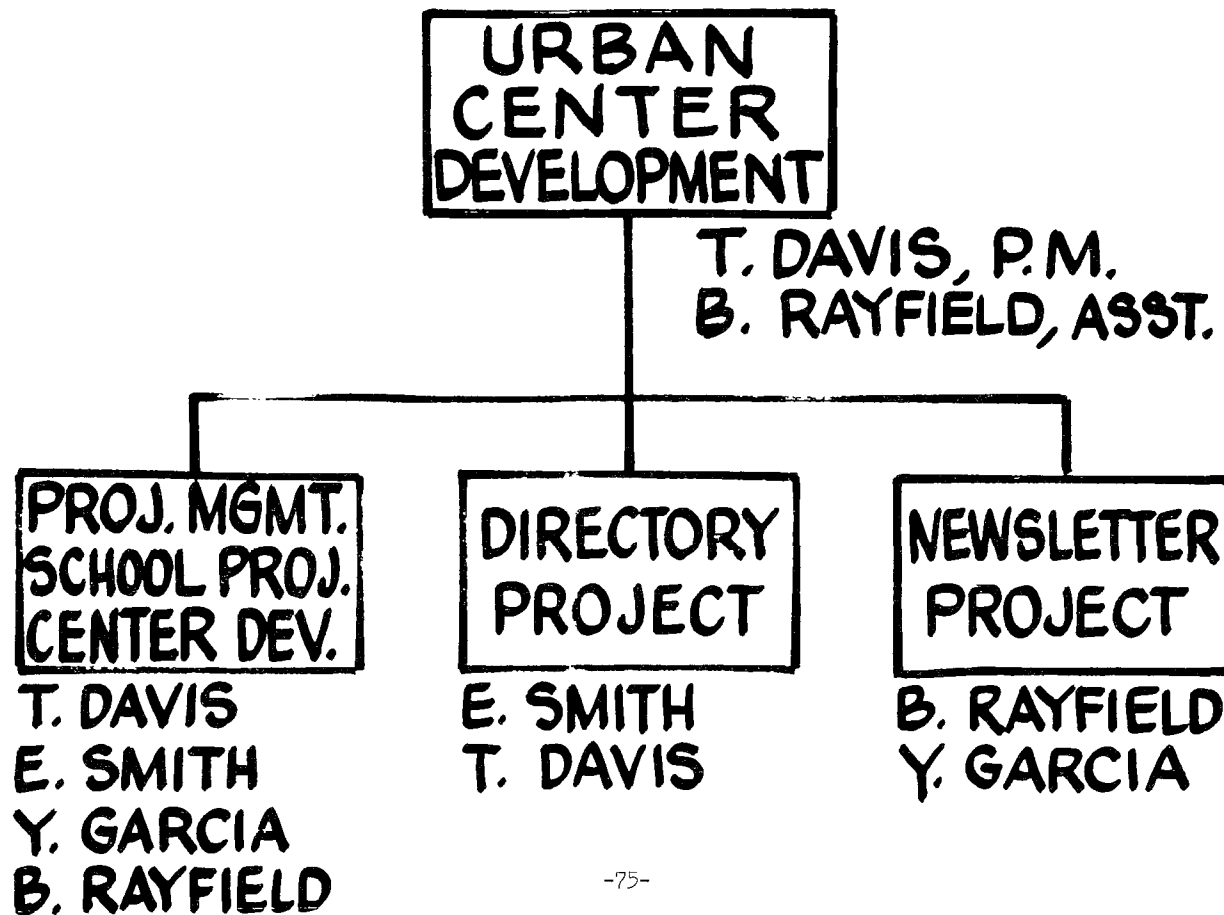
OBJECTIVES

- DEVELOP AND OPERATE AN ENVIRONMENTAL CENTER THAT SERVES THE COMMUNITY
- ENCOURAGE COMMUNITY ENVIRONMENTAL AWARENESS
- DIRECT USEFUL URBAN PROJECTS WITHIN THE URBAN CENTER
- STIMULATE INVOLVEMENT OF COMMUNITY YOUTH AND COMMUNITY ORGANIZATIONS

