Project Title: Development of a Community Development Training Program for the Small Business Administration
Project No.: A-1112
Project Director: R. E. Collier
Sponsor: Small Business Administration
Effective: 6-19-68
Estimated to run until: 4-25-69
Type Agreement: Contract SIA-1474-FA-68
Amount: $33,130.00
Reports: Quarterly Progress Report, Final Report
Contact Person: Mr. C. I. Wilbun
Contracting Officer
Small Business Administration
1441 L Street, N.W.
Washington, D.C. 20415

Assigned to: IDD Division

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PROJECT TERMINATION

Date July 23, 1969

PROJECT TITLE: Development of a Community Development Training Program for the Small Business Administration

PROJECT NO.: A-1112

PROJECT DIRECTOR: R. E. Collier

SPONSOR: Small Business Administration

TERMINATION EFFECTIVE: July 3, 1969

CHARGES SHOULD CLEAR ACCOUNTING BY: All acceptable charges have cleared.

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QUARTERLY PROGRESS REPORT

PROJECT A-1112

DEVELOPMENT OF A COMMUNITY DEVELOPMENT TRAINING PROGRAM FOR THE SMALL BUSINESS ADMINISTRATION

R. E. COLLIER

Contract SBA-1474-FA-68

June 19 - September 19, 1968
Issued October 8, 1968

Prepared for
Small Business Administration
Washington, D. C.

Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
Atlanta, Georgia
GEORGIA INSTITUTE OF TECHNOLOGY
Engineering Experiment Station
Atlanta, Georgia

QUARTERLY PROGRESS REPORT

PROJECT A-1112

DEVELOPMENT OF A COMMUNITY DEVELOPMENT TRAINING PROGRAM FOR THE SMALL BUSINESS ADMINISTRATION

by

R. E. COLLIERS

CONTRACT SBA-1474-FA-68

June 19 - September 19, 1968
Issued October 8, 1968

Prepared for
SMALL BUSINESS ADMINISTRATION
WASHINGTON, D. C.
INTRODUCTION

Background

Generally speaking, community development is a continuing process leading to social action by a group organized for planning and action. The development of resources is an inherent aspect of community development. From the outsider's point of view, community development is an effort to increase the economic opportunity and quality of living of a given community by helping the people of that community with those problems that require group decision and group action.

Traditionally, Federal economic development programs have been developed by professional personnel with the expectation that such programs would be put into effect by people at the community level. Such an approach will continue to exist; however, to be fully effective, it must be compatible with related community development processes and programs.

When working in the community development arena, professional Federal workers are no longer primarily involved in developing programs which the local people put into effect. Rather, they also help and guide local people in the process of identifying their needs and arriving at solutions, and furnishing technical information and assistance as needed to help the people reach their goals. In this sense they are resources in the field of their special competence, as well as a vital link in the implementation of Federal assistance programs.

Objective

The basic objective of the Community Development Program developed under Contract SBA-1474-FA-68 is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's community development program aims which support
Program Elements

The program requires the accomplishment of the following elements:

1. Research and develop an instruction course in community development for professional loan specialists of the Small Business Administration.

2. Research and produce a manuscript of a handbook outlining principles, guides, and procedures to develop regional-community economic development projects and assist communities in developing self-help programs.

3. Develop an appropriate transparency visual aid presentation, including a prepared script for the instructor which can be used during the IDD-conducted training phase, the subsequent SEA-conducted training, and later, as a visual aid for use at a community gathering.

4. Conduct two training courses of not less than 80 hours to a selected group of SBA employees covering the subject of community economic development.

5. Research and develop a course of instruction on the proper use of the handbook described in Number 2 above and covering community-regional economic development principles and procedures. This course is intended for use by SBA instructors for an in-house, 40-hour training program.

6. Test, evaluate, and validate course content and methods of instruction involved in the 40-hour community development training course in Number 5 above.

Contents of the Report

The purpose of this quarterly report is to review the activities covered under this project from June 19 to September 19. In the following section, these activities are first summarized and then followed by a step-by-step outline of activities accomplished during the quarter and plans for subsequent quarters.
QUARTERLY PROGRESS REPORT

PROJECT A-1112

DEVELOPMENT OF A COMMUNITY DEVELOPMENT TRAINING PROGRAM FOR THE SMALL BUSINESS ADMINISTRATION

by

R. E. COLLIER

CONTRACT SBA-1474-FA-68

June 19 - September 19, 1968
Issued October 8, 1968

Prepared for
SMALL BUSINESS ADMINISTRATION
WASHINGTON, D. C.
guides, and procedures needed to develop regional and community economic development projects and assist communities in developing self-help programs. The Handbook is to be used in the Community Development Training Program as well as providing guidance to SBA professional personnel when working in the field of community development.

Status

Prior to the submission of the proposal for accomplishment of Contract SBA-1474-FA-68, informal conversations between representatives of SBA and IDD identified general and specific areas of knowledge which should be considered for inclusion in the Handbook. Based on these conversations, an outline of content was developed and included in the contract proposal. Subsequently, further analysis of the several subject areas was made by IDD with the conclusion that certain modifications and rearrangement of material to be included in the Handbook appeared desirable. A revised outline was furnished SBA on July 24, 1968.

Responsibilities for chapter writing were assigned to senior staff personnel prior to July 17, 1968, and writing commenced under the general direction of Mr. Robert Cassell, Editor-in-Chief. As of September 19, 1968, about 75 percent of the chapters had been completed in first draft form.

Second Quarter Plans

Actions to be taken during the second quarter are outlined in Appendix 2.

Task II - Training

Objective

The training program is designed to assist SBA professional personnel to:

1. Understand the details of community economic structure.

2. Develop techniques of guiding community leadership into self-improvement programs.
3. Develop an understanding of community resource inventory and assist in the development of community programs of economic improvement.

4. Understand sources of municipal, state, and federal financing for community improvement.

5. Assist in applying SBA and other governmental resources to increase employment, reduce poverty, and improve living standards of the community.

Task II is concerned with the following items:

1. The development of a 40-hour course of instruction in community development for professional loan specialists of the Small Business Administration.

2. The development and presentation of an 80-hour course of instruction in the field of community development to prepare SBA professional personnel to present the 40-hour program at their organizational headquarters.

3. To test, evaluate, and validate course content and methods of instruction of the 40-hour course of instruction.

Status

During the first quarter, a draft version of a Program Concept for the 40-hour training program in community development was completed. This first draft was based upon the Handbook outline and other IDD training programs in the field of community development. It is anticipated that some modifications and revisions will be required in this document when the completed Handbook is ready for review.

The Program Concept is a "communication document" designed to insure an adequate understanding between representatives of the Small Business Administration and the Industrial Development Division in matters relating to the Community Development Training Program. It sets forth the basic structure of the training to be provided, including periods of instruction, together with the rationale. It is envisioned that, when mutually approved, this document will provide the basic document for the complete training program, including lesson plans and
schedules of instructional areas indicated therein. It is now planned that this document will be ready for review concurrently with the Handbook.

The 80-hour course for SBA instructors is currently under consideration. Essentially, this course of instruction will be developed around the 40-hour course. The basic objective of the 80-hour course is to provide the persons conducting the 40-hour course sufficient background so that they may conduct the course in a knowledgeable manner. Accordingly, the 80-hour course will include case studies, individual and group research projects, and outside reading not included in the 40-hour course.

As of September 19, 1968, Task II is on schedule.

Second Quarter Plans

Actions to be taken during the second quarter are outlined in Appendix 2.

Task III - Develop Transparency Presentation

Objective

The objective of Task III is to develop an appropriate transparency visual aid presentation, including prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at community gatherings.

The subject area chosen for the presentation should meet the following basic requirements:

1. The subject must be germane to community development and should be of critical importance in the community development process.

2. The subject presented should not require that previous presentations be given to make the presentation comprehensible to the interested citizen.

3. The subject matter presented should fit into a one-hour period of time.
4. The subject selected should be compatible with other subject matter included in the formal training program.

**Status**

The community development process involves at least three basic parts. In normal chronological order, they are:

1. fact finding and analysis,
2. public discussion of these facts and their implications, and
3. development and implementation of courses of action.

Since the initial point in the community development process is fact-finding and analysis, it logically follows that the subject of the visual presentation could be "Measuring Your Community's Quotient." Essentially, this subject involves the development of the community profile and its use. However, the presentation should also point out ways of measuring community strengths and weaknesses and possible potentials.

"Measuring Your Community's Quotient" was tentatively chosen as the title of the transparency presentation, and a writer is correctly developing the subject matter to be included in the presentation, together with the accompanying graphic aids. This task is on schedule.

**Second Quarter Plans**

Actions to be taken during the second quarter are outlined in Appendix 2.

**General Observations**

The Industrial Development Division staff is well-acquainted with the general field of community development and the rapid changes that are currently occurring in the field. Also, the Division has had opportunity to work with a number of Federal programs oriented towards community development from both the "social and economic viewpoints."
IDD personnel have experienced little difficulty in arriving at a tentative version of the Handbook of Community Development and the accompanying training program. It is recognized that this is an essential step in the development of SBA's Community Development Program. However, it is also recognized that the tentative version may or may not precisely reflect SBA agency policy in the matter of community development, since the basic documentation furnished IDD for analysis in preparing for the development of the Handbook contained little policy information relating to community development.

The Community Development Training Program must be conceptually sound if it is to meet SBA needs. That is, it must embody SBA aims in the field of community development and methodologies involved in achieving these aims, as well as agency objectives. In order to proceed with the development of the Community Development Training Program, IDD has developed a general concept which was derived from the contract and documents furnished by SBA. This general concept is described in the following paragraphs.

Environmental Considerations

SBA's statutory programs are nationwide. Thus, SBA professional personnel face environmental circumstances (in so far as community development is concerned) ranging from areas with comprehensive and sophisticated planning and development agencies within and without government to areas in which negative attitudes exist toward any unified citizen approach toward group improvement. In some areas, SBA personnel must work within an existing framework of governmental and nongovernmental agencies which have been established to further economic development of the area; in other areas, such personnel must work with local businessmen, bankers, local officials, and community leaders on an individual basis.
It is not intended nor desired that SBA personnel become planners, researchers or specialists in the field of economic development. Their organizational specialty and skill continues to be the justification for SBA employment. However, it is expected that such special skills will be applied in a "real-world" situation in a manner that will effectively further accomplishment of SBA objectives. This will require that SBA personnel do "what works" in a particular situation with due regard for short- and long-range effects, rather than following any prescribed procedures which may or may not apply to a given circumstance.

In brief, environmental conditions demand that SBA personnel be fully aware of the universe within which they conduct their operations and use practical approaches in applying SBA resources to the solution of community problems.

SBA Objectives

SBA operations are centered around three primary objectives (excluding disaster assistance):

1. The stimulation of the small business community in deprived areas.
2. The promotion of minority entrepreneurship on a nationwide basis.

Community Development Program Aims

The Community Development Program has two major aims:

1. To insure that SBA programs provide the maximum assistance to deprived communities in achieving balanced economic growth.
2. To provide SBA assistance and encouragement to communities in the development of viable community programs and the establishment of
a climate that engenders the development of economic opportunity and improvement in the quality of living for people residing in the community.

**Purpose of the Community Development Training Program**

The primary purpose of the Community Development Training Program is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's Community Development Program aims which support agency objectives (specific training program objectives are outlined on pages 4 and 5).

To be effective, any short-term training program must severely limit its teaching objectives unless it is desired that the program be of a general orientation nature. The SBA Community Development Training Program is a pragmatic one, that is, one stressing the "how to" aspects of community development. Thus, in view of the limited amount of instructional time, three major teaching objectives have been established, as follows:

1. How to make a general estimate of a region's, subregion's, or community's economic growth potential.

2. How to encourage citizen participation in community development and assist local leadership in developing valid and viable community development programs.

3. How to support community development efforts through the proper application of SBA statutory programs and to coordinate such programs with other Federal assistance programs.
SBA COMMUNITY DEVELOPMENT PROGRAM
PROJECT A-1112

1968 1969

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[Diagram details not transcribed]
Appendix 2

SBA COMMUNITY DEVELOPMENT PROGRAM

ACTION CHECK LIST

19 June 1968

Begin - Contract
Start-up operation
Outline revisions

17 July 1968

Begin - Chapter writing

24 July 1968

Revised chapter outline to SBA

5 August 1968

Begin - Review and analysis of handbook
Outline - synthesis of basic training course concept (40 hours)

5 August 1968

Begin - Identify specific area for transparency presentation

3 September 1968

Begin - Develop concept for 80-hour course

9 September 1968

Begin - In-house review and analyzing "Draft" Handbook

9 September 1968

End - Synthesis of basic training program
(40-hour) course concept

9 September 1968

Begin - Formal program concept
Concept and sequence of presentation
(40 hours)

18 September 1968

End - Identification of area for transparency presentation

18 September 1968

Begin - Transparency script presentation

19 September 1968

Begin - Quarterly report

26 September 1968

End - All chapters completed and submitted

7 October 1968

End - Development of concept for 80-hour course

7 October 1968

Begin - Formalization of 80-hour course

15 October 1968

End - In-house review and analysis of "Draft" Handbook

17 October 1968

Begin - "Draft" Handbook due SBA for review

1 November 1968

Begin - "Draft" training program (40 hours)
due SBA for review
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<td><strong>Begin</strong> - Expansion of 40-hour training program Concept into Lesson Outline</td>
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<td>4 December 68</td>
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<td>7 March 69</td>
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<td>7 March 69</td>
<td><strong>Begin</strong> - 40-hour training program period</td>
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<tr>
<td>17 March 69</td>
<td><strong>Begin</strong> - Quarterly report</td>
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</table>

-13-
27 March 1969  End  - 40-hour Training Session
27 March 1969  End  - Analysis of training program
4 April 1969   Begin  - Analysis of training program
27 April 1969  End  - Quarterly report due SBA
25 April 1969  End  - Final report due:
               End project.
QUARTERLY PROGRESS REPORT

PROJECT A-1112

DEVELOPMENT OF A COMMUNITY DEVELOPMENT TRAINING PROGRAM FOR THE SMALL BUSINESS ADMINISTRATION

R. E. COLLIER

Contract SBA-1474-FA-68

September 19 - December 19, 1968
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QUARTERLY PROGRESS REPORT

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R. E. COLLIER

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SMALL BUSINESS ADMINISTRATION
WASHINGTON, D. C.
INTRODUCTION

Objective

The basic objective of the Community Development Program developed under Contract SBA-7474-FA-68 is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's community development program aims which support agency objectives.

Program Elements

The program requires the accomplishment of the following elements:

1. Research and develop an instruction course in community development for professional loan specialists of the Small Business Administration.

2. Research and produce a manuscript of a handbook outlining principles, guides, and procedures to develop regional-community economic development projects and assist communities in developing self-help programs.

3. Develop an appropriate transparency visual aid presentation, including a prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at a community gathering.

4. Conduct two training courses of not less than 80 hours covering the subject of community economic development to a selected group of SBA employees.

5. Research and develop a course of instruction on the proper use of the handbook described in No. 2 above and covering community-regional economic development principles and procedures. This course is intended for use by SBA instructors for an in-house, 40-hour training program.
6. Test, evaluate, and validate course content and methods of instruction involved in the 40-hour community development training course in No. 5 above.

Summary of First Quarter Activities

Early in the first quarter, plans were completed for an orderly, time-phased approach to the accomplishment of the Community Development Program. The work to be accomplished was divided into three task areas and work was commenced in all areas. At the end of the quarter, work in all task areas was on schedule.

At the end of the quarter, about 75 percent of the writing had been completed on the first draft of the Handbook of Community Development. A first draft of the Program Concept for the Community Development Training Program had been completed, and work was well under way on the transparency presentation.

Contents of the Report

The purpose of this quarterly report is to review the activities covered under this project from September 19 to December 19. In the following section, these activities are first summarized and then followed by a step-by-step outline of activities accomplished during the quarter and plans for subsequent quarters.
SECOND QUARTER ACTIVITIES

Summary

Early in the quarter, SBA and IDD representatives made an intensive review of the status of the Handbook of Community Development and the training program and determined the need to shift target dates back 30 days. At the end of the quarter all work was on schedule. Draft versions of the Handbook, the training program, and the transparency presentation were forwarded to SBA for review prior to the close of the second quarter.

Project Planning

Plans for project accomplishment completed early in the first quarter subdivided the project into three task areas, as follows:

Task I  Develop Handbook of Community Development
Task II  Training
Task III  Develop Transparency Presentation

Information concerning each task area is set forth in the following paragraphs.

Task I - Develop Handbook of Community Development

Objective

The objective of Task I is the preparation of a handbook outlining principles, guides, and procedures needed to develop regional and community economic development projects and to assist communities in designing self-help programs. The handbook is to be used in the Community Development Training Program as well as for providing guidance to SBA professional personnel when working in the field of community development.
Status

Prior to the submission of the proposal for accomplishment of Contract SBA-1474-FA-68, informal conversations between representatives of SBA and IDD identified general and specific areas of knowledge which would be considered for inclusion in the handbook. Based on these conversations, an outline of content was developed and included in the contract proposal. Subsequently, further analysis of the several subject areas was made by IDD with the conclusion that certain modifications and rearrangement of material to be included in the handbook appeared desirable. A revised outline was furnished SBA on July 24, 1968.

Responsibilities for chapter writing were assigned to senior staff personnel prior to July 17, 1968, and writing commenced under the general direction of Mr. Robert Cassell, Editor-in-Chief. At the end of the first quarter, about 75 percent of the chapters had been completed in first draft form.

On October 23, 1968, SBA and IDD representatives made an intensive review of the status of the handbook and the training program. At that session, both parties concurred that, in order to obtain a good product, a shift of target dates back 30 days was desirable. The administrative action required to effect this change was accomplished. A revised action plan and timing elements are set forth in Appendix 1 and Appendix 2.

A draft version of the Handbook of Community Development consisting of nine chapters was submitted to the Small Business Administration for review prior to the end of the second quarter.

Third Quarter Plans

Actions to be taken during the third quarter are outlined in Appendix 2. It is anticipated that the handbook will require some revisions and the preparation of additional illustrative materials.
Task II - Training

Objective

The training program is designed to assist SBA professional personnel to:

1. Understand the details of community economic structure.
2. Develop techniques of guiding community leadership into self-improvement programs.
3. Develop an understanding of community resource inventory and assist in the development of community programs of economic improvement.
4. Understand sources of municipal, state, and federal financing for community improvement.
5. Assist in applying SBA and other governmental resources to increase employment, reduce poverty, and improve living standards of the community.

Task II is concerned with the following items:

1. The development of a 40-hour course of instruction in community development for professional loan specialists of the Small Business Administration.
2. The development and presentation of an 80-hour course of instruction in the field of community development to prepare SBA professional personnel to present the 40-hour program at their organizational headquarters.
3. Testing, evaluation, and validation of course content and methods of instruction of the 40-hour course of instruction.

Status

A draft version of the training course (Community Development Training Program - Program Concept) was forwarded to the Small Business Administration for review prior to the end of the quarter.
Third Quarter Plans

Actions planned for the third quarter are outlined in Appendix 2.

Task III - Develop Transparency Presentation

Objective

The objective of Task III is to develop an appropriate transparency visual aid presentation, including prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at community gatherings.

The subject area chosen for the presentation should meet the following basic requirements:

1. The subject must be germane to community development and should be of critical importance in the community development process.
2. The subject presented should not require that previous presentations be given to make the presentation comprehensible to the interested citizen.
3. The subject matter presented should fit into a one-hour period of time.
4. The subject selected should be compatible with other subject matter included in the formal training program.

Status

A draft version of the transparency presentation was forwarded to the Small Business Administration for review prior to the end of the quarter.

Third Quarter Plans

Actions planned for the third quarter are outlined in Appendix 2.
## Appendix 1

### SBA COMMUNITY DEVELOPMENT PROGRAM

#### CONTRACT MILE POSTS

(Revised October 24, 1968)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Date Due</th>
<th>Item</th>
<th>D+</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 November 1968</td>
<td>Preparation of a draft handbook</td>
<td>+150</td>
</tr>
<tr>
<td>2</td>
<td>10 December 1968</td>
<td>Preparation of a draft training course</td>
<td>+165</td>
</tr>
<tr>
<td>3</td>
<td>10 December 1968</td>
<td>Preparation of a draft transparency presentation with script</td>
<td>+165</td>
</tr>
<tr>
<td>4</td>
<td>9 January 1969</td>
<td>SBA shall review the draft handbook, instruction course, and visual presentation, then return the material to IDD along with instructions for amendments or revisions to be included in the final issue</td>
<td>+195</td>
</tr>
<tr>
<td>5</td>
<td>23 February 1968</td>
<td>Two hundred copies of the final handbook with tab indexes and 50 copies of the 40-hour training program will be printed for SBA use</td>
<td>+240</td>
</tr>
<tr>
<td>6</td>
<td>5 March 1969</td>
<td>IDD will commence an 80-hour training course for 25-30 selected SBA personnel at Atlanta, Georgia</td>
<td>+250</td>
</tr>
<tr>
<td>7</td>
<td>4 May 1969</td>
<td>IDD will test, evaluate, and validate course content and methods of instruction performed by SBA in two 40-hour sessions to be conducted, one each at Silver Spring, Maryland, and Denver, Colorado</td>
<td>+310</td>
</tr>
<tr>
<td>8</td>
<td>3 June 1969</td>
<td>Quarterly progress reports and a final report summarizing all actions taken will be submitted</td>
<td>+340</td>
</tr>
</tbody>
</table>

*Contract signed on June 28, 1968 by SBA.*
SBA COMMUNITY DEVELOPMENT PROGRAM

ACTION CHECK LIST
(Revised October 24, 1968)

28 June 1968  Begin - Contract signed by SBA
               Start-up operation
               Outline revisions

17 July 1968  Begin - Chapter writing

24 July 1968  End  - Revised chapter outline to SBA

5 August 1968 Begin - Review and analysis of Handbook
                     Outline - synthesis of basic
                     training course concept (40 hours)

5 August 1968 Begin - Identify specific area for transparency presentation

3 September 1968 Begin - Develop concept for 80-hour course

9 September 1968 Begin - In-house review and analyzing "draft" Handbook

9 September 1968 End  - Synthesis of basic training program
                       (40-hours) course concept

9 September 1968 Begin - Formal program concept
                         Concept and sequence of presentation
                         (40 hours)

18 September 1968 End  - Identification of area for transparency presentation

18 September 1968 Begin - Transparency script presentation

19 September 1968 Begin - Quarterly report

26 September 1968 End  - All chapters completed and submitted

7 October 1968  End  - Development of concept for 80-hours course

7 October 1968  Begin - Formalization of 80-hour course

19 October 1968 End  - Quarterly report due (based on 19 June 1968 effective date)

20 November 1968 End  - In-house review and analysis of "draft" Handbook
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<tr>
<td>25 November 1968</td>
<td>Begin - &quot;Draft&quot; Handbook due SBA for review</td>
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<tr>
<td>10 December 1968</td>
<td>Begin - &quot;Draft&quot; training program (40 hours) due SBA for review</td>
</tr>
<tr>
<td>10 December 1968</td>
<td>Begin - &quot;Draft&quot; transparency presentation due SBA for review</td>
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<tr>
<td>10 December 1968</td>
<td>Begin - Expansion of 40-hour training program concept into lesson outlines</td>
</tr>
<tr>
<td>10 December 1968</td>
<td>Begin - Develop inventory examination</td>
</tr>
<tr>
<td>17 December 1968</td>
<td>Begin - Quarterly report</td>
</tr>
<tr>
<td>2 January 1969</td>
<td>End - Review and approval of lesson outlines (40 hours)</td>
</tr>
<tr>
<td>2 January 1969</td>
<td>Begin - Expansion of lesson outline into lesson plans (40 hours)</td>
</tr>
<tr>
<td>2 January 1969</td>
<td>Begin - Final work on transparency presentation</td>
</tr>
<tr>
<td>9 January 1969</td>
<td>End - SBA review of Handbook completed</td>
</tr>
<tr>
<td>9 January 1969</td>
<td>End - SBA review of training program completed</td>
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<tr>
<td>9 January 1969</td>
<td>End - SBA review of transparency presentation completed</td>
</tr>
<tr>
<td>17 January 1969</td>
<td>End - Quarterly report due SBA</td>
</tr>
<tr>
<td>23 January 1969</td>
<td>End - Review and approval of lesson plans (40 hours)</td>
</tr>
<tr>
<td>23 February 1969</td>
<td>End - Inventory evaluation completed</td>
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<tr>
<td>23 February 1969</td>
<td>End - Printing of Handbook completed</td>
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<tr>
<td>23 February 1969</td>
<td>End - Finished copies of 40-hour training program completed</td>
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<tr>
<td>23 February 1969</td>
<td>End - Transparency presentation completed</td>
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<tr>
<td>1 March 1969</td>
<td>End - 80-hour training program ready for presentation</td>
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<tr>
<td>5 March 1969</td>
<td>Begin - 80-hour training program</td>
</tr>
<tr>
<td>17 March 1969</td>
<td>Begin - Quarterly report</td>
</tr>
<tr>
<td>4 April 1969</td>
<td>Begin - Program review and analysis</td>
</tr>
<tr>
<td>4 April 1969</td>
<td>End - 80-hour training program period</td>
</tr>
<tr>
<td>5 April 1969</td>
<td>Begin - 40-hour training program period</td>
</tr>
</tbody>
</table>
17 April 1969  End  - Quarterly report due SBA
14 May 1969  End  - 40-hour training session
14 May 1969  End  - Analysis of training program
3 June 1969  End  - Final report due:
              End project.
QUARTERLY PROGRESS REPORT

PROJECT A-1112

DEVELOPMENT OF A COMMUNITY DEVELOPMENT TRAINING PROGRAM FOR THE SMALL BUSINESS ADMINISTRATION

by

R. E. COLLIER

CONTRACT SBA-1474-PA-68

December 19, 1968 - March 19, 1969
Issued April 4, 1969

Prepared for
SMALL BUSINESS ADMINISTRATION
WASHINGTON, D. C.
INTRODUCTION

Objective

The basic objective of the Community Development Program developed under Contract SBA-1474-FA-68 is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's community development program aims which support agency objectives.

Program Elements

The program requires the accomplishment of the following elements:

1. Research and develop an instruction course in community development for professional loan specialists of the Small Business Administration.

2. Research and produce a manuscript of a handbook outlining principles, guides, and procedures to develop regional-community economic development projects and assist communities in developing self-help programs.

3. Develop an appropriate transparency visual aid presentation, including a prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at a community gathering.

4. Conduct two training courses of not less than 80 hours covering the subject of community economic development to a selected group of SBA employees.

5. Research and develop a course of instruction on the proper use of the handbook described in No. 2 above and covering community-regional economic development principles and procedures. This course is intended for use by SBA instructors for an in-house, 40-hour training program.
6. Test, evaluate, and validate course content and methods of instruction involved in the 40-hour community development training course in No. 5 above.

Summary of First Quarter Activities

Early in the first quarter, plans were completed for an orderly, time-phased approach to the accomplishment of the Community Development Program. The work to be accomplished was divided into three task areas and work was commenced in all areas. At the end of the quarter, work in all task areas was on schedule.

At the end of the quarter, about 75 percent of the writing had been completed on the first draft of the Handbook on Community Development. A first draft of the "Program Concept" for the Community Development Training Program had been completed, and work was well under way on the transparency presentation.

Summary of Second Quarter Activities

Early in the second quarter, SBA and IDD representatives made an intensive review of the status of the Handbook on Community Development and the training program and determined the need to shift target dates back 30 days. At the end of the quarter, all work was on schedule. Draft versions of the Handbook, the training program, and the transparency presentation were forwarded to SBA for review prior to the close of the second quarter.

Contents of the Report

The purpose of this quarterly report is to review the activities covered under this project from December 19 to March 19. In the following section, these activities are first summarized and then followed by a step-by-step outline of activities accomplished during the quarter and plans for subsequent quarters.
THIRD QUARTER ACTIVITIES

Summary

The principal activity conducted during the third quarter related to the Handbook on Community Development. Considerable effort was devoted to identifying SBA's role in community development and in amplifying such information in the Handbook. As development of the Handbook progressed, complementary work was accomplished with the training program. At the end of the quarter, all unresolved problems relating to content of the Handbook and training program had been resolved, and work was well under way in completing the final version of the Handbook, training program, and transparency presentation.

Task I - Develop Handbook on Community Development

Objective

The objective of Task I is the preparation of a handbook outlining principles, guides, and procedures needed to develop regional and community economic development projects and to assist communities in designing self-help programs. The handbook is to be used in the Community Development Training Program as well as for providing guidance to SBA professional personnel when working in the field of community development.

Status

A draft version of the Handbook on Community Development was submitted to SBA during the second quarter for initial review. A conference of SBA and IDD personnel was held on January 9-10, 1969, at which time the results of the SBA review were discussed. Both parties agreed that the draft Handbook was satisfactory from a general community development viewpoint, but that the agency's
role in community development and specific guidance for agency personnel needed considerable amplification in the Handbook.

Based upon the guidance furnished by SBA, the Handbook was revised and forwarded to SBA on February 10. Another joint conference was held in Washington on February 18. At this conference it was determined that additional SBA input into the Handbook was needed if the Handbook was to adequately reflect SBA's projected role in the field of community development. This input was subsequently furnished IDD and minor revisions to the Handbook were undertaken.

On March 18, an SBA representative visited IDD, at which time final review of the Handbook was made. At the end of the period covered by this report, the Handbook was undergoing final editorial review in preparation for printing.

Task II - Training

Objective

The training program is designed to assist SBA professional personnel to:

1. Understand the details of community economic structure.
2. Develop techniques of guiding community leadership into self-improvement programs.
3. Develop an understanding of community resource inventory and assist in the development of community programs of economic improvement.
4. Understand sources of municipal, state, and Federal financing for community improvement.
5. Assist in applying SBA and other governmental resources to increase employment, reduce poverty, and improve living standards of the community.

Task II is concerned with the following items:

1. The development of a 40-hour course of instruction in community
development for professional loan specialists of the Small Business Administration.

2. The development and presentation of an 80-hour course of instruction in the field of community development to prepare SBA professional personnel to present the 40-hour program at their organizational headquarters.

3. Testing, evaluation, and validation of course content and methods of instruction of the 40-hour course of instruction.

Status

A draft version of the training course (Community Development Training Program - Program Concept) was forwarded to the Small Business Administration for review during the second quarter.

During the January 9-10 conference, SBA representatives indicated that the concept of training was satisfactory. The training concept was then expanded to include instructions for the conduct of training. A draft copy of the "Program Concept and Instructions for the Conduct of Training" was forwarded to SBA on February 7 for review. This document was subsequently approved by SBA and work was started on the lesson plans required to implement the training program.

Task III - Develop Transparency Presentation

Objective

The objective of Task III is to develop an appropriate transparency visual aid presentation, including prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at community gatherings.
Status

A draft version of the transparency presentation was forwarded to the Small Business Administration for review during the second quarter.

SBA approved the transparency presentation as submitted; however, it was later determined that minor revisions were needed so that the presentation would not be at variance with the Handbook. These changes were made, and at the end of the period the presentation was ready for printing.

Fourth Quarter Plans

Two training sessions will be conducted for SBA personnel during the fourth quarter (April 13-25 and April 27-May 9). Preliminary arrangements for these sessions have been made jointly by SBA and IDD. It is anticipated that all instructional materials and arrangements will be completed prior to the commencement of the first session. In addition, two SBA training sessions will be conducted during the quarter. IDD will furnish a representative at each of these sessions.
QUARTERLY PROGRESS REPORT

PROJECT A-1112

DEVELOPMENT OF A COMMUNITY DEVELOPMENT TRAINING PROGRAM FOR THE SMALL BUSINESS ADMINISTRATION

by

R. E. COLLIERS

CONTRACT SBA-1474-FA-68

March 19, 1969 - June 19, 1969
Issued June 19, 1969

Prepared for
SMALL BUSINESS ADMINISTRATION
WASHINGTON, D. C.
INTRODUCTION

Objective

The basic objective of the Community Development Program developed under Contract SBA-1474-FA-68 is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's community development program aims which support agency objectives.

Program Elements

The program requires the accomplishment of the following elements:

1. Research and develop an instruction course in community development for professional loan specialists of the Small Business Administration.

2. Research and produce a manuscript of a handbook outlining principles, guides, and procedures to develop regional-community economic development projects and assist communities in developing self-help programs.

3. Develop an appropriate transparency visual aid presentation, including a prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at a community gathering.

4. Conduct two training courses of not less than 80 hours covering the subject of community economic development to a selected group of SBA employees.

5. Research and develop a course of instruction on the proper use of the handbook described in No. 2 above and covering community-regional economic development principles and procedures. This course is intended for use by SBA instructors for an in-house, 40-hour training program.

6. Test, evaluate, and validate course content and methods of instruction involved in the 40-hour community development training course in No. 5 above.
Summary of First Quarter Activities

Early in the first quarter, plans were completed for an orderly, time-phased approach to the accomplishment of the Community Development Program. The work to be accomplished was divided into three task areas and work was commenced in all areas. At the end of the quarter, work in all task areas was on schedule.

At the end of the quarter, about 75 percent of the writing had been completed on the first draft of the Handbook on Community Development. A first draft of the "Program Concept" for the Community Development Training Program had been completed, and work was well under way on the transparency presentation.

Summary of Second Quarter Activities

Early in the second quarter, SBA and IDD representatives made an intensive review of the status of the Handbook on Community Development and the training program and determined the need to shift target dates back 30 days. At the end of the quarter, all work was on schedule. Draft versions of the Handbook, the training program, and the transparency presentation were forwarded to SBA for review prior to the close of the second quarter.

Summary of Third Quarter Activities

The principal activity conducted during the third quarter related to the Handbook on Community Development. Considerable effort was devoted to identifying SBA's role in community development and in amplifying such information in the Handbook. As development of the Handbook progressed, complementary work was accomplished with the training program. At the end of the quarter, all unresolved problems relating to content of the Handbook and training program had been resolved, and work was well under way on completing the final version of the Handbook, training program, and transparency presentation.
Contents of the Report

The purpose of this quarterly report is to review the activities covered under this project from March 19 to June 19. In the following section, these activities are first summarized and then followed by a step-by-step outline of activities accomplished during the quarter and plans for subsequent quarters.
THIRD QUARTER ACTIVITIES

Summary

The following activities were accomplished during the quarter:

1. Two-hundred copies of the Handbook on Community Development were furnished the Small Business Administration.

2. Two training programs, each of two weeks' duration, were conducted at Atlanta, Georgia, by the staff of the Industrial Development Division for SBA personnel.

3. Fifty complete sets of instructional materials were furnished the Small Business Administration.

4. Fifty sets of the community development presentation, "Measuring Your Community's Potentials," were furnished the Small Business Administration.

5. An IDD observer attended the Community Development Training Program conducted by SBA personnel at the training center in Silver Spring, Maryland.