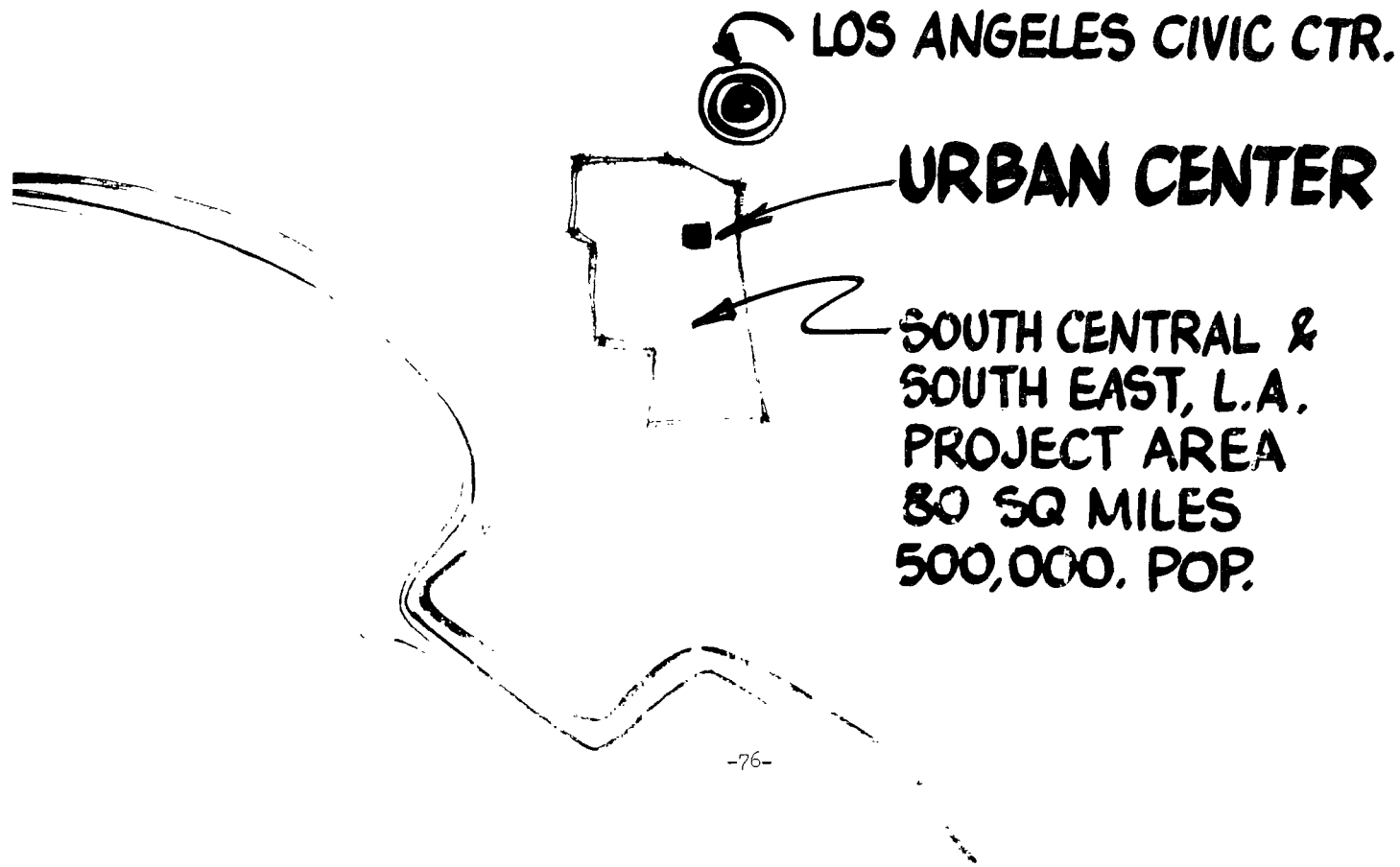
MAJOR TASKS

- ENVIRONMENTAL CENTER DEVELOPMENT
- SCHOOL INVOLVEMENT PROJECT
- ENVIRONMENTAL DIRECTORY DISTRIBUTION
- URBAN CENTER COMMUNITY NEWSLETTER
- DEVELOP URBAN CENTER FUTURE PLAN
- DEVELOP URBAN COMMUNITY FORUM