All requirements of Contract SBA-1474-FA-68 have now been complied with by the Industrial Development Division with exception of providing a monitor at the Community Development Training Program to be conducted by SBA personnel at the training center at Denver, Colorado, and submission of the Final Report. These actions will be accomplished by July 1, 1969.

Task I - Develop Handbook on Community Development

Objective

The objective of Task I is the preparation of a handbook outlining principles, guides, and procedures needed to develop regional and community economic development projects and to assist communities in designing self-help programs. The Handbook is to be used in the Community Development Training Program as well.
as for providing guidance to SBA professional personnel when working in the field of community development.

Status

The Handbook on Community Development was published during the quarter. Thirty-six copies of the Handbook were furnished SBA personnel attending the Community Development Training Program at Atlanta, Georgia, and 144 copies were forwarded to the Central Office by express shipment.

Task II - Training

Objective

The training program is designed to assist SBA professional personnel to:

1. Understand the details of community economic structure.
2. Develop techniques of guiding community leadership into self-improvement programs.
3. Develop an understanding of community resource inventory and assist in the development of community programs of economic improvement.
4. Understand sources of municipal, state, and Federal financing for community improvement.
5. Assist in applying SBA and other governmental resources to increase employment, reduce poverty, and improve living standards of the community.

Task II is concerned with the following items:

1. The development of a 40-hour course of instruction in community development for professional loan specialists of the Small Business Administration.
2. The development and presentation of an 80-hour course of instruction
in the field of community development to prepare SBA professional personnel to present the 40-hour program at their organizational headquarters.

3. Testing, evaluation, and validation of course content and methods of instruction of the 40-hour course of instruction.

**Status**

During the quarter two training session, each of two weeks' duration were conducted at the IDD facility in Atlanta, Georgia. Thirty-six SBA professional personnel attended these sessions. (See Appendices 1 and 2.)

The course of instruction was fully documented. Each participant was furnished a "Program Concept and Instructions for the Conduct of Training" and lesson plans for all periods of instruction. Fourteen complete sets of instructional materials were forwarded to the Central Office by express shipment.

In accordance with the terms of the contract, an IDD representative monitored the Community Development Training Program conducted by SBA personnel at the training center in Silver Spring, Maryland, during the period June 2-7, 1969.

**Evaluation**

A basic objective of the training program developed and conducted by the Industrial Development Division was to prepare SBA personnel for the conduct of in-service training in the field of community development. The training conducted by SBA personnel at the training center at Silver Spring fully demonstrated that SBA personnel who attended the IDD training sessions are fully capable of conducting training in the field of community development. The training conducted by SBA personnel was evaluated as "excellent" by the IDD monitor.

Final evaluation of the effectiveness of the SBA Community Development Program must await agency implementation of its program in the field.
Task III - Develop Transparency Presentation

Objective

The objective of Task III is to develop an appropriate transparency visual aid presentation, including prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at community gatherings.

Status

The community development presentation, "Measuring Your Community's Potentials," was published during the quarter. Thirty-six copies were furnished participants of the IDD training sessions and 14 copies were furnished the Central Office.

Future Plans

The following actions will be accomplished during the next 30 days:

1. An IDD staff observer will monitor the Community Development Training Program to be conducted by SBA personnel at the training center in Denver, Colorado, during the period June 23-27.

SBA COMMUNITY DEVELOPMENT TRAINING PROGRAM
April 13 - 25, 1969

ROSTER

AXIOTAKIS, John
Coordinator-Economic Development Program
New York Area - Small Business Administration
26 Federal Plaza
New York, New York 10007

BLACK, William A.
Small Business Administration
Trade (Marketing) Specialist
Midwest Area Office
219 South Dearborn
Chicago, Illinois

BLACKLEDGE, Charles P.
Loan Officer, Western Division
Office of Business Loans
Central Office
Washington, D. C. 20416

DEAN, William B.
Small Business Administration
Senior Loan Officer
Eastern Division - Office of Development Company Assistance
1441 L Street, N.W.
Washington, D. C. 20416

GARBER, John J.
Loan Officer, Western Division
Office of Development Company Assistance
Small Business Administration
1441 L Street, N.W.
Washington, D. C. 20416

GUSTAFSON, Glenn C.
Office of Business Loans
Small Business Administration
1441 L Street
Washington, D. C. 20416

HANSEN, Alice F.
Economist
Small Business Administration
Office of Planning, Research & Analysis
Central Office
Washington, D. C. 20416

HESTER, Robert J.
Coordinator-Economic Development Program
Southeastern Area Small Business Administration
1401 Peachtree Street
Atlanta, Georgia

KUTTENKULER, Ray P.
Financial Assistance Program Coordinator
Room 492 - New Customs House
Denver, Colorado 80202

LEAVITT, Walter
Assistant Coordinator, Financial Assistance
New York Area - Small Business Adm.
26 Federal Plaza
New York, New York 10007

LEE, Wilmer P.
Supervisory Loan Officer Development Company Assistance
Small Business Administration
St. Louis Regional Office
208 N. Broadway
St. Louis, Missouri 63102

MARTIN, Hall T.
Program Coordinator
Financial Assistance Division
Small Business Administration
1309 Main Street (Room 308)
Dallas, Texas 75202
McGINLEY, Charles F.
Regional Chief
Procurement Management Office
Providence, Rhode Island

SWANSON, Glenn A.
Chief Western Division
Development Company Assistance
Washington, D. C. 20416

PINKERTON, Robert L.
Assistant Development Co. Assistance Coordinator
Small Business Administration
Rocky Mt. Area Office
412 New Custom House
Denver, Colorado 80120

WHITE, W. Randall
Coordinator, Economic Development Program
Southwestern Area - 1309 Main
Small Business Administration
Dallas, Texas 75202

SIMERAL, William B.
Small Business Administration
Area Supervisory Appraiser
Rocky Mountain Area
Room 412-New Custom House
Denver, Colorado 80202
Appendix 2

SBA COMMUNITY DEVELOPMENT TRAINING PROGRAM

April 27 - May 9, 1969

ROSTER

ARMSTRONG, Arthur E.
Chief, Special Programs
Office of Business Loans
Washington, D. C.

BARNES, Clarence B.
Assistant Program Coordinator
Financial Assistance
Southeastern Area Office
1401 Peachtree Street, N.E.
Atlanta, Georgia 30309

CHADWICK, Leonard E.
Chief, Financial Assistance Division
Concord Regional Office
Concord, New Hampshire

HOFFMAN, Edward D.
Program Manager
Office Management Assistance
1441 L Street, N.W.
Washington, D. C.

LaMONTAGNE, Henry A.
Community Liaison Officer
Northeastern Area
John F. Kennedy Federal Building
Boston, Massachusetts

LANCE, Wayne L.
Assistant Director
Western Training Center
Denver, Colorado

FOSTER, Elmer G.
Loan Officer - San Francisco
Regional Office
Small Business Administration
450 Golden Gate Avenue
San Francisco, California 94102

MARVIN, Donald J.
Loan & Program Officer, FA Operations
Central Office
Washington, D. C.

GALLAGHER, T. Stanley
Assistant Program Coordinator-PMA
Middle Atlantic Area
Idecker Square
Bala-Cynwyd, Pennsylvania 19004

MOORE, Robert E.
Chief, Development Company
Assistance Division
Philadelphia Regional Office
1317 Filbert Street
Philadelphia, Pennsylvania 19107

GARRETT, Robert S.
Community Liaison Specialist
Pacific Coastal Area
450 Golden Gate Avenue - Box 36105
San Francisco, California 94102

NELSON, C. Waylon
Community Liaison Specialist
Southwestern Area Office
1309 Main Street
Dallas, Texas 75202
NICHOLAS, Frank A.
Loan Officer, Office of Business Loans
Central Office
Washington, D.C.

PUTNAM, Delmar B.
Economic Development Officer
Development Company Assistance Program
Portland Regional Office
921 S.W. Washington Street
Portland, Oregon 97205

ROONEY, Joseph F.
Assistant Program Coordinator
Development Company Assistance
Midwestern Area Office
Room 2038-219 S. Dearborn Street
Chicago, Illinois 60604

SAUER, Evelyn B.
General Business and Industry Specialist
Phoenix Regional Office
2727 N. Central Avenue
Phoenix, Arizona 85014

SHAW, C. Raymond
Supervisory Loan Officer
Development Company Assistance Division
Small Business Administration
Charlotte Regional Office
222 S. Church Street (Room 500)
Charlotte, North Carolina 28203

VON DRUSKA, Howard
Assistant Program Coordinator
Financial Assistance Division
Midwestern Area Office
Chicago, Illinois

(WRAY, Richard
Loan Officer - Western Division
Development Company Assistance
Central Office
Washington, D.C.)
FINAL REPORT
COMMUNITY DEVELOPMENT TRAINING PROGRAM
June 19, 1968 - July 1, 1969

Prepared for the
SMALL BUSINESS ADMINISTRATION

by
R. E. Collier

Industrial Development Division
Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
July 1, 1969
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<td>14</td>
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<tr>
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<td>2. SBA Community Development Training Program Roster, April 13-25, 1969</td>
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<td>3. SBA Community Development Training Program Roster, April 27-May 9, 1969</td>
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INTRODUCTION

Background

Generally speaking, community development is a continuing process leading to social action by a group organized for planning and action. The development of resources is an inherent aspect of community development. From the outsider's point of view, community development is an effort to increase the economic opportunity and quality of living of a given community by helping the people of that community with those problems that require group decision and group action.

Community development, as an organized approach to meeting community needs, is concerned primarily with motivating community residents to help themselves use their physical and human resources to the full. It encourages them to pool their ingenuity, their vision, their experience, and their skills in analyzing and identifying their problems and arriving at satisfactory solutions. The community development process must stimulate self-reliance and satisfy psychological needs of the individuals involved.

Traditionally, Federal and state economic development programs have been developed by professional personnel with the expectation that such programs would be put into effect by people at the community level. Such an approach will continue to exist; however, to be fully effective, it must be compatible with related community development processes and programs.

When working in the community development arena, professional Federal and state workers are no longer involved primarily in developing programs which the local people put into effect. Rather, they may train and guide local people in the process of identifying their needs and arriving at solutions; they also may furnish technical information and assistance as needed to help the people reach their goals. In this sense they are resources in the field of their special competence.

Small Business Administration Objectives

SBA operations are centered around three primary objectives (excluding disaster assistance):

1. The stimulation of the small business community in deprived areas.
2. The promotion of minority entrepreneurship on a nationwide basis.

Small Business Administration Community Development Program

The Small Business Administration Community Development Program is designed to assist worthy communities in reaching their goals for sound economic development and balanced growth. Although SBA will continue to provide various types of assistance to other representative small business concerns, the objective of this program will be to select communities with growth potential, assist community action groups in formulating their plans, and provide SBA management, technical, and financial assistance based upon priorities assigned by the community.

The SBA Community Development Program has three essentials:

1. An action community organization with which SBA can counsel and advise;
2. A commitment by the community organization for self-determination based upon analysis of community needs and goals supported by a course of action;
3. A commitment by the community organization to work with SBA toward achievement of the community's goals.

Unless a community evidences a thorough commitment to undertake an evaluation and planning program, it is not wise for SBA to allocate extensive time and effort of its personnel in solution of community problems. In those cases where a community organization that can undertake a planning program does not exist, SBA will provide assistance that may be necessary in bringing about the organizational structure.

The basic objective of the Community Development Program developed under Contract SBA-1474-FA-68 is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's community development program aims which support agency objectives.

Tasks

The contract required the accomplishment of the following tasks:
1. Research and develop an instruction course in community development for professional loan specialists of the Small Business Administration.

2. Research and produce a manuscript of a handbook outlining principles, guides, and procedures for developing regional-community economic development projects and assisting communities in developing self-help programs.

3. Develop an appropriate transparency visual aid presentation, including a prepared script for the instructor, which can be used during the IDD-conducted training phase, the subsequent SBA-conducted training, and later, as a visual aid for use at a community gathering.

4. Present two training courses of not less than 80 hours each, covering the subject of community economic development, to a selected group of SBA employees.

5. Research and develop a course of instruction on the proper use of the handbook described in No. 2 above and covering community-regional economic development principles and procedures. This course is intended for use by SBA instructors for an in-house, 40-hour training program.

6. Test, evaluate, and validate course content and methods of instruction involved in the 40-hour community development training course in No. 5 above.

Purpose of Report

The purpose of this report is to describe the accomplishment of the program tasks set forth above. For a more detailed understanding of program accomplishments, the following documents which have been furnished the Small Business Administration should be reviewed.

Handbook on Community Development for SBA Personnel
Program Concept and Instructions for the Conduct of Training
Lesson Plans for Community Development Training Program
Community Development Presentation

This report consists of a discussion of the activities accomplished during the year in the following order:
Community Development Training Program
Handbook on Community Development for SBA Personnel
Recapitulation of Program Accomplishments
COMMUNITY DEVELOPMENT TRAINING PROGRAM

Basic Assumptions

The Community Development Training Program is a 40-hour course of instruction prepared for the Small Business Administration by the Georgia Tech Industrial Development Division. In preparing the program, it was recognized that community development is a multidisciplinary field that embraces a wide range of human endeavors and covers an area of knowledge in which there are many valid viewpoints. This program emphasizes a pragmatic, economic approach to community development, yet gives due consideration to supporting cultural and nonrevenue-producing aspects of community life.

The Community Development Training Program was developed in consonance with the following assumptions:

1. The program will be presented to SBA professional personnel with financial, general business, and engineering backgrounds. Generally speaking, such personnel work on a daily basis with individual businessmen and concerns, and on occasion with community leaders on an individual basis.

2. It is neither intended nor desired that SBA personnel attending the training program become planners, researchers, or specialists in the field of community development. Their organizational specialty and skill will continue to be the justification for SBA employment. However, the training provided by the Community Development Training Program should enhance their capability of carrying out the Small Business Administration Community Development Plan.

3. The program sessions will be conducted by SBA personnel selected on the basis of their background, personality, motivation, and availability. Such personnel will have completed training in the technique of instruction or possess equivalent experience prior to attending instruction furnished by the Industrial Development Division. Only personnel who have attended the two-week training program conducted by the Industrial Development Division will present instruction in the program.

4. Program sessions will be conducted throughout the country. Each area in which the program is conducted will have environmental conditions differing from other areas. Thus, each program session conducted may require some
modification of the program to fit it into the area or region in which it is conducted.

5. The Community Development Training Program is designed to accompany the Handbook on Community Development; however, the scope of the training program does not directly parallel that of the Handbook. The Handbook is considered to be a general guide in the field of community development as it relates to SBA programs; the training program is a teaching vehicle. Although the training program may not follow the Handbook in a precise manner in some instances, it is the primary reference source for the training program.

Purposes of the Community Development Training Program

The primary purpose of the Community Development Training Program is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's Community Development Program aims which support agency objectives and policies.

The training program is designed to assist professional personnel to:

1. Understand the details of community economic structure.
2. Develop techniques of guiding community leadership into self-improvement programs.
3. Develop an understanding of community resource inventory and assist in the development of community programs of economic improvement.
4. Understand sources of municipal, state, and Federal financing for community improvement.
5. Assist in applying SBA and other governmental resources to increase employment, reduce poverty, and improve living standards of the community.

Scope of Program

To be effective, any short-term training program must severely limit its teaching objectives unless it is desired that the program be of a general orientation nature. The SBA Community Development Training Program is a pragmatic one, that is, one stressing the "how to" aspects of community development. Thus, in view of the limited amount of instructional time, three major teaching objectives were established, as follows:
1. **How to** make a general estimate of a region's, subregion's, or community's economic growth potential.

2. **How to** encourage citizen participation in community development and assist local leadership in developing valid and viable community development organizations and programs.

3. **How to** support community development efforts through the proper application of SBA statutory programs and coordination of such programs with other Federal assistance programs.

The following areas of instruction (subcourses) were developed to support the major teaching objectives:

- **CD(SBA)1** - Economic Growth Potential Analysis
- **CD(SBA)2** - Community Analysis and Evaluation
- **CD(SBA)3** - Community Development: Organization, Plans and Programs
- **CD(SBA)4** - Application of SBA Resources in Community Development
- **CD(SBA)5** - Orientation and Administration

The instruction outlined in Appendix 1 is appropriately arranged under the subcourse headings listed above. However, it should be clearly understood that instructional interrelationships extend well beyond the conceptual bounds of any subcourse, and that subcourse groupings are basically a means of providing a rational approach to program structuring. For example, the prerequisite instruction for the period of instruction **CD(SBA)4.3-1**, SBA Evaluation of Community Organizations, Plans and Programs, relates directly to the following periods of instruction:

- **CD(SBA)2.2-1** - Development of the Community Profile
- **CD(SBA)2.3-1** - Community Analysis and Evaluation
- **CD(SBA)2.3-2** - Evaluation of Community Resources
- **CD(SBA)3.2-1** - Roles of Community Development Agencies and Activities
- **CD(SBA)3.2-2** - Organization and Functions of Community Development Agencies
- **CD(SBA)3.3-2** - Planning and Programming in Community Development

In a general sense, the instruction may be divided into two phases of instruction. Subcourses 1, 2, and 3 fall in Phase 1; Subcourse 4 falls into Phase 2.
Phase 1 instruction relates to the type of instruction needed by all persons involved in community development activities. This instruction provides the basis upon which a person involved in a program with a particular orientation may develop the basic knowledge and skills demanded for the implementation of such a program. Phase 1 instruction supports the first two teaching objectives:

1. How to make a general estimate of a region's, subregion's, or community's growth potential.

2. How to encourage citizen participation in community development and assist local leadership in developing valid and viable community development organizations and programs.

The essential elements of Phase 1 instruction contained in the training program have been developed by the Industrial Development Division to meet the basic training needs of those involved in community development without regard to agency affiliation or job performed. This phase of the training has been tested and validated through the presentation of the instruction to persons involved in community development throughout the country. Where required, the essential elements are oriented to meet the specific needs of SBA personnel.

Phase 2 instruction relates directly to SBA community development program implementation. This instruction translates the concepts, techniques, and procedures of community development set forth in Phase 1 into concepts, techniques, and procedures directly applicable to SBA program implementation. Phase 2 instruction supports the third teaching objective:

3. How to support community development efforts through the proper application of SBA statutory programs and coordination of such programs with other Federal assistance programs.

Program Documentation

Emphasis was placed upon full documentation of the training program. Three types of documents were developed for the program. These three documents, which consist of some 650 printed pages are as follows:

Program Concept and Instructions for the Conduct of Training
Lesson Plans
Training Aids
Fifty sets of instructional materials were furnished the Small Business Administration.

Conduct of Training

Two training sessions were conducted for SBA personnel at the IDD facility in Atlanta, Georgia. Lists of personnel attending these sessions are attached as Appendix 2 and Appendix 3.

Program Evaluation

Although the long-range objective of the SBA Community Development Training Program is to prepare SBA personnel to apply SBA resources in assisting communities in their development, an immediate objective of the program was to develop a limited number of personnel as instructors in the field of community development. Selected personnel from those listed in Appendix 2 and Appendix 3 conducted instruction at both SBA training centers for SBA personnel. These training sessions were monitored by an IDD staff representative. SBA instructors fully demonstrated a capability of conducting in-service training in the field of community development.
Background

In recent years, a time of unprecedented national economic growth, certain areas and communities in the nation have not shared in this general prosperity. These areas are lagging behind the nation in economic growth and in many cases have actually declined in economic well-being. Such symptoms as high unemployment, low median family income, and high out-migration are in evidence.

Most of the problems which cause economic decline cannot be solved by the local communities without outside motivation and assistance. Many of these communities recognize the existence of symptoms of economic decline, but few know how to analyze their problems and plan for valid solutions.

A recognition is developing of the need for governmental agencies to help community-sponsored organizations to help themselves. This can be accomplished only if there is maximum cooperation among the various agencies working with the problems of community development.

Because of its extensive commitment to community development and its experience in dealing with local problems and solutions, the Industrial Development Division of the Georgia Institute of Technology was assigned the task of preparing a Handbook on Community Development for the use of personnel of the Small Business Administration. The Division staff has more than 50 full-time professionals with a wide background in economic, engineering, and other academic disciplines.

Handbook Specifications

Specifications for the Handbook on Community Development contained in Contract SBA-1474-FA-68 are as follows:

The handbook will be designed as a practical, informational type of publication. Practical from the standpoint of the individual who has responsibility for guiding and assisting in the development of community projects. Informational in its emphasis on what functions, techniques, or procedures that are discussed can do to assist community leadership in establishing improvement goals and reach them effectively and expeditiously.

The purpose of the handbook will be to assist the SBA employee by acquainting him with community development principles and established practices as well as newer techniques that have been recently
developed. It will deal with organizational, procedural, and human aspects of community development and serve as a guide to the user in solving community development problems.

The handbook will serve the needs of SBA personnel in view of the diversity of SBA program functions and will be used by approximately 1,200 SBA employees along with the accompanying training course, by top level management of the Agency, down to those under first-line supervision.

The general approach to be used in handbook preparation is to provide "how to" information. How community organizations function and methods of assisting them to achieve their full potential will be discussed in detail. Chapter arrangement will follow a logical sequence. Each chapter will contain introductory remarks that provide a brief abstract of the material covered in the chapter. Functions such as planning and programming will be described without technical details. Well-designed forms, figures, and charts as illustrations will be used to add interest and clarity to the subject matter. Subheads will be used as frequently as the text allows.

The handbook will provide information concerning means of implementing procedures that increase efficiency in planning methods and reduce friction for maximum results.

Case examples from a variety of sources shall be used as applicable to clarify principles and techniques advanced in the handbook. Tested conclusions that reduce communication difficulties will be employed whenever practical. Each chapter will close with a summary of the material used to bring it to a logical ending.

A comprehensive bibliography of references to authoritative books or articles on the subject or function being discussed will be included for further study.

The Community Development Handbook will be prepared in a volume with dimensions of 8 1/2 inches wide, 11 inches high. It will contain a preface and 10 chapters of varied length. Pages will be numbered with an index for easy reference and in addition, each chapter will have a tab index of 180-pound stock. An outline of the subjects to be covered in the handbook is attached to this proposal as Appendix 1. Finished handbook consists of a soft paper cover for the printed volume with a title "Community Development Handbook" printed in block letters approximately one-half inch in height. In addition, identity of the contractor in smaller letters shall be imprinted on the cover with the notation "Prepared for and under the Direction of the Small Business Administration." Binding will consist of a mastic fastener along the edge to permit the pages to be reasonably flat when open.

Development of Handbook

A 170-page handbook was developed in accordance with the specifications set forth above with exception that nine rather than ten chapters were developed. During the course of development, close and continuing coordination
was maintained between the Small Business Administration and the Industrial Development Division. The Small Business Administration was furnished 200 copies of the *Handbook on Community Development for SBA Personnel*. 
COMMUNITY DEVELOPMENT PRESENTATION

Purpose

The community development presentation was developed to provide Small Business Administration personnel an oral-visual presentation suitable for use at community gatherings devoted to the subject of community development, and for use in the Community Development Training Program. Essentially, this presentation involves the development and use of the community profile. However, it also points out ways of measuring community strengths and weaknesses and growth potentials.

Several steps must be taken by SBA personnel to bring a community to the point where this presentation would be useful or appropriate. SBA personnel must develop appropriate relationships with community leaders and groups interested in community development before such personnel can be of substantial assistance to a particular community. In the process of developing this relationship, a series of public relations discussions and publicity may be required to prepare the citizens to move forward in the development of community action programs.

Since the public relations effort must be developed in context with a particular situation, a stereotyped presentation is inappropriate. However, once the leading citizens are interested and motivated to move into the field of community development, SBA personnel should be prepared to furnish information and guidance. The oral-visual presentation, "Measuring Your Community's Potentials," is designed to inform the citizens and to stimulate their efforts in the initial steps of community development.

Development of Presentation

A one-hour presentation entitled "Measuring Your Community's Potentials" was developed for the Small Business Administration. This presentation was used in all training programs and the Small Business Administration was furnished 50 copies, including transparencies.
RECAPITULATION OF PROGRAM ACCOMPLISHMENTS

The following accomplishments were achieved during the period June 19, 1968-July 1, 1969 under Contract SBA-1474-FA-68:

1. Training Program. A 40-hour course of instruction in community development suitable for use by SBA personnel was developed. Fifty sets of instructional material were furnished the Small Business Administration.

2. Conduct of Training. Two 80-hour training sessions were conducted by the Industrial Development Division for SBA personnel. Thirty-six SBA personnel attended these sessions.

3. Development of Handbook. A 170-page publication entitled Handbook on Community Development for SBA Personnel was developed under contract specifications. Two hundred copies of the publication were provided the Small Business Administration.

4. Development of Community Development Presentation. A presentation suitable for use in community development work was developed and published. Fifty copies of this publication, entitled "Measuring Your Community's Potential," were furnished the Small Business Administration.

5. Program Evaluation. The Industrial Development Division provided staff observers at training sessions conducted at Silver Spring and Denver. These observers analyzed the training presented by SBA personnel and reported their finding informally to SBA representatives. Both training sessions were rated "Excellent."
APPENDICES
Appendix 1
COMMUNITY DEVELOPMENT TRAINING PROGRAM

Recapitulation of Hours
(By Subcourse)

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Appendix 1 (continued)

| CD(SBA)3.2-2 | L | Organization and Functions of Community Development Organizations | (1) |
| CD(SBA)3.3-1 | L | Fundamentals of Planning and Programming | (1) |
| CD(SBA)3.3-2 | C | Planning and Programming in Community Development | (3) |
| CD(SBA)3.4-1 | L | Coordination of Federal Assistance Programs at the Local Level | (1) |
| CD(SBA)4 | APPLICATION OF SBA RESOURCES IN COMMUNITY DEVELOPMENT | 9 |
| CD(SBA)4.1-1 | L | SBA's Role in Community Development | (1) |
| CD(SBA)4.2-1 | C | SBA Coordination and Cooperation with Local Community Development Organizations | (2) |
| CD(SBA)4.3-1 | L | SBA Evaluation of Community Organization, Plans and Programs | (1) |
| CD(SBA)4.4-1 | L | SBA Assistance in Identifying Economic Opportunities in the Community | (1) |
| CD(SBA)4.5-1 | C | Application of SBA Resources to Community Needs | (2) |
| CD(SBA)4.6-1 | L | Determining the Economic Impact of SBA Projects on the Community and Surrounding Area | (1) |
| CD(SBA)4.7-1 | L | SBA Program Evaluation and Follow-up Procedures | (1) |
| CD(SBA)5 | ORIENTATION AND ADMINISTRATION | 4 |
| CD(SBA)5.1-1 | L | Program Orientation | (1) |
| CD(SBA)5.2-1 | X | Inventory Examination | (2) |
| CD(SBA)5.3-1 | CR | Program Critique | (1) |

TOTAL TIME 40
Appendix 2
SBA COMMUNITY DEVELOPMENT TRAINING PROGRAM
April 13-25, 1969

Roster

AXIOTAKIS, John
Coordinator-Economic Development Program
New York Area - Small Business Administration
26 Federal Plaza
New York, New York 10007

BLACK, William A.
Small Business Administration
Trade (Marketing) Specialist
Midwest Area Office
219 South Dearborn
Chicago, Illinois

BLACKLEDGE, Charles P.
Loan Officer, Western Division
Office of Business Loans
Central Office
Washington, D. C. 20416

DEAN, William B.
Small Business Administration
Senior Loan Officer
Eastern Division - Office of Development Company Assistance
1441 L Street, N. W.
Washington, D. C. 20416

GARBER, John J.
Loan Officer, Western Division
Office of Development Company Assistance
Small Business Administration
1441 L Street, N. W.
Washington, D. C. 20416

GUSTAFSON, Glenn C.
Office of Business Loans
Small Business Administration
1441 L Street
Washington, D. C. 20416

HANSEN, Alice F.
Economist
Small Business Administration
Office of Planning, Research & Analysis
Central Office
Washington, D. C. 20416

HESTER, Robert J.
Coordinator-Economic Development Program
Southeastern Area Small Business Administration
1401 Peachtree Street
Atlanta, Georgia

KUTTENKULER, Ray P.
Financial Assistance Program Coordinator
Room 492 - New Customs House
Denver, Colorado 80202

LEAVITT, Walter
Assistant Coordinator, Financial Assistance
New York Area - Small Business Administration
26 Federal Plaza
New York, New York 10007

LEE, Wilmer P.
Supervisory Loan Officer Development Company Assistance
Small Business Administration
St. Louis Regional Office
208 N. Broadway
St. Louis, Missouri 63102

MARTIN, Hall T.
Program Coordinator
Financial Assistance Division
Small Business Administration
1309 Main Street (Room 308)
Dallas, Texas 75202
Appendix 2 (continued)

McGINLEY, Charles F.
Regional Chief
Procurement Management Office
Providence, Rhode Island

PINKERTON, Robert L.
Assistant Development Company
Assistance Coordinator
Small Business Administration
Rocky Mountain Area Office
412 New Custom House
Denver, Colorado 80120

SWANSON, Glenn A.
Chief Western Division
Development Company Assistance
Washington, D. C. 20416

WHITE, W. Randall
Coordinator, Economic Development
Program
Southwestern Area - 1309 Main
Small Business Administration
Dallas, Texas 75202

SIMERAL, William B.
Small Business Administration
Area Supervisory Appraiser
Rocky Mountain Area
Room 412 - New Custom House
Denver, Colorado 80202
Appendix 3
SBA COMMUNITY DEVELOPMENT TRAINING PROGRAM
April 27-May 9, 1969

Roster

ARMSTRONG, Arthur E.
Chief, Special Programs
Office of Business Loans
Washington, D. C.

BARNES, Clarence B.
Assistant Program Coordinator
Financial Assistance
Southeastern Area Office
1401 Peachtree Street, N. E.
Atlanta, Georgia 30309

CHADWICK, Leonard E.
Chief, Financial Assistance Division
Concord Regional Office
Concord, New Hampshire

FOSTER, Elmer G.
Loan Officer - San Francisco Regional Office
Small Business Administration
450 Golden Gate Avenue
San Francisco, California 94102

GALLAGHER, T. STANLEY
Assistant Program Coordinator - PMA
Middle Atlantic Area
Idecker Square
Bala-Cynwyd, Pennsylvania 19004

GARRETT, Robert S.
Community Liaison Specialist
Pacific Coastal Area
450 Golden Gate Avenue, Box 36105
San Francisco, California 94102

HOFFMAN, Edward D.
Program Manager
Office Management Assistance
1441 L Street, N. W.
Washington, D. C.

LaMONTAGNE, Henry A.
Community Liaison Officer
Northeastern Area
John F. Kennedy Federal Building
Boston, Massachusetts

LANCE, Wayne L.
Assistant Director
Western Training Center
Denver, Colorado

MARVIN, Donald J.
Loan & Program Officer, FA Operations
Central Office
Washington, D. C.

MOORE, Robert E.
Chief, Development Company Assistance Division
Philadelphia Regional Office
1317 Filbert Street
Philadelphia, Pennsylvania 19107

NELSON, C. Waylon
Community Liaison Specialist
Southwestern Area Office
1309 Main Street
Dallas, Texas 75202

NICHOLAS, Frank A.
Loan Officer, Office of Business Loans
Central Office
Washington, D. C.

PUTNAM, Delmar B.
Economic Development Officer
Development Company Assistance Program
Portland Regional Office
921 S. W. Washington Street
Portland, Oregon 97205
Appendix 3 (continued)

ROONEY, Joseph F.
Assistant Program Coordinator
Development Company Assistance
Midwestern Area Office
Room 2038-219 S. Dearborn Street
Chicago, Illinois 60604

SAUER, Evelyn B.
General Business and Industry Specialist
Phoenix Regional Office
2727 N. Central Avenue
Phoenix, Arizona 85014

SHAW, C. Raymond
Supervisory Loan Officer
Development Company Assistance Division
Small Business Administration
Charlotte Regional Office
222 S. Church Street (Room 500)
Charlotte, North Carolina 28203

VON DRUSKA, Howard
Assistant Program Coordinator
Financial Assistance Division
Midwestern Area Office
Chicago, Illinois

WRAY, Richard
Loan Officer - Western Division
Development Company Assistance
Central Office
Washington, D. C.
COMMUNITY DEVELOPMENT TRAINING PROGRAM

PROGRAM CONCEPT AND INSTRUCTIONS FOR THE CONDUCT OF TRAINING

Prepared for
THE SMALL BUSINESS ADMINISTRATION
by
THE INDUSTRIAL DEVELOPMENT DIVISION

Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
Atlanta, Georgia
COMMUNITY DEVELOPMENT TRAINING PROGRAM

PROGRAM CONCEPT
AND
INSTRUCTIONS FOR THE CONDUCT OF TRAINING

Prepared for
The Small Business Administration

by
Industrial Development Division
Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
March 25, 1969
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Foreword

The Community Development Training Program is a 40-hour course of instruction prepared for the Small Business Administration by the Georgia Tech Industrial Development Division. In preparing the program, it was recognized that community development is a multi-disciplinary field that embraces a wide range of human endeavors and covers an area of knowledge in which there are many valid viewpoints. This program emphasizes a pragmatic, economic approach to community development, yet gives due consideration to supporting cultural and nonrevenue-producing aspects of community life.

The Community Development Training Program outlined in this document was developed in consonance with the following assumptions:

1. The program will be presented to SBA professional personnel with financial, general business, and engineering backgrounds. Generally speaking, such personnel work on a daily basis with individual businessmen and concerns, and on occasion with community leaders on an individual basis.

2. It is neither intended nor desired that SBA personnel attending the training program become planners, researchers, or specialists in the field of community development. Their organizational specialty and skill will continue to be the justification for SBA employment. However, the training provided by the Community Development Training Program should enhance their capability of carrying out the Small Business Administration Community Development Plan.

3. The program sessions will be conducted by SBA personnel selected on the basis of their background, personality, motivation, and availability. Such personnel will have completed training in the technique of instruction or possess equivalent experience prior to attending instruction furnished by the Industrial Development Division. Only personnel who have attended the two-week training program conducted by the Industrial Development Division will present instruction in the program.

4. Program sessions will be conducted throughout the country. Each area in which the program is conducted will have environmental conditions differing from other areas. Thus, each program session conducted may require some modification of the program to fit it into the area or region in which it is conducted.
The Community Development Training Program is designed to accompany the Handbook on Community Development; however, the scope of the training program does not directly parallel that of the Handbook. The Handbook is considered to be a general guide in the field of community development as it relates to SBA programs; the training program is a teaching vehicle. Although the training program may not follow the Handbook in a precise manner in some instances, it is the primary reference source for the training program.

This publication has been prepared in loose-leaf form so that changes may be readily inserted into the document. Changes, when made, should be accomplished in accordance with instructions outlined herein.

The materials contained in this document and the accompanying lesson plans were developed for instructional purposes only. Thus the material presented and the views expressed may or may not reflect the official views and policies of the Small Business Administration or the Georgia Institute of Technology.