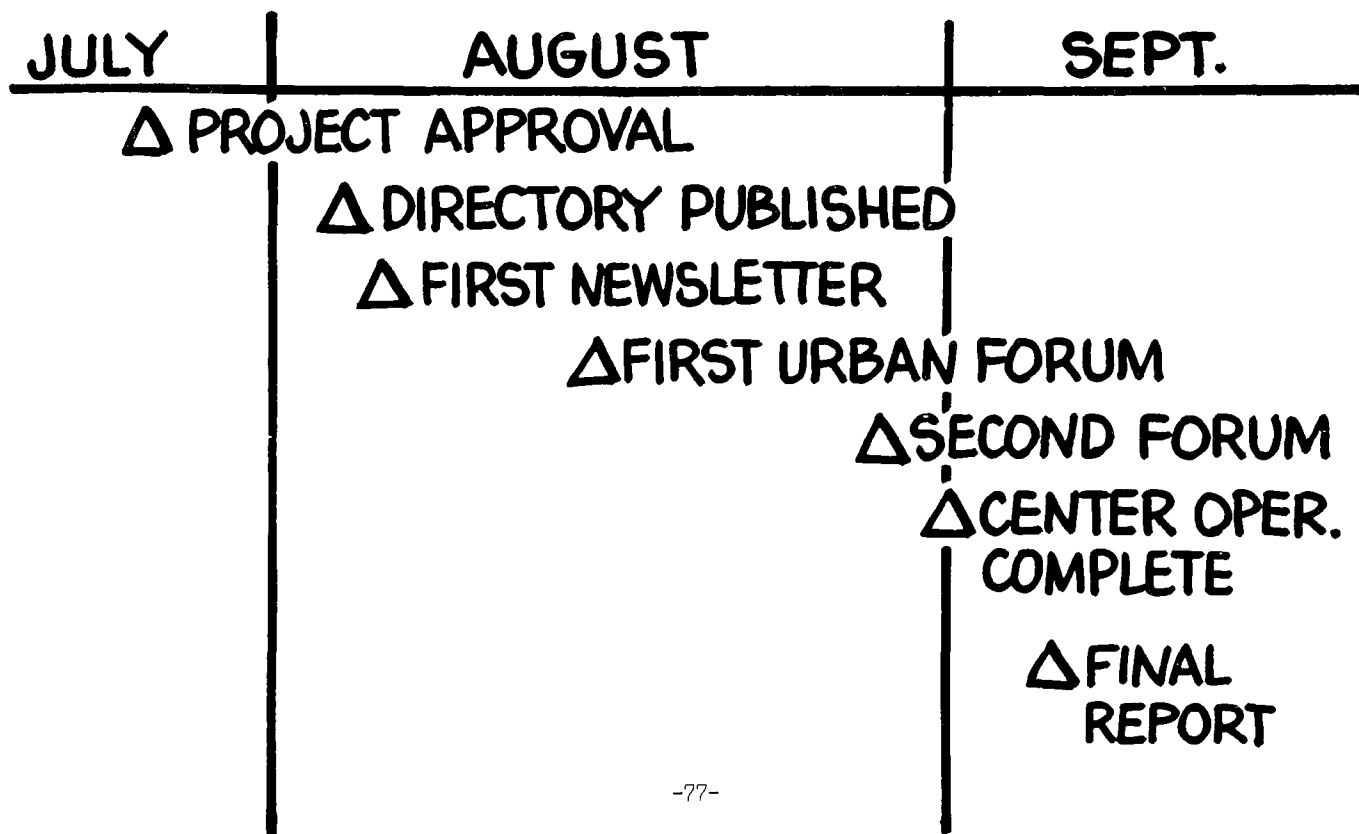
ORGANIZATION



URBAN CENTER SERVICE AREA



ACTION PROJECT TIME SPAN



PROJECT BUDGET

(8 WEEK PROGRAM)

URBAN CENTER DEVELOPMENT PROJECT

LABOR.....\$ 1,920.00

MATERIALS.....425.00

TOTAL \$ 2,345.00

URBAN CENTER OPERATION

(BUDGET, 8 WEEK OPERATION)

*LABOR\$ 15,936.00

**MATERIALS 1,664.00

TOTAL \$ 17,600.00

* STAFF

** STATIONERY, SUPPLIES, FACILITY RENT, ETC.

- OVERDUE URBAN CENTER

- COMMUNITY EDUCATION AND
AWARENESS

SUMMARY

- PACKAGE PROJECT DEVELOPED DATA FOR DISSEMINATION WITHIN THE URBAN COMMUNITY
- DISTRIBUTION OF PROJECT DEVELOPED DATA TO NEWS MEDIA & CONCERNED COMMUNITY GROUPS
- PROMOTE THE BENEFITS OF THE PROJECTS OF THE URBAN ENVIRONMENTAL CENTER WITHIN THE COMMUNITY

CONFERENCES ATTENDED

Evelle J. Younger, Attorney General of California
."Three-Day Survival School"

Nevada Community Pride Council
Standard Oil Company of California
and
Cooperative Extension Service
Max C. Fleischmann College of Agriculture
University of Nevada, Reno
."Five-Day Community Pride Citizenship
Workshop at Nevada State 4-H Camp,
Lake Tahoe"