Ross W. Hammond, Chief
Industrial Development Division
GEORGIA INSTITUTE OF TECHNOLOGY
GENERAL CONCEPT
Background

Generally speaking, community development is a continuing process leading to social action by a group organized for planning and action. The development of resources is an inherent aspect of community development. From the outsider's point of view, community development is an effort to increase the economic opportunity and quality of living of a given community by helping the people of that community with those problems that require group decision and group action.

Community development, as an organized approach to meeting community needs, is primarily concerned with motivating community residents to help themselves use their physical and human resources to the full. It encourages them to pool their ingenuity, their vision, their experience, and their skills in analyzing and identifying their problems and arriving at satisfactory solutions. The community development process must stimulate self-reliance and satisfy psychological needs of the individuals involved.

Traditionally, Federal and state economic development programs have been developed by professional personnel with the expectation that such programs would be put into effect by people at the community level. Such an approach will continue to exist; however, to be fully effective, it must be compatible with related community development processes and programs.

When working in the community development arena, professional Federal and state workers are no longer involved primarily in developing programs which the local people put into effect. Rather, they may train and guide local people in the process of identifying their needs and arriving at solutions; they also may furnish technical information and assistance as needed to help the people reach
their goals. In this sense they are resources in the field of their special competence.

Small Business Administration Objectives

SBA operations are centered around three primary objectives (excluding disaster assistance):

1. The stimulation of the small business community in deprived areas.
2. The promotion of minority entrepreneurship on a nationwide basis.

Small Business Administration Community Development Program

The Small Business Administration Community Development Program is designed to assist worthy communities in reaching their goals for sound economic development and balanced growth. Although SBA will continue to provide various types of assistance to other representative small business concerns, the objective of this program will be to select communities with growth potential, assist community action groups in formulating their plans, and provide SBA management, technical, and financial assistance based upon priorities assigned by the community.

The SBA Community Development Program has three essentials:

1. An action community organization with which SBA can counsel and advise;
2. A commitment by the community organization for self-determination based upon analysis of community needs and goals supported by a course of action;
3. A commitment by the community organization to work with SBA toward achievement of the community goals.

Unless a community evidences a thorough commitment to undertake an evaluation and planning program, it is not wise for SBA to allocate extensive time and effort of its personnel in solution of community problems. In those cases
where a community organization that can undertake a planning program does not exist, SBA will provide assistance that may be necessary in bringing about the organization structure.

**Purposes of the Community Development Training Program**

The primary purpose of the Community Development Training Program is to increase the competence of SBA professional personnel in the field of community development so that such personnel may make full contribution in achieving SBA's Community Development Program aims which support agency objectives and policies.

The training program is designed to assist professional personnel to:

1. Understand the details of community economic structure.
2. Develop techniques of guiding community leadership into self-improvement programs.
3. Develop an understanding of community resource inventory and assist in the development of community programs of economic improvement.
4. Understand sources of municipal, state and Federal financing for community improvement.
5. Assist in applying SBA and other governmental resources to increase employment, reduce poverty, and improve living standards of the community.

To be effective, any short-term training program must severely limit its teaching objectives unless it is desired that the program be of a general orientation nature. The SBA Community Development Training Program is a pragmatic one, that is, one stressing the "how to" aspects of community development. Thus, in view of the limited amount of instructional time, three major teaching objectives are established, as follows:

1. **How to** make a general estimate of a region's, subregion's or community's economic growth potential.
2. How to encourage citizen participation in community development and assist local leadership in developing valid and viable community development organizations and programs.

3. How to support community development efforts through the proper application of SBA statutory programs and coordination of such programs with other Federal assistance programs.

Scope of Program

The following areas of instruction (subcourses) are designed to support the major teaching objectives:

CD(SBA)1 - Economic Growth Potential Analysis
CD(SBA)2 - Community Analysis and Evaluation
CD(SBA)3 - Community Development: Organization, Plans and Programs
CD(SBA)4 - Application of SBA Resources in Community Development
CD(SBA)5 - Orientation and Administration

The instruction outlined in the following sections of this document is appropriately arranged under the subcourse headings listed above. However, it should be clearly understood that instructional interrelationships extend well beyond the conceptual bounds of any subcourse, and that subcourse groupings are basically a means of providing a rational approach to program structuring. For example, the prerequisite instruction for the period of instruction CD(SBA)4.3-1, SBA Evaluation of Community Organization, Plans and Programs, relates directly to the following periods of instruction:

CD(SBA)2.2-1 - Development of the Community Profile
CD(SBA)2.3-1 - Community Analysis and Evaluation
CD(SBA)2.3-2 - Evaluation of Community Resources
CD(SBA)3.2-1 - Roles of Community Development Agencies and Activities
In a general sense, the instruction outlined herein may be divided into two phases of instruction. Subcourses 1, 2 and 3 fall into Phase 1; Subcourse 4 falls into Phase 2.

Phase 1 instruction relates to the type of instruction needed by all persons involved in community development activities. This instruction provides the basis upon which a person involved in a program with a particular orientation may develop the basic knowledge and skills demanded for the implementation of such a program. Phase 1 instruction supports the first two teaching objectives:

1. How to make a general estimate of a region's, subregion's or community's growth potential.

2. How to encourage citizen participation in community development and assist local leadership in developing valid and viable community development organizations and programs.

The essential elements of Phase 1 instruction outlined in this training program have been developed by the Industrial Development Division to meet the basic training needs of those involved in community development without regard to agency affiliation or job performed. This phase of the training has been tested and validated through the presentation of the instruction to persons involved in community development throughout the country. Where required, the essential elements are oriented to meet the specific needs of SBA personnel.

Phase 2 instruction relates directly to SBA community development program implementation. This instruction translates the concepts, techniques, and procedures of community development set forth in Phase 1 into concepts,
techniques, and procedures directly applicable to SBA program implementation.

Phase 2 instruction supports the third teaching objective:

3. How to support community development efforts through the proper application of SBA statutory programs and coordination of such programs with other Federal assistance programs.

Subcourse Concepts

The several subcourses constituting this training program are described in the following section of this document. The subcourse concept statements generally describe the purpose, scope, and essential characteristics of the subcourse and associated periods of instruction. Based upon these general statements, a more concise statement of purpose and main ideas is developed for each period of instruction and included in each lesson plan, which is published under a separate cover.

Program Recapitulation

A recapitulation of the Community Development Training Program is contained in Appendix 1.

Sequence of Instruction

A cardinal principle of instruction is that "first" things should come first. A difficulty in adhering to this principle frequently lies in determining which of the instructional material should precede other related material. A phase of the instruction may be designed to progress from the specific to the general, or it may be designed to move from the general to the specific. For example, economic development training usually involves several levels of the areal hierarchy, ranging from the community level, through the multicounty level, to the regional or multistate level. Thus, a course designer has several alternative courses open in the design of a particular course of
instruction. In the final analysis, the approach adopted is usually based upon a value judgment decision.

The sequence of instruction outlined in Appendix 2 is considered to be a valid approach to course synthesis. However, the sequence prescribed may be varied to suit local conditions when it is determined that a modification will provide a better learning situation.

Methods of Instruction

Within time constraints, the Community Development Training Program provides a balanced methodological approach to training. The method of instruction employed in each period of instruction is indicated by a symbol in the title heading. An explanation of these symbols is contained in Appendix 7.

Reference Designators

Each subcourse and period of instruction is identified by a code referred to as a reference designator (CD(SBA)5.1-2). The primary purpose of the reference designator is to furnish an abbreviated means of identifying a subcourse or period of instruction.
Background

The economic growth potential of an area involves all resources which include the attributes of the area and its people. A well-developed area is one in which industry, business, the professions and other activities function with a reasonable chance of success, and one in which the people gain personal and social satisfactions. Total development involves all the area's people and the way in which they view their future. The degree of future growth depends a great deal upon how the people can adjust to changing conditions, utilize their natural and created resources, and work toward fuller economic development by solving common problems and exploiting common advantages of the economic area (regional or subregional).

Increasing emphasis upon community and regional economic development has fostered a need for the identification of an area's growth potential and development so that Federal, state and local resources may be channeled into programs which offer the greatest probability of increasing the economic and social well-being of the people residing in the area.

Computer-based, quantitative techniques which provide for exhaustive economic analysis and evaluation are prime aids in understanding the exceedingly complex nature of our economic system. However, at the present time, the employment of such techniques is expensive, requires highly trained personnel, and employs information systems currently unavailable in most areas. Until such time as these quantitative techniques are readily available, economic development analysis will, at best, be an estimate involving considerable value judgment.
Essentially, economic growth potential analysis consists of fact finding and analysis. Analytical techniques involved in the Community Development Training Program are simple, straightforward ones requiring the collection, collation, analysis and evaluation of information.

Purpose

The purpose of this subcourse is to give the student a working knowledge of practical, unsophisticated procedures involved in making a general estimate of a subregion's economic growth potential.

Scope

LESSONS | HOURS
---|---
CD(SBA)1.1-1 | L | Concepts of Regional Economic Development; An Overview | 2

The purpose of this period of instruction is to provide the participant with a framework for the consideration of regional economic development matters. Specifically the discussion includes the various stages of regional economic growth, the principal theories which are offered to explain different regional growth rates, the "critical mass" theory of economic development, factors which can inhibit regional growth, and the practical aspects of regional development programs.

CD(SBA)1.2-1 | L | Information Requirements of Community Development | 1

Information plays an increasingly significant role in the formation and implementation of programs of community and area development. This period of instruction explores very briefly the informational needs of planning and development agencies, sources of information, and the requirement for
cooperation in the interchange of information between activities involved in economic development.

CD(SBA)1.3-1  L  Human Resources in Community and Regional Development

The primary purpose of this session is to provide SBA personnel with a basic understanding of community and regional human resources analysis and its importance to economic and industrial development efforts.

CD(SBA)1.3-2  L  Manpower Resources Analysis

The primary purpose of this session is to provide SBA personnel with a basic understanding of the manpower resources analysis function and to familiarize them with: (1) why manpower resources analysis and research is important to community and area economic and industrial development efforts; (2) what expansion planners or plant location specialists want to know about an area's manpower resources; (3) how to develop a plan of action for accumulating or developing needed manpower resources information; (4) what are the existing sources of manpower resources information; (5) how to develop new manpower resources information; and (6) what a community organization should do with the information that it has collected, developed and analyzed.

CD(SBA)1.4-1  L  Analysis of Natural Resources and the Infrastructure

A working knowledge of an area's water resources, minerals, soils, climate, topography, location and people, among other items, and a detailed knowledge of them are basic to total
area development. Not only is a well-developed area one in which people gain personal and social satisfaction, but also one where industry, business, the professions and other activities can function with a reasonable expectation of survival and success. These elements, together with people, government, churches and related institutions and functions, make up the total complex of the area. This period of instruction is designed to briefly explore those factors relating to the area's natural resources and the infrastructure which are of paramount importance in determining the growth potential of an area.

CD(SBA)1.5-1 L Analysis of the General Economy, Business and Industry

Economic development basically is the stimulation of business activity for the purpose of augmenting job opportunities and increasing per capita income. This period of instruction continues the analytical process commenced in CD(SBA)1.4-1 by examining factors concerned with the general economy, business and industry, and their relationship to an area's growth potential.

CD(SBA)1.6-1 CS Subregional Analysis - A Case Study

Total development involves all resources, which include the attributes of an area and its people. The purpose of this case study is to provide a means of integrating the instruction presented in Subcourse CD(SBA)1 so that the student may examine the total complex of a community and the subregion in which it exists. Emphasis is placed on the evaluation of those factors relating to the growth potential of the area.
Background

Regional and subregional growth characteristics constitute a general guide for community growth. However, the community is the building block upon which regional growth must ultimately depend. What happens to the economy of a community is affected by what happens to the economic life of the county, the adjoining counties, the state and the adjoining states. If valid and viable community development programs are to be developed and implemented, account must be taken of the framework within which each town and city economy exists.

Three basic steps are involved in the process of community development. First, all facts must be collected. Second, public discussion of these facts and their implications must be obtained. Third, courses of action must be developed and implemented.

Purpose

This subcourse continues the analytical process initiated in Subcourse CD(SBA)1 with emphasis on the community. The purpose of this subcourse is to give the student a working knowledge of the procedures and techniques involved in community analysis with the objective of determining strengths, weaknesses and characteristics of particular communities together with a general estimate of growth potential.
Scope

LESSONS  

CD(SBA)2.1-1  L  Community Development: Concepts, Principles and Interrelationships  

A survey of the concepts and principles involved in community development with emphasis on the basic factors of human and material resources. Stress is placed upon the community as the building block for regional growth and the interrelationship of community development with area and regional growth.

CD(SBA)2.2-1  C  Development of the Community Profile  

A conference period of instruction in which the students discuss the need, purposes and content of community profiles. Through group discussion, students will identify the essential elements of the community profile, techniques for developing essential information, profile formats, and the role SBA personnel may play in the development of community profiles for particular communities.

CD(SBA)2.3-1  L  Community Analysis and Evaluation  

A presentation outlining fundamental procedures that should be followed in analyzing the strengths and weaknesses of a particular community, goal-setting activities, and program definition. This period of instruction and CD(SBA)2.3-2 provide the basis for instruction in community planning and programming (CD(SBA)3.3-2) and SBA evaluation of community organizations, plans and programs (CD(SBA)4.3-1).
A practical exercise in which the students, through group action, make an analysis of a particular community, including identification of strengths and weaknesses, isolation of problem areas, and development of goals for the community. It is not the purpose of this exercise to prepare the student actually to perform the task for a particular community, but rather to enable him to assist community leadership in the analysis of the community and then to evaluate the plans and programs developed by local leadership.
Background

Community development, as an organized approach to meeting community needs, is primarily concerned with motivating community residents to help themselves to use their physical and human resources to the full. A viable community development program cannot exist without citizen participation.

A basic aim of SBA's Community Development Program is to provide assistance and encouragement to communities in the development of viable community development organizations, plans and programs, and the establishment of a climate that engenders the development of economic opportunities and improvement in the quality of living for the people residing in the community.

Purpose

From time to time, SBA professional personnel have the opportunity to advise, assist and encourage local leadership in matters relating to community development. The purpose of this subcourse is to familiarize such personnel with the general guidelines involved in working with local residents on matters relating to community development processes, to teach techniques involved in engendering citizen participation in community development, and to provide SBA personnel a basis on which they may evaluate community development organizations, plans and programs.
Valid and viable community development programs must involve the citizens of the area. Citizens must carefully consider pertinent information before they decide upon the kind of area they want and the best ways of achieving it. However, it is frequently necessary for the "professionals" involved in economic development work to encourage and guide citizen participation in the development process. This period of instruction provides participants the opportunity to learn practical approaches to the involvement of citizens in community development and means of fostering the development of local leadership. Emphasis is placed upon involving citizens through both the formal and informal group.

A conference period of instruction, based upon information presented in CD(SBA)3.1-1, in which participants discuss group characteristics, the ways in which groups are identified, the identification of leaders, group intra-action and inter-action, the role of the group in planned change, and the use of the group as a vehicle for involving the citizen in community development.
This period of instruction surveys various types of organizations that play a role in community development. Emphasis is placed upon those organizations whose primary role is in the field of community development and their interrelationships with other organizations.

A continuation of the instruction presented in CD(SBA)3.2-1. Emphasis in this period of instruction is placed upon the organizational structure of typical community development organizations, the functions they perform, and the interaction between these organizations and other groups and individuals.

Planning and programming are very popular terms these days. The community development program is one level in the hierarchy of regional and national planning. The fundamental aspect of a community development program is the plan upon which the program is based. To be an effective program, it must be based upon a comprehensive, sound plan. Comprehensive planning is a rational process which stimulates the citizens to delineate the kind of area that they desire and provides the impetus and guidance for action by the citizens and their government aimed at achieving such an ideal area. This period of instruction surveys the fundamentals of planning and programming, emphasizing a rational approach to the development cycle, including goal formulation and program implementation.
CD(SBA)3.3-2  C  Planning and Programming in Community Development

A conference period of instruction in which the participants continue the exercise developed in CD(SBA)2.3-2 through the development of plans, programs and projects required to accomplish the goals identified in the previous instruction.

CD(SBA)3.4-1  L  Coordination of Federal Assistance Programs at the Local Level

A survey of Federal assistance programs and their financing is made during this period of instruction, together with an examination of efforts currently being made to coordinate such programs at the local and subregional level.
SUBCOURSE CD(SBA)4
APPLICATION OF SBA RESOURCES IN COMMUNITY DEVELOPMENT

10 Hours

Background

SBA's statutory programs are nationwide. Thus, SBA professional personnel face environmental circumstances (insofar as community development is concerned) ranging from areas with comprehensive and sophisticated planning and development agencies within and without government to areas in which negative attitudes exist toward any unified citizen involvement in community improvement. In some areas, SBA personnel work with the existing framework of governmental and nongovernmental agencies which have been established to further economic development of the area; in other areas, such personnel must work with local businessmen, bankers, local officials, and community leaders on an individual basis with the objective of establishing formal community development organizations, plans and programs.

It is neither intended nor desired that SBA personnel become planners, researchers, or specialists in the field of economic development. Their organizational specialty and skill continues to be the justification for SBA employment. However, it is expected that such special skills will be applied in a "real-world" situation in a manner that will effectively further the accomplishment of SBA objectives. This will require that SBA personnel do "what works" in a particular situation, with due regard for short- and long-range effects and SBA community development policies. In brief, environmental conditions demand that SBA personnel be fully aware of the universe within which they conduct their operations and use practical approaches in applying SBA resources to the solution of problems of a particular community.
Purpose

Generally speaking, the purpose of this subcourse is to present information and alternative courses of action designed to assist SBA personnel in the development of their abilities to apply the information presented in Subcourses 1, 2 and 3. Since this phase of the instruction is of an applicatory nature, due consideration must be accorded the following facts:

1. The instruction will be presented in a number of locations throughout the country; each locale will have environmental conditions peculiar to that area.

2. A substantial percentage of the communities in which SBA personnel operate will not measure up initially to the criteria established by EDA for program implementation. Thus, the instruction must reflect this condition.

3. SBA has not developed a modus operandi for the conduct of its operations under stated policies for its Community Development Program.

In view of the foregoing, the instruction presented during this phase of the training program must not only be of an applicatory nature, but it must be of a conceptual nature as well. That is, the participants, under the leadership of the instructor, must explore possible problem solutions in context with environment circumstances and determine how best they can apply the general principles, guidelines and techniques presented in Subcourses 1, 2 and 3 in accordance with SBA policy. Thus, a substantial part of the instruction in this subcourse must be devoted to discussion and group problem solving.

Specifically, the purpose of this subcourse is to:

1. Reemphasize SBA's role in the field of community development and the role SBA personnel are expected to play in accomplishing SBA program implementation.
2. Enable participants to develop and utilize procedures and techniques for the evaluation of community organizations, plans and programs that are suitable for the environment in which they operate and their own capabilities.

3. Examine means of applying SBA resources to meet community needs and of evaluating the effects of the application of such resources at the local level, taking into consideration the local environmental circumstances.

Scope

LESSONS        HOURS

CD(SBA)4.1-1   L   SBA's Role in Community Development   1

This period of instruction will continue and expand upon the general remarks made at the beginning of the program in CD(SBA) 5.1-1. Emphasis will be placed upon SBA's policy in the field of community development and the necessity for SBA personnel to approach problems in a practical manner, recognizing that they operate in a "real-world" situation in dealing with people at the local level in matters relating to community development.

CD(SBA)4.2-1   C   SBA Coordination and Cooperation with Local Community Development Organizations   2

The instructor will review and summarize pertinent instruction presented in Subcourses 1, 2 and 3, emphasizing the need for coordination and cooperation between SBA personnel and local leadership and some of the means that may be employed to further coordination and cooperation. The class will then be divided into several small discussion groups with a leader assigned for each group. Using a prepared agenda, the several groups will discuss the environment in which they operate, barriers to achieving cooperation and coordination, and some of
the means they believe can be used to improve coordination and cooperation between SBA personnel and local leaders.

CD(SBA)4.3-1  L  SBA Evaluation of Community Organization, Plans and Programs

The principles and guidelines concerning organization plans and programs are reviewed together with some evaluation techniques. The identification and isolation of essential and critical elements of a valid and viable community development program will be stressed, along with means of applying quantitative and value judgment factors as needed to reach a reasonable conclusion relating to the program of a particular community.

CD(SBA)4.4-1  L  SBA Assistance in Identifying Economic Opportunities in the Community

The purpose of this period of instruction is to review those factors pertinent to improving the economic base of a community. Emphasis is placed on the role SBA personnel play in assisting community leadership and others in identifying possible economic opportunities in the community and the surrounding area. This period of instruction provides the basis for discussion of the application of SBA resources to meet community needs (CD(SBA)4.5-1).

CD(SBA)4.5-1  C  Application of SBA Resources to Community Needs

The purpose of this conference period is to explore ways and means of applying SBA programs to identifiable community needs. The conference agenda will emphasize the need to base program
implementation upon valid community development programs so that the SBA effort will make a maximum contribution in improving the welfare of the people involved. Although emphasis is placed upon SBA programs, application of other Federal programs will be discussed together with the necessity for coordination of all programs at the local level.

CD(SBA)4.6-l  L  Determining the Economic Impact of SBA Projects on the Community and Surrounding Area

This period of instruction is designed to familiarize participants with principles and methodologies involved in determining the economic impact that results from the implementation of various types of projects at the local level. Emphasis is placed on simple, straightforward techniques that can be applied by persons not trained in sophisticated quantitative analysis techniques.

CD(SBA)4.7-l  L  SBA Program Evaluation and Follow-up Procedures

The purpose of this period of instruction is to examine techniques and procedures that SBA personnel may employ in the evaluation of community development programs receiving support from the Small Business Administration.
Purpose

The purpose of this section of the program is to provide time for matters relating to program orientation and administration.

Scope

LESSONS          HOURS

CD(SBA)5.1-1   L   Program Orientation  1

A period of time reserved for an appropriate SBA official to describe desired SBA objectives in the area of community development and to describe the purposes of the Community Development Training Program.

CD(SBA)5.2-1   X   Inventory Examination  2

Inventory examinations may be used for a variety of purposes. One important use is to measure the general knowledge of a group of individuals so that instruction can be responsive to the needs of the majority. Another use of the examination is to survey and measure the overall effectiveness of instruction. Actually, for this course, both the overall effectiveness of instruction and student behavior are measured. In this case, it is necessary that an "initial" examination and a "final" examination be administered. Both examinations are the same.

Since the Community Development Training Program is of short duration, the primary use of inventory examinations is
to measure the effectiveness of instruction. However, when it becomes clearly evident that a particular group of students has a knowledge level that is not consistent with the planned instruction, instructors must take immediate action to change the level of instruction.

The central idea of the inventory examination is a determination of what the students should know at the conclusion of a course of instruction. The following steps will normally occur during the development of the examination:

1. Analysis of each area of instruction, fully considering the objectives stated in the lesson concept.

2. Determination of the "teaching objectives" in each period of instruction.

3. Development of objective-type questions concerning each "teaching objective."

4. Testing of questions to determine their adequacy and validity.

5. Insurance that the subject matter of the test questions is actually covered in the instruction to be presented in such a manner that the average student will have a fair chance of learning the material.

The inventory examination developed for the training program will require about 30 minutes for the participant to complete. It will be administered prior to commencement of instruction and again when the instruction has been completed.
A period of time reserved for the program coordinator to review the program with the participants and to provide participants an opportunity to discuss the general aspects of the community development program.
INSTRUCTIONS FOR THE CONDUCT OF TRAINING
Program Documents

The general concept and subcourse concepts describe the overall plan for the conduct of instruction. They indicate the scope and organization of the subject matter, the allocation of time, and the method of instruction. Each subcourse concept provides direction for the presentation of a particular area of instruction within the overall course of instruction. Each subcourse concept also serves as the basis for the development of specific periods of instruction.

The lesson plan is the basic document used to develop and conduct instruction. A lesson plan is a compilation of instructional materials, prepared in a systematic manner, required for the presentation of a period of instruction. The purposes of a lesson plan are as follows:

1. To provide for the complete development and timely organization and assembly of instructional material, in a logical sequence, in order to execute an approved concept of instruction.

2. To provide reviewing and approving authorities with a complete plan of instruction upon which they may take appropriate action.

3. To make timely provision for supporting requirements such as facilities, training aids, and instructional assistance.

4. To provide the agency a fully documented record of the instruction presented.

The lesson plan is a vehicle for presenting instruction. Uniformity in the preparation of the lesson plans used in the Community Development Training Program was an essential element in the development of the program. However, the lesson plans must be used with imagination and ingenuity by SBA personnel if the training program is to achieve stated goals.
A lesson plan is composed of all or part of the following documents: 1/
1. Essential Data Sheet - Required
2. Lesson Manuscript or Conference Outline - Required
3. Advance Sheet - Optional
4. Outline of Instruction - Optional
5. Prepared Questions and Answers - Optional
6. Situations, Requirements, Solutions - Optional
7. Examinations and Solutions - Optional
8. Supporting Papers - As available

Standards of Presentation

Although the lesson plans prepared for the Community Development Training Program furnish full documentation for the conduct of training, it is not intended that a stereotyped manner or method of presentation be imposed on SBA personnel conducting the training. Rather, within the framework of the documentation provided by the lesson plans and the Handbook on Community Development, the accepted principles of instruction, and the bounds of good taste, it is expected that those who are assigned duties as instructors will exercise their originality and ingenuity in perfecting their own best means of communicating with the students.

Community development is a multi-disciplinary field that embraces a wide scope of human endeavors and covers an area of knowledge in which there are many valid viewpoints. Community development involves the contemporary, and even that still hidden in the future. Thus, those charged with the responsibility for presenting instruction in the field of community development must view a prototype lesson plan only as a guide and a point of departure. Ongoing

1/ See Appendix 7 for lesson plan terminology.
training programs must relate to contemporary situations: thus, lesson plans must be adjusted to meet environmental conditions in the area in which the instruction is presented.

The Community Development Training Program prescribes the methods of instruction, time allocations, scheduling, and the general level of instruction. However, those charged with the responsibility of coordinating and presenting instruction should make adjustments in the program whenever it is clearly evident that such changes will enhance the standard of presentation.

Reference Materials

The Handbook on Community Development is the basic reference source for the Community Development Program. In addition, the lesson plans incorporate materials obtained from other sources. SBA personnel assigned instructional duties in the Community Development Program should be knowledgeable in the field of community development. They should be alert to the possibilities of improving their assigned area of instruction through continuing research of the literature of community development.

A number of the lesson plans prepared for the Community Development Training Program list reference material in addition to the Handbook on Community Development. These references are cited so that instructors may broaden their background knowledge in the subject matter being presented, if they so desire. Generally speaking, the references cited will refer to a specific aspect of the instruction within the lesson.

Training Aids

A good training program requires that each lesson presentation be an effective one. The judicious use of audiovisual aids in the presentation can enhance the learning situation immeasurably. However, audiovisual aids should not be used unless they serve a useful purpose.
Due to the paucity of time and funds, the graphic aids developed to support lesson plans of the Community Development Training Program are considered to be the minimum required for the conduct of the program. SBA instructor personnel should analyze assigned instruction and develop additional training aids where needed. In addition, local sources of training films should be explored to identify films that may be used in the training program.

**Supplementary Training Materials**

A number of the lesson plans make provision for "handout" material for the students. Such supplementary material, when used, must be reproduced locally. Thus, program planning must provide sufficient lead time for such reproduction.

**Program Coordination**

A program coordinator should be assigned to coordinate the required activities incident to the conduct of each program session. The responsibilities and duties of the program coordinator should include the following:

1. He should advise and assist the responsible official on matters relating to the conduct of the program.

2. He should thoroughly review the "program package" developed for the Community Development Training Program and make such changes and adjustments as may be required to meet local environmental conditions.

3. He should make provisions for required facilities, equipment, clerical assistance, and other support required for the conduct of the program.

4. He should prepare and publish a schedule of instruction based on the sequence of instruction continued in Appendix 2.

5. Where required, he should develop course promotional material and assist in student procurement.

6. He should make provision to furnish administrative assistance to course attendees.
7. He should supervise and coordinate the activities of instructors in the presentation of periods of instruction.

8. He should make on-the-spot changes in the instruction without delay when such changes are required.

9. He should review attainment of individual students and recommend those to receive graduation certificates.

10. He should provide graduation certificates.

11. He should make periodic appraisals of the course of instruction and make recommendations for changes when indicated to appropriate SBA officials.

**Instructor Responsibilities**

Duties assigned to each instructor should include the following:

1. Under the supervision of the program coordinator, he should review and revise assigned periods of instruction as may be required, and present instruction, as assigned, in accordance with instructions issued by the program coordinator.

2. At the conclusion of each period of instruction, he should submit an After Instruction Report to the program coordinator (see Appendix 3).

**Evaluation and Review of Instruction**

**Purposes.** The purposes of an effective evaluation and review program are:

1. To ascertain student learning progress.

2. To obtain an academic measure of each student's performance.

3. To determine attainment of course objective.

4. To measure the standards and effectiveness of instruction.

5. To provide a basis for reviewing and revising instruction in order that the course of instruction may be kept current and teaching techniques improved.
6. To provide SBA with a tested, evaluated, and validated courses of instruction in the field of community development training.

**Inventory Examinations.** Inventory tests appropriate to the course objective, scope, and level of instruction will be administered to persons attending the Community Development Training Program. The first test will precede commencement of scheduled instruction and the second, identical to the first, will follow completion of scheduled instruction. Instructions for the development and use of the inventory examination are published in an accompanying document.

**Student Appraisals.** A valuable method of measuring the effectiveness of instruction is through the means of requiring random appraisals to be made and submitted by students. The program coordinator will make available to the student the opportunity to submit in writing at any time comments appraising instruction or its conduct. Additionally, the program coordinator will obtain student comments on the entire course by subcourse of instruction at the end of the course in the format shown in Appendix 4.

**Staff Visits.** Arrangements should be made for appropriate SBA staff personnel to visit periods of instruction and report in writing their appraisal of the instruction conducted. Reports may be made in the format shown in Appendix 5.

**Program Evaluation and Changes**

**Field Evaluation.** At the conclusion of each training session, the program coordinator should evaluate program results and make appropriate recommendations to the responsible SBA official. Subsequently, the evaluation of program results and recommendations of the official should be forwarded to the appropriate agency office.

**Agency Evaluation and Program Changes.** Reports from the field should be carefully analyzed from an agency-wide viewpoint. When it is clearly evident
that changes in the Community Development Training Program are required, changes should be developed and promulgated as indicated in Appendix 6.
APPENDICES
### Appendix 1

**RECAPITULATION OF HOURS**  
(By Subcourse)

<table>
<thead>
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<th>Code</th>
<th>Type</th>
<th>Description</th>
<th>Hours</th>
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<tr>
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<td>(2)</td>
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<td>CD(SBA)1.2-1</td>
<td>L</td>
<td>Information Requirements of Community Development</td>
<td>(1)</td>
</tr>
<tr>
<td>CD(SBA)1.3-1</td>
<td>L</td>
<td>Human Resources in Community and Regional Development</td>
<td>(1)</td>
</tr>
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<td>CD(SBA)1.3-2</td>
<td>L</td>
<td>Manpower Resources Analysis</td>
<td>(1)</td>
</tr>
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<td>(1)</td>
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<td>(1)</td>
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<td>(2)</td>
</tr>
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<td><strong>COMMUNITY ANALYSIS AND EVALUATION</strong></td>
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<td>APPLICATION OF SBA RESOURCES IN COMMUNITY DEVELOPMENT</td>
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<td>ORIENTATION AND ADMINISTRATION</td>
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**TOTAL TIME**: 40
**Appendix 2**

**SEQUENCE OF INSTRUCTION**

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<tr>
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<td>CD(SBA)5.2-1</td>
<td>X Inventory Examination</td>
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<tr>
<td>9:00 - 9:50</td>
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<td>L Program Orientation</td>
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<td>L Concepts of Regional Economic Development: An Overview</td>
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<td>L Community Development: Concepts, Principles and Interrelationships</td>
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<td>L Information Requirements of Community Development</td>
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<td>4:00 - 4:50</td>
<td>CD(SBA)1.3-1</td>
<td>L Human Resources in Community and Regional Development</td>
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**Fifth Day**

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<td>SBA Program Evaluation and Follow-up Procedures</td>
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<td>3:00 - 3:50</td>
<td>CD(SBA)5.2-1</td>
<td>X</td>
<td>Inventory Examination</td>
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<td>4:00 - 4:50</td>
<td>CD(SBA)5.3-1</td>
<td>CR</td>
<td>Program Critique</td>
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Appendix 3
AFTER INSTRUCTION REPORT FORM

LESSON REFERENCE DESIGNATOR AND TITLE: ____________________________

TYPE PRESENTATION: ____________________________

SCHEDULED DATE AND HOURS: ____________________________

INSTRUCTOR: ____________________________

INSTRUCTOR'S COMMENTS, TO INCLUDE ESTIMATE OF EFFECTIVENESS AND RECOMMENDATIONS FOR CHANGES IN SCOPE, METHOD OF PRESENTATION, SCHEDULING, OR TIME ALLOWED.

__________________________________________
Signature

Comments by Program Coordinator:

TO BE REPRODUCED LOCALLY

-42-
MEMORANDUM

To: Participants of the Community Development Training Program
From: Program Coordinator
Subject: Program Evaluation

1. A valuable method of measuring the effectiveness of instruction is through the means of random appraisals of instruction made and submitted by participants. Such appraisals provide a valuable basis for reviewing and revising programs of instruction so that specific areas of instruction may be kept current and teaching techniques improved.

2. We recognize that no single training or orientation program can fully meet all of your needs in the field of community development. We are also aware that the environment in which you operate will be reflected in comments concerning the objectives and effectiveness of the program. However, we believe that well-considered comments will be of substantial benefit to us in the further development of Community Development Training Programs.

3. Comments concerning specific periods of instruction may be made on the attached work sheet. Comments, when made, should be made during or immediately following the instruction commented upon. Later the comments should be reviewed in context with other periods of instruction. Please feel free to cross out or change initial comments if you feel that changes should be made.

4. We are particularly interested in the following points:
   a. Is the instruction attaining stated program objectives?
   b. Are the stated objectives valid?
   c. Is the instruction effective?
   d. Is the program structured properly for effective learning?

5. We are interested in receiving recommendations for improvements as well as critical comments. Such recommendations may be included on the attached evaluation form, which is to be completed on the last day of the program. Please turn in the work sheets as well as the evaluation form at the completion of the program.
<table>
<thead>
<tr>
<th>Reference</th>
<th>Designator</th>
<th>Comment</th>
</tr>
</thead>
</table>

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EVALUATION

COMMUNITY DEVELOPMENT TRAINING PROGRAM

The purpose of this evaluation form is to give us the benefit of your appraisal of the Community Development Training Program for our guidance in improving future program presentations. In making this evaluation, you are asked to place yourself in the role of an advisor to the program rather than that of a student.