Yosemite National Park
."Environmental Comparison of Urban
and Natural Areas"

Western Regional Conference - Keep America Beautiful, Inc.
."Agenda for Action"

University of California
Agricultural Extension Service
."Two-Day 4-H Community Pride
Conference at Idyllwild"

Cal State, Los Angeles
Focus: Three-Day National Conference
."Shelter for Mankind"

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RESOURCE ORGANIZATIONS

Agriculture Extension Service, University of California, Riverside, California
Attorney General of California, Los Angeles, California
Bureau of Environmental Health, Los Angeles, California
California Department of Education, Sacramento, California
California Ecology Corporation, Department of Conservation, Sacramento, California
California Legislature, 53rd District, Los Angeles, California
California State Advisory Committee on Conservation Education
California Tomorrow, San Francisco, California
Californians for Environmental Quality, Los Angeles, California
Central City Community Health Center, Los Angeles, California
Citizens for Better Environment, Los Angeles, California
City of Los Angeles, Department of Animal Regulation, Los Angeles, California
City of Los Angeles, Department of Recreation and Parks, Los Angeles, California
City of Los Angeles, Department of Planning, Los Angeles, California
Community Pride Councils of Southern California
Community Redevelopment Agency, Los Angeles, California
Compton Unified School District, Compton, California
County of Los Angeles, Air Pollution Control District, Los Angeles, California
County of Los Angeles Health Department, Los Angeles, California
County of Los Angeles, Office of Kenneth Hahn, Los Angeles, California
Ecology Action, Los Angeles, California
Ecology Center of Southern California
EDICT Foundation, Huntington Beach, California
Environmental Protection Center, Inglewood, California
Fillippo de Luigi, Radio-Television, Rome, Italy
Food Stamps Corporation, Inglewood, California

RESOURCE ORGANIZATIONS (CONT'D)

Jefferson High School, Los Angeles, California
Keep America Beautiful, Inc., San Francisco, California
Kent H. Landsburg Company, Los Angeles, California
Locke High School, Los Angeles, California
Los Angeles Beautiful, Los Angeles, California
Los Angeles City School District, Los Angeles, California
Los Angeles County Department of Education, Los Angeles, California
Los Angeles County Library, Hawthorne, California
Los Angeles Public Library, Inner City Mobil Unit, Los Angeles, California
Marco, Ltd., Los Angeles, California
Metropolitan Gazette, Compton, California
National Education Association, Washington, D.C.
National Park Service, Oxnard, California
National Park Service, Western Region, San Francisco, California
North American Rockwell, Downey, California
Open Space, Inc., Santa Monica, California
Pasadena Unified School District, Pasadena, California
Pet Assistance Foundation, Los Angeles, California
Regional Planning Association, Los Angeles, California
Sandler Films, Inc., Hollywood, California
San Fernando Valley State College, Northridge, California
Sierra Club, Los Angeles, California
South Central Neighborhood Center, Los Angeles, California
Southern California Gas Company, Playa del Rey, California
Standard Oil Company of California, San Francisco, California
State of California Department of Justice, Los Angeles, California

RESOURCE ORGANIZATIONS (CONT'D)

St. Phillip's Episcopal Church, Los Angeles, California

Survival School, Ross, California

The Conservation Foundation, Washington, D.C.

The Victor Gruen Foundation for Environmental Planning, Los Angeles, California

University of Southern California Community Center, Los Angeles, California

U.S. Forest Service, Pasadena, California

Watts Model Cities Council on Community Clubs, Watts, California

Western Airlines, Los Angeles, California

SUMMARY OF ACTION PROJECTS

After an initial four-week period of field trips, lectures, and extensive working sessions on planning techniques, the Urban Center environmentalists were ready to commence the process of selecting their action groups. After the students had divided themselves into six teams, they chose areas of environmental concern to investigate.

Selected from the areas of concerns identified in the survey conducted last summer, the following projects were undertaken:

- ...Animal Clinic Center Project
- ...Cat and Dog Investigation Project
- ...Stray Dog Control Project
- ...Community Awareness Project
- ...Watts Festival Project
- ...The Urban Center Operations Project

Animal Clinic Center Project

The objectives of this team were to explore the need of, and develop plans for an animal shelter and low cost clinic in South Central Los Angeles.