1. Indicate in the appropriate column following each subcourse your evaluation of the program content, the applicability of the subject matter to your needs, and the overall quality of the presentation. Use the following scale in recording your evaluation: 1 -- poor; 2 -- fair; 3 -- good; 4 -- excellent.

<table>
<thead>
<tr>
<th>Subcourse</th>
<th>Program Content</th>
<th>Applicability to Your Needs</th>
<th>Quality of Presentation</th>
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<td>Economic Growth Potential Analysis</td>
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<tr>
<td>CD(SBA)4</td>
<td>Application of SBA Resources in Community Development</td>
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Note: Should you desire to rate individual periods of instruction, please make your rating on the WORK SHEET.

2. In future programs, would you recommend that any periods of instruction listed in the schedule be dropped from the program?
   ( ) Yes   ( ) No
   If Yes, which should be dropped and why? ________________________________

3. Do you feel that the approach, emphasis, or content of any of the sub-courses listed in paragraph 1 should be revised in future programs?
   ( ) Yes   ( ) No
   If Yes, what changes should be made? ________________________________
4. Do you feel that any other subject matter should be added to the program? ( ) Yes ( ) No
   If Yes, what subjects should be added and why? ______________________________

5. Please indicate whether or not you consider the following elements of the program adequate or desirable. If you consider them inadequate or undesirable, please comment.
   a. Length of program: ______________________________________
   b. Sequence of instruction: _________________________________
   c. Methods of instruction: (Comments may be made on WORK SHEET concerning particular periods of instruction.) _______________________________
   d. Effectiveness of instruction: (Comments may be made on WORK SHEET concerning particular periods of instruction.) _______________________________

6. What do you consider to be the principal strengths and weaknesses of the program? __________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

7. What was the principal value of the program to you? 

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8. Were the physical arrangements adequate (classroom - housing)?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

9. Other comments, reactions and suggestions:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Appendix 5

INSTRUCTION EVALUATION FORM

________________________________________________________________________

LESSON REFERENCE DESIGNATOR AND TITLE: _________________________________

DATE: __________________________

LENGTH OF PERIOD: _______________ TIME OBSERVED: _____________________

INSTRUCTOR: ______________________

_______________________________________________________________________

1. General:
   a. Describe purpose, scope and method of presentation:

   b. Degree of success in achieving the purpose of the period:

2. Lesson Plan:
   a. Describe any substantial divergences from the lesson plan:

   b. Recommended improvements in scope, level, content, organization, or
detail:

3. Presentation:
   a. Instructor's knowledge of subject; presentation technique; visual aids:

   b. Recommended improvements:
Appendix 5 (continued)

4. **Student Reaction:**

   a. Comment on student interest and receptiveness, and on quality of questions:


Signature

Comments by Program Coordinator:

TO BE REPRODUCED LOCALLY

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Appendix 6
INSTRUCTIONS FOR DEVELOPING AND RECORDING CHANGES

General

If the Community Development Training Program is to be a valid one, it must be a viable one since community development is in itself a dynamic process. As training sessions are conducted in the field, the need to revise and improve the training program will become apparent. Instructions for the conduct of training provide for program evaluation and recommended changes. Appropriate SBA officials should review recommended changes and issue agency-wide changes in the program when it has been determined that they are needed.

General Instructions

1. A distribution list of the holders of this document should be maintained.

2. Changes, when made, should be furnished all holders of the document.

3. Responsibility for preparing changes should be assigned to one agency office.

4. Only complete page changes should be made to the document.

5. Pages changed or added to the publication should be clearly identified as illustrated in the sample change.

6. In those instances where page changes affect the Table of Contents, it should be revised, reprinted, and forwarded to the document holder with the related change.

7. It should be the responsibility of the holder to maintain the document in an up-to-date status.

8. The issuing office should maintain a list of current changes and at least annually, advise holders of the publication of changes in effect with a list of effective pages.
Appendix 6 (continued)

SAMPLE PAGE CHANGE

7. What was the principal value of the program to you? ____________________________

8. Were the physical arrangements adequate (classroom - housing)? ___________________

9. Other comments, reactions, and suggestions: ____________________________

38  CHANGE #1  6/8/69
-----  OR  ----
38a  CHANGE #1  6/8/68
     New Page
Appendix 7
GLOSSARY

ADVANCE SHEET - A handout given the student before the presentation of instruction, containing background information, study assignments, and reference material.

AREAL HIERARCHY TERMINOLOGY - In developing the Community Development Training Program, the following levels in the areal hierarchy have been generally followed:

<table>
<thead>
<tr>
<th>Level</th>
<th>Components</th>
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<tr>
<td>Local</td>
<td>Community and/or county</td>
</tr>
<tr>
<td>Subregional</td>
<td>Multicounty areas and/or districts</td>
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<tr>
<td>State</td>
<td>State-wide programs</td>
</tr>
<tr>
<td>Regional</td>
<td>All or parts of contiguous states</td>
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</table>

LEARNING LEVELS

a. FAMILIARIZATION - Acquaintance with fundamental facts and principles and being able to recall them. Phrases used to show purpose are: to familiarize, to introduce, to acquaint, to orient, or to brief (on the part of the instructor) and to be acquainted with, briefed, or familiarized (on the part of the student). Students are seldom examined for retention of the material presented. The purpose is to encourage a common vocabulary or to show the students that certain fundamentals, facts, or principles do exist.

b. GENERAL KNOWLEDGE - Knowing fundamental facts and principles and being able to recall them. Phrases used to show purpose are: to teach, to impart knowledge, to instruct (on the part of the instructor) and to know (on the part of the student). Knowledge is the springboard to the higher levels of learning. It consists of committing to memory the facts, principles, and procedures needed to attain understanding and ability. The ability to recall these facts, principles, and procedures determines the degree of knowledge.

c. WORKING KNOWLEDGE - Comprehension of concepts or procedures, awareness of their basis and background, and recognition of their relationship to other
concepts and procedures. The student can recognize when a task is performed correctly and theoretically should be able to perform it himself. Verbs used to show purpose are: to understand, to comprehend (on the part of the student), and to train, to develop, or to explain (on the part of the instructor). Working knowledge is built on general knowledge and is demonstrated when the student can relate facts, principles, and procedures to concepts and ideas.

d. **APPLICATION** - The putting to use of working knowledge, in order to develop competence. Mental competence is achieved when the student can use facts and apply principles, ideas, or concepts in solving real or hypothetical problems. Verbs used to show purpose are: to be able, to apply, to do . . . or to be competent in . . . (on the part of the student) and to enable, or to qualify (on the part of the instructor). Application may consist of the performance of any task, such as following a prescribed procedure, solving a problem, or conducting research.

**LESSON** - A subject or subdivision of a subject to which a reference designator is assigned.

**LESSON MANUSCRIPT** - Part of a lesson plan which sets down in detail, either verbatim or in expanded outline form, the complete presentation of a lesson. The manuscript should include all main and subordinant ideas to be covered in a lesson and should be in sufficient detail to present a clear picture of the lesson to reviewing and approving authorities. An outline format is generally preferred for subject matter for which there is available adequate student reference, and a verbatim manuscript is used for illustrative problems or instruction for which there is no supplementary reference.

**LESSON PLAN** - A lesson plan is a compilation of instructional materials, prepared in a systematic manner, required for the presentation of a period of instruction.

**LESSON PLAN - STATEMENT OF PURPOSE** - The statement of purpose contained in the Essential Data Sheet of the lesson plan is a concise statement of the end to be attained through the conduct of a particular period of instruction, usually including the learning level sought. This statement of purpose is derived from the subcourse concept; however, it is usually a more precise statement of desired ends than that contained in the subcourse concept.
OUTLINE OF INSTRUCTION - An optional, abbreviated outline of the important points of a lecture, distributed to students as a study aid.

PERIOD OF INSTRUCTION - The time required to present a logical subdivision of a subject to which a reference designator has been assigned. It may be extended in length from an hour to a day, or in exceptional cases, to a longer period.

REFERENCE DESIGNATOR - An arbitrary code number used in the course concepts and lessons plans to identify periods of instruction.

STUDY LEVELS

   a. SCAN - Read rapidly and be familiar with the subject matter in general terms.

   b. REVIEW - Reread to the extent necessary to discuss matter involved without further reference to the text.

   c. READ - Read and understand; fix in mind the scope of subject matter contained in reference; be prepared to find reference to a text.

   d. STUDY - Read carefully; fix basic principles in mind; be prepared to discuss details of subject matter involved without further reference to a text.

SUBCOURSE - A subdivision of a course of instruction relating to a specific field within the prescribed course. A subcourse is further divided into periods of instruction.

SUBJECT - A topical title given to a lesson or a series of lessons to denote content.

PROGRAM CONCEPT - An overall plan for the conduct of a course of instruction, indicating the concept and organization of the subject matter, the length and teaching methods to be used in each period of instruction, and the branch responsible for its preparation and presentation.
TEACHING METHODS

a. **CASE STUDY (CS)** - The study of a specific situation in order to develop analytical and decision-making abilities. It may also include study of the solution actually taken and the results obtained.

b. **CONFERENCE (C)** - A group discussion in which the members actively participate, conversing on a given problem or topic under the leadership of an instructor or student. The term includes the seminar, which generally involves knowledgeable students conducting research, and the panel discussion.

c. **CRITIQUE (CR)** - A period of time in the instructional process devoted to the review and critical examination of applicatory instruction.

d. **EXAMINATION (X)** - One method of evaluating the student's mastery of the material taught. An examination may be used to reinforce previous instruction, to motivate students, to assess student capabilities, to evaluate the effectiveness of the instruction, or to help determine course grades.

e. **LECTURE (L)** - The formal communication of subject material orally to the student, often including thought-provoking or drill questions by the instructor.

f. **PRACTICAL (P)** - Instruction involving active student participation where the student applies or practices what has been taught. The term is used to cover those forms of application not specifically categorized by other terms (e.g., conference).
Project No. A-1112
Contract SBA-1474-FA-68

COMMUNITY DEVELOPMENT TRAINING PROGRAM

Prepared for
THE SMALL BUSINESS ADMINISTRATION
by
THE INDUSTRIAL DEVELOPMENT DIVISION

TRAINING AIDS

1969

Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
Atlanta, Georgia
COMMUNITY DEVELOPMENT TRAINING PROGRAM

TRAINING AIDS

Prepared for

THE SMALL BUSINESS ADMINISTRATION

By

Industrial Development Division
Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
March 25, 1969
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AREAL HIERARCHY

MULTISTATE ECONOMIC REGION

SUBREGIONAL MULTICOUNTY ECONOMIC DEVELOPMENT DISTRICTS

LOCAL AREAS

STATE
FOUR STAGES OF ECONOMIC GROWTH

STAGE 1 – AGRICULTURE
RICH AGRICULTURAL LAND IS THE KEY RESOURCE.

STAGE 2 – MINERALS
HISTORICALLY, HAS BEEN LINKED TO TRANSPORTATION NEEDS -- IRON, COAL, PETROLEUM.

STAGE 3 – MANUFACTURING
DEVELOPMENT OF THE INDUSTRIAL HEARTLAND.

STAGE 4 – SERVICES
BENEFITS REGIONS OFFERING PERSONAL AMENITIES -- FLORIDA, CALIFORNIA.
CRITICAL MASS THEORY

A region must have, or develop, sufficient local services, resources, and population to attract or generate additional economic activity.

An export activity, i.e., production of materials or goods or shipment elsewhere, may create local growth -- services, etc.

Sufficient local growth may lead to a backward shifting of processing, i.e., the moving of plants into the region to be closer to the source of raw materials.

This in turn may create enough economic activity to create import substitution. That is, the demand may become great enough for plants to move into the region to manufacture or local consumption that which was previously shipped in from other regions.
CONCEPT OF TAKE-OFF INTO SELF-SUSTAINED ECONOMIC GROWTH

A static society gradually approaches the (I) "pre-take-off period" during which conditions become established for (II) the "take-off period itself, covering two to three decades," then evolves into (III) the long "post-take-off period when growth becomes normal and fairly automatic."
OBSTACLES TO
REGIONAL ECONOMIC DEVELOPMENT

LACK OF RESOURCES
OVERSPECIALIZATION
SHIFTS IN DEMAND
GEOGRAPHICAL FACTORS
SELECTIVE OUT-MIGRATION
EXTERNAL FACTORS
INTERNAL FACTORS
AREA PLANNING AND DEVELOPMENT COMMISSIONS

1. Coosa Valley
2. Georgia Mountains
3. Atlanta Metropolitan
4. Northeast Georgia
5. Central Savannah River
6. Chattahoochee-Flint
7. Middle Georgia
8. Oconee
9. Lower Chattahoochee
10. West Central Georgia
11. Heart of Georgia
12. Altamaha
13. Southwest Georgia
14. Coastal Plain
15. Slash Pine
16. Coastal
17. Georgia Southern
18. Upper Piedmont

IDA BRANCH OFFICE LOCATION

Augusta Area Branch, Augusta
Central Georgia Branch, Macon
Northwest Georgia Branch, Rome
West Georgia Branch, Carrollton

Savannah Area Branch, Savannah
Southeast Georgia Branch, Douglas
Southwest Georgia Branch, Albany

Non-Member Counties

CD(SBA)1.1-1 (7)
STAFF ACTIVITIES

THERE ARE MANY ACTIVITIES THAT CAN BE UNDERTAKEN IN A MATURE ECONOMIC DEVELOPMENT DISTRICT. FIRST, HOWEVER, THE DISTRICT MUST BE PROPERLY SUPPORTED BY THE LOCAL CITIZENS, IT MUST RECEIVE ADEQUATE FINANCIAL SUPPORT, AND STATE LAWS MUST SUPPORT THE MULTICOUNTY DEVELOPMENT DISTRICT CONCEPT.

Adapted from Program Outline of the Northeast Georgia Area Planning and Development Commission by The Institute of Community and Area Development, University of Georgia, June, 1963.
BASIC CHARACTERISTICS OF
THE ECONOMIC DEVELOPMENT DISTRICT

A MULTIPURPOSE AGENCY
A BROAD-BASED ORGANIZATION
AN AUTONOMOUS LOCAL INSTITUTION
REQUIRES STATE AND FEDERAL SUPPORT
AGENCIES

PUBLIC
Governmental Bodies
Academic Institutions
Libraries

PRIVATE
Chambers of Commerce
Citizens’ Groups
Professional Associations

COMMERCIAL
Utilities
Railroads
Banks
Land Development Agencies
INFORMATION NEEDS OF DEVELOPERS

SUBJECT OR TYPE

Economic or Statistical Measures
Professional Material
Official Material
Directory Material
Technical Material

FORM

Published
Unpublished
OBSTACLES TO MEETING INFORMATION NEEDS

MULTIDISCIPLINARY NATURE OF DEVELOPMENT
DEPENDENCE ON UNPUBLISHED DATA
MULTIPlicity OF DEVELOPMENT PROGRAMS
ACTION PROGRAM

Inventory information resources

Establish local information network

Maintain current information and data

Establish agency lines of communication within local information network
THE MESSAGE

Our community development programs cannot succeed without accurate information.

Our agency cannot be self-sufficient insofar as information is concerned.

We must have on hand what we need on a daily basis; we must stimulate others to produce and share needed information.

Community information programs should be planned systematically in recognition of the community development process.
MANPOWER DATA REQUIREMENTS

AVAILABILITY OF LABOR
QUALITY OF LABOR FORCE
HISTORY OF LABOR RELATIONS
TRAINING FACILITIES
LABOR CODES AND REGULATIONS
SPECIAL CIRCUMSTANCES
Counties with more than 2500 employed in manufacturing
A MANUFACTURING VIEW OF THE UNITED STATES

1950
EMPLOYMENT IN MANUFACTURING
100,000 Persons

© CHAUNCY D. HARRIS 1953
OPEN TO TRAFFIC

PLANS UNDERWAY

UNDER CONSTRUCTION

PREPARED QUARTERLY BY
STATE HIGHWAY DEPARTMENT OF
GEORGIA

LEGEND-INTERSTATE STATUS
- OPEN TO TRAFFIC
- ADVANCED STAGE OF CONSTRUCTION
- BEGINNING STAGE OF CONSTRUCTION
- FUTURE CONSTRUCTION
- OTHER US HIGHWAYS
- AVAILABLE CONNECTING ROUTES
- REST AREA

CD(SBA)1.6-1 (1)
WATER RESOURCES WILL BE IMPORTANT TO NORTHEAST GEORGIA

CURRY CREEK

TALLOW HILL

ANTHONY SHOALS

UPPER OCONEE

BIG FLAT CREEK

LAURENS SHOALS
CITIES OVER 2,500 IN POPULATION
(AS OF 1960 CENSUS)
IN THE
NORTHEAST GEORGIA PLANNING AND
DEVELOPMENT COMMISSION AREA

CD(SBA)1.6-1 (3)
ORGANIZED PLANNING COMMISSIONS
in
THE NORTHEAST GEORGIA AREA

JACKSON CO.
Jefferson

MADISON CO.
Colbert
Corner

BARROW CO.
Commerce

CLARKE CO.
Athens

OCONEE CO.
Winterville
Watkinsville

WAITON CO.
Loganville

MORGAN CO.
Rutledge
Madison
Buckhead

GREENE CO.