Their goal is to help alleviate the problem of stray animals so prevalent in the community. To accomplish these objectives, the following tasks were singled out:

- ...the identification of veterinarians and existing animal clinics in the community, along with public and private organizations concerned with animal care,
- ...to become more familiar with animal care techniques, common diseases among cats and dogs and collection of all data applicable to the project, and
- ...distribution of information to community groups with a view toward establishing communication links with appropriate city agencies.

This project was primarily research oriented. Its most notable accomplishment was the dissemination of information to the community concerning what must be done about stray animals. In addition, several useful contacts were made at the Department of Animal Regulations.

Cat and Dog Investigation Project (CDIP)

The high percentage of animal bites in the inner-city coupled with stray dogs disrupting trash containers, barking, causing traffic accidents, etc., demonstrates the need for a more rigorous enforcement of animal regulation.

The project members believed that pet owners and concerned city agencies should be reminded of their responsibilities under the law. It was felt that these tasks would be necessary to accomplish this objective:

- ...pinpoint where and when highest percentage of dog bites occur,

- ...develop an understanding of the most common diseases transmitted by dogs and cats, and a relay of information to the community, and

- ...continuous feedback from team to appropriate regulatory agencies.

An interesting discovery was made as a result of meetings with Animal Regulations and County Health personnel. Rabies, once a most dreaded disease contracted from a rabid dog, has been practically arrested in Los Angeles County. According to the final report of CDIP, the city acknowledged the condition of stray dogs running in packs. The Department of Animal Regulations suggested however, that it was the fault of citizens who refuse to keep their pets on a leash and under proper control. The students concurred with this assesment, but suggested that more research on the problem should be undertaken along with more rigorous code enforcement by animal control officers. The cat population is out of control but it is difficult to determine the exact size since cats are not licensed.

Stray Dog Control Project

These team members proposed to look critically at the problem of stray dogs, the premier concern identified in the Phase I survey. In addition, they felt that the runaway problem of dog vandalism, dog bites and dead dogs in the street was receiving little attention from the city agencies responsible. To carry out their research, the group felt it would be essential to:

- ...conduct an investigation of animal regulations and codes now on the books, and
- ...dissemination of information regarding laws governing animal control and facts on proper care and feeding habits.

The Stray Dog Control Team was especially interested in monitoring how responsive the Department of Animal Regulations is to minority communities.

Community Awareness Project

In the words of this team, "Awareness is the ending of apathy and the beginning of a strong enlightened community." In an effort to make this a reality, they agreed to serve in a public relations capacity for the Urban Center. Specifically, they wanted to coordinate and disseminate information concerning projects in progress at the center, to the community at large. To do this, they felt the following tasks would be necessary:

- ...preparation of an information packet describing each project, its purpose, and accomplishments,
- ...keeping organizations (churches, multi-purpose centers, local industries., etc.) up to date on environmental projects at the Center.

In addition to serving as an information link between the Urban Center and the community, they also served as a feedback apparatus from the community to the Center. This was useful in determining how effective the projects were in responding to community needs.

Watts Festival Project

Because the Watts Festival was such a useful vehicle for the dissemination of information about Phase I last year, one team chose to coordinate the Center's participation in the Watts Festival this summer. Specifically, they wanted to inform the community about projects at the Urban Center. They also were concerned with providing residents with facts on how to deal with urban environmental problems (e.g., dead animals, abandoned cars, etc.) In addition, to encouraging folds to become more aware of their environmental responsibilities. To achieve this ambitious plan, the following tasks were outlined:

- ...assemble all available literature on environmental organizations including efforts by private industry,
- ...to develop an interesting booth, and
- ...organize a workable schedule that will allow students to work equally at the booth.

Their efforts were very successful. Hundreds of persons came by the creatively decorated booth which featured ballons, posters, pencils and eager articulate urban environmentalists.

The Urban Center Operations Project

The goals of this team were to develop a plan for the concept of an Urban Center. Also, to plan and implement some of the program components of that plan. To reach these objectives, the students selected the following tasks:

- ...to develop interest in environmental concern among area grade schools by conducting Awareness Programs.
- ...to develop and distribute an Urban Environmental Services Directory as a guide to organizations and services residents should be environmentally aware of,
- ...to create a weekly newsletter as a chronical of environmental activities to the community,
- ...to develop a one year operating plan for the center, and
- ...to create a library.

Undoubtedly, one of the most ambitious projects, the team members worked hard to accomplish every task. One disappointment to them was their inability to publish more than one edition of the newsletter. This was more than made up for, however, as a result of the extensive community contact they made. This is especially true during their school contact segment. Another highlight of their summer involvement was the development of working plans for an on going, year-round Urban Center. These plans will help in developing a blueprint for future action.