DESIGNATION OF COMMISSION

○ City Planning Commission
○ County Planning Commission
○ City—County Planning Commission

CD(SBA)1.6-1 (4)
APRIL 1967
Figure 1-1
HORIZONTAL COMMUNITY STRUCTURE
Figure 1-2
VERTICAL COMMUNITY STRUCTURE

COUNTY GOVERNMENT

MUNICIPAL GOVERNMENT

DISTRICT SERVICES

POLITICAL CLUBS

CIVIC COUNCILS

CHURCHES

PROFESSIONAL & BUSINESS GROUPS

UNIONS

PTA GROUPS

GARDEN CLUBS
LEAKAGE TO OUTSIDERS FOR IMPORTED GOODS AND SERVICES

PROPENSITY TO BUY LOCALLY/OUTSIDE THE AREA

"OLD MONEY" FROM LOCAL FIRMS AND RESIDENTS

"NEW MONEY" FROM OUTSIDERS FOR EXPORTED GOODS AND SERVICES

PROPENSITY TO CONSUME AND SAVE

CONSUMPTION

SAVINGS

Figure 1–4
SIMPLIFIED FLOW CHART OF THE ECONOMY OF A COMMUNITY
COMMUNITY LOCATION FACTORS

a. SUITABILITY FOR DEFENSE
b. LOCATION ALONG TRADE ROUTES
c. PROXIMITY TO RAW MATERIALS
d. AVAILABILITY OF WATER POWER
e. SEATS OF GOVERNMENT
f. LARGE CONSTRUCTION PROJECTS
g. RURAL TRADE CENTERS
h. RELOCATED CITIES
COMMUNITY ANALYSIS

The art of systematically examining the assets and liabilities of a community, identifying problems and prescribing corrective action for them, and planning a course of action designed to capitalize on the assets of the community.
IN-DEPTH ANALYSIS

AN EXAMINATION OF ALL THE ECONOMIC ACTIVITIES

WHICH PRODUCE OR EARN AN INCOME FOR THE RESIDENTS

OF A COMMUNITY.
Simplified Flow Chart of the Economy of a Community

Leakage to outsiders for imported goods and services

"Old Money" from local firms and residents

Propensity to buy locally and outside the area

"New Money" from outsiders for exported goods and services

Propensity to consume and save

Consumption

Savings
MAJOR ECONOMIC SECTORS

- MANUFACTURING
- RETAIL TRADE
- WHOLESALE TRADE
- TOURISM
- SERVICES
- TRANSPORTATION
- FINANCE, INSURANCE, AND REAL ESTATE
- COMMUNICATIONS AND UTILITIES
- CONTRACT CONSTRUCTION
- AGRICULTURE, FORESTRY, AND FISHING
- MINING
- GOVERNMENT
GROWING SECTORS OF ECONOMY

CAUSES OR REASONS FOR GROWTH?
EXPECTED TO CONTINUE?
WHAT MIGHT HINDER FURTHER GROWTH?
WHAT WILL AID FURTHER GROWTH?
EFFECT ON OTHER SECTORS?
STATIC OR DECLINING SECTORS OF ECONOMY

CAUSES FOR LACK OF GROWTH?
NATIONAL OR REGIONAL TREND?
WHAT MIGHT SLOW OR REVERSE LOCAL TREND?
WHAT MIGHT OFFSET THIS LOSS IN EMPLOYMENT?
THE REAL-WORLD

REALITY

THE PERSONAL PERSPECTIVE

ATTITUDES

BEHAVIOR
QUESTIONS

WHAT IS A GROUP?

HOW BIG IS A GROUP?

WHAT CHARACTERIZES A GROUP?
A GROUP IS
ANY NUMBER OF PEOPLE WHO:

1. INTERACT WITH ONE ANOTHER

2. ARE PSYCHOLOGICALLY AWARE OF ONE ANOTHER

3. PERCEIVE THEMSELVES TO BE A GROUP
TYPE OF GROUPS

FORMAL GROUPS

INFORMAL OR SMALL GROUPS
DEFINITION

Group norms are those attitudes, values, and forms of behavior which are required or expected of group members by the group as a whole. They may be desirable or undesirable. Group goals are those things which the group sets up to accomplish.
GROUP COHESION WILL INCREASE:

1. WHEN MEMBERS FEEL THAT THEY ARE HIGHLY VALUED BY THE GROUP

2. WHEN MEMBERS ARE IN A COOPERATIVE RATHER THAN COMPETITIVE RELATIONSHIP

3. WHEN THEY HAVE FULL OPPORTUNITY FOR SOCIAL INTERACTION

4. WHEN THE GROUP IS A SMALL ONE
GROUP COHESION IS REDUCED:

1. WHEN FALSE EXPECTATIONS ARE RAISED ABOUT THE GROUP

2. WHEN A FEW MEMBERS DOMINATE THINGS

3. WHEN DISAGREEMENT OR FAILURE IS TOO OFTEN EXPERIENCED
<table>
<thead>
<tr>
<th>TYPE OF ORGANIZATION</th>
<th>NUMBER OF ORGANIZATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUBLICLY FINANCED PROGRAMS</strong></td>
<td></td>
</tr>
<tr>
<td>State Planning and Development Agencies</td>
<td>54</td>
</tr>
<tr>
<td>State Supported Industrial Financing Authorities</td>
<td>4</td>
</tr>
<tr>
<td>Municipalities which have issued revenue or general obligation bonds for plant construction</td>
<td>165</td>
</tr>
<tr>
<td>Municipal and County Development Agencies</td>
<td>299</td>
</tr>
<tr>
<td>Planning and Zoning Boards--local, metropolitan and area</td>
<td>3,108</td>
</tr>
<tr>
<td>Local Redevelopment and Renewal Agencies</td>
<td>312</td>
</tr>
<tr>
<td>Port Authorities and Port Development Agencies</td>
<td>141</td>
</tr>
<tr>
<td>State Employment Offices and other agencies conducting economic development activities such as labor availability surveys</td>
<td>118</td>
</tr>
<tr>
<td>U.S. Government Agencies with activities affecting local economic development</td>
<td>111</td>
</tr>
<tr>
<td>University Bureaus of Business Research, etc. that have worked in economic development</td>
<td>212</td>
</tr>
<tr>
<td><strong>PRIVATELY FINANCED PROGRAMS</strong></td>
<td></td>
</tr>
<tr>
<td>Railroads conducting area development activities</td>
<td>83</td>
</tr>
<tr>
<td>Electric and Gas Utilities conducting area development activities</td>
<td>330</td>
</tr>
<tr>
<td>Banks conducting area development activities</td>
<td>144</td>
</tr>
<tr>
<td>Local Chambers of Commerce and Boards of Trade</td>
<td>4,842</td>
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<tr>
<td>Local Industrial Development Groups</td>
<td>867</td>
</tr>
<tr>
<td>Community Development Corporations</td>
<td>1,952</td>
</tr>
<tr>
<td>Development Credit Corporations</td>
<td>13</td>
</tr>
<tr>
<td>Planned Industrial Parks</td>
<td>395</td>
</tr>
<tr>
<td>State Chambers of Commerce</td>
<td>35</td>
</tr>
<tr>
<td>Area Development Associations</td>
<td>135</td>
</tr>
<tr>
<td>State and Local Development Councils</td>
<td>22</td>
</tr>
<tr>
<td>Regional Development Groups</td>
<td>14</td>
</tr>
<tr>
<td>Tourist Promotion Agencies--area, state and regional</td>
<td>227</td>
</tr>
<tr>
<td>Air Carriers conducting area development activities</td>
<td>26</td>
</tr>
<tr>
<td>Water Carriers conducting area development activities</td>
<td>11</td>
</tr>
<tr>
<td>Trucking Companies conducting area development activities</td>
<td>14</td>
</tr>
<tr>
<td>Telephone Companies conducting area development activities</td>
<td>55</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>TYPE OF ORGANIZATION</th>
<th>Number Of Development Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance Companies conducting area development activities</td>
<td>15</td>
</tr>
<tr>
<td>Individuals and business leadership groups that have made</td>
<td>182</td>
</tr>
<tr>
<td>outstanding contributions to economic development activities</td>
<td></td>
</tr>
<tr>
<td>Private Consulting Firms and Research Organizations that have</td>
<td>299</td>
</tr>
<tr>
<td>worked on subnational economic development problems</td>
<td></td>
</tr>
<tr>
<td>State Manufacturers' Associations</td>
<td>51</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14,236</strong></td>
</tr>
</tbody>
</table>
## SECTORS OF DEVELOPMENT AGENCIES

<table>
<thead>
<tr>
<th>PRIVATE</th>
<th>PUBLIC</th>
<th>CIVIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>REALTORS</td>
<td>FEDERAL</td>
<td>CHAMBERS OF COMMERCE</td>
</tr>
<tr>
<td>LAND DEVELOPERS</td>
<td>REGIONAL</td>
<td>AREA OR REGIONAL COMMISSION</td>
</tr>
<tr>
<td>CORPORATIONS</td>
<td>STATE</td>
<td>BUREAUS</td>
</tr>
<tr>
<td>RAILROADS</td>
<td>AUTHORITIES</td>
<td>COMMITTEES OF 100</td>
</tr>
<tr>
<td>UTILITIES (ELECTRIC &amp; GAS)</td>
<td>DISTRICT</td>
<td>I D CORPORATIONS OR COMPANIES</td>
</tr>
<tr>
<td>BANKS</td>
<td>MUNICIPAL</td>
<td>FOUNDATIONS</td>
</tr>
<tr>
<td>INSURANCE COMPANIES</td>
<td>UNIVERSITIES</td>
<td>COUNCILS: NATIONAL</td>
</tr>
<tr>
<td>SECURITIES FIRMS</td>
<td></td>
<td>REGIONAL</td>
</tr>
<tr>
<td>COMMUNICATIONS</td>
<td></td>
<td>STATE</td>
</tr>
<tr>
<td>RESEARCH FIRMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITIES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Based on "The Universe of Industrial Development and North American Concepts and Practice" by Richard Preston)
<table>
<thead>
<tr>
<th>Coverage and Scope of Development Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATIONAL</strong></td>
</tr>
<tr>
<td>Federal Agencies</td>
</tr>
<tr>
<td>Professional Councils</td>
</tr>
<tr>
<td><strong>LOCAL (Area Territory)</strong></td>
</tr>
<tr>
<td>Banks</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Commissions</td>
</tr>
<tr>
<td>Authorities</td>
</tr>
<tr>
<td>Chamber of Commerce</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
</tr>
<tr>
<td>Development Commissions</td>
</tr>
<tr>
<td>Banks</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td><strong>REGIONAL</strong></td>
</tr>
<tr>
<td>Commissions</td>
</tr>
<tr>
<td>Railroads</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td><strong>COMMUNITY</strong></td>
</tr>
<tr>
<td>Chamber of Commerce</td>
</tr>
<tr>
<td>Municipal Department</td>
</tr>
<tr>
<td>Foundations, Corporation or Company</td>
</tr>
</tbody>
</table>
Figure VI-2
SUCCESSFUL ORGANIZATION TRIPOD
Figure IV-2

ORGANIZATION STRUCTURE: LOCAL DEVELOPMENT COMPANY

BOARD OF DIRECTORS

EXECUTIVE VICE-PRESIDENT
OR STAFF DIRECTOR

FINANCE COMMITTEE
TAX COMMITTEE
REAL ESTATE COMMITTEE
Figure IV–3

ORGANIZATION STRUCTURE: SMALL CHAMBER OF COMMERCE
Figure IV-4
ORGANIZATION STRUCTURE: SMALL MUNICIPAL GOVERNMENT

GENERAL PUBLIC

MAYOR-COUNCIL

CITY MANAGER

CITY CLERK

CHIEF OF POLICE

UTILITY SUPERINTENDENT
Figure IV–5

ORGANIZATION STRUCTURE: CIVIC CLUB

BOARD OF DIRECTORS

PRESIDENT

FINANCE COMMITTEE
PROGRAM COMMITTEE
PROJECT COMMITTEE
ORGANIZATIONAL PURPOSES

1. SATISFACTION OF INTERESTS
2. GOING-CONCERN CONCEPT
3. INPUT OF RESOURCES
4. OUTPUT OF GOODS AND SERVICES
5. EFFICIENCY
6. CODES AND RULES
THE MANAGEMENT PROCESS

ORGANIZING
PLANNING
LEADING
MEASURING AND CONTROLLING
BASIC STEPS
IN PROGRAMMING

1. DIVIDE INTO STEPS THE ACTIVITIES NECESSARY TO ACHIEVE THE OBJECTIVE.

2. NOTE RELATIONSHIPS BETWEEN STEPS.

3. DECIDE RESPONSIBILITY FOR EACH STEP.

4. DETERMINE RESOURCES.

5. ESTIMATE TIME.

6. ASSIGN DEFINITE DATES.
SUMMARY OF THE PLANNING-PROGRAMMING-BUDGETING PROCESS

1. IDENTIFY GOALS.

2. RELATE BROAD GOALS TO SPECIFIC PROGRAMS.

3. RELATE PROGRAMS TO RESOURCE REQUIREMENTS.

4. RELATE RESOURCE INPUTS TO BUDGET DOLLARS.
DEVELOPMENT GOALS:

IMPROVE PLANNING

PROVIDE STANDARDS

AID COMMUNICATION

ENHANCE SUPPORT

PROMOTE ASPIRATIONS
STEPS IN THE PLANNING-PROGRAMMING PROCESS

1. Analyze the community

   a. COLLECT AND INTERPRET DATA
   b. DEFINE COMMUNITY NEEDS, OR PROBLEMS, AND OPPORTUNITIES
   c. DETERMINE WHAT ACTION IS ALREADY BEING TAKEN TO ELIMINATE PROBLEMS AND TAKE ADVANTAGE OF OPPORTUNITIES
2. DEVELOP GOALS

a. GOALS ARE DEVELOPED IN LIGHT OF COMMUNITY NEEDS OR PROBLEMS

b. GOALS ARE USED IN SETTING PROJECT PRIORITIES

c. GOALS MAY NEED PERIODIC REVISION AS TIME PASSES AND THE PROGRAM ADVANCES (OR AS THE PROGRAM MATURES)
GUIDES FOR GOAL SELECTION

GOALS SHOULD BE:

1. SIMPLE AND THEREFORE EASILY UNDERSTOOD

2. BASED ON THE PERSONAL EXPERIENCE AND HISTORY OF THE REGION OR COMMUNITY

3. STATEMENTS THAT CAN BE ATTAINED STEP-BY-STEP AND SUBJECT TO CONTINUAL ADAPTATION TO CHANGING CIRCUMSTANCES
3. DEVELOP GOAL PRIORITIES

a. PRIORITIES MUST TAKE INTO CONSIDERATION THE IMPORTANCE OF EACH PROBLEM'S SOLUTION TO IMPROVING THE WELFARE OF COMMUNITY RESIDENTS

b. A GIVEN PRIORITY MAY CHANGE AS TIME PASSES AND THE PROGRAM ADVANCES
4. DEVELOP INDIVIDUAL PROJECTS NEEDED TO REACH GOALS AND LIST UNDER SPECIFIC PROBLEM AND GOAL
5. DETERMINE COST OF EACH PROJECT, REQUIRED TIME, AND NUMBER AND TYPE OF PERSONNEL NEEDED
6. SET A PRIORITY ON EACH PROJECT AND SCHEDULE ALL PROJECTS ACCORDINGLY

7. DETERMINE WHICH PROJECTS SHOULD BE CARRIED OUT IN YEARS 1, 2, 3, 4, 5 ETC. OF THE PROGRAM

a. DETERMINE AMOUNT OF MONEY AVAILABLE IN YEAR 1

b. ESTIMATE MONEY THAT MAY BE AVAILABLE IN YEARS 2, 3, 4, 5

c. DETERMINE WHICH PROJECTS MIGHT BE CARRIED OUT IN YEARS 2, 3, 4, 5
GOAL

THE
PLANNING - PROGRAMMING
BUDGETING CYCLE

BUDGETING

PROGRAMMING

PLANNING
SOME SUGGESTED SOURCES OF GOALS AND PROJECT INFORMATION

1. LOCAL PLANNING AGENCY
   a. CITY PLANNING DEPARTMENT
   b. AREA PLANNING COMMISSIONS STAFF
   c. ECONOMIC DEVELOPMENT DISTRICT STAFF

2. STATE PLANNING AGENCY

3. AREA OFFICE OF THE ECONOMIC DEVELOPMENT ADMINISTRATION (EDA)

4. CHAMBER OF COMMERCE (STATE AND LOCAL)

5. LOCAL DEVELOPMENT GROUP

6. LOCAL MERCHANTS' ASSOCIATION

7. GOVERNING BODY OR ADMINISTRATIVE HEAD OF CITY OR COUNTY GOVERNMENT

8. STATE AGENCIES (OTHER THAN PLANNING)
   a. HEALTH DEPARTMENT
   b. EMPLOYMENT SERVICE
   c. WELFARE DEPARTMENT
TABLE 1.
NUMBER OF AID AUTHORIZATIONS IN EFFECT AT SPECIFIED DATES.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National defense</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Agriculture and agricultural resources</td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Natural resources</td>
<td>33</td>
<td>41</td>
<td>54</td>
</tr>
<tr>
<td>Commerce and transportation</td>
<td>23</td>
<td>25</td>
<td>37</td>
</tr>
<tr>
<td>Housing and community development</td>
<td>17</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>Health, labor, and welfare</td>
<td>94</td>
<td>114</td>
<td>153</td>
</tr>
<tr>
<td>Education</td>
<td>37</td>
<td>42</td>
<td>82</td>
</tr>
<tr>
<td>Veterans benefits and services</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General government</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total number of authorizations</strong></td>
<td><strong>239</strong></td>
<td><strong>283</strong></td>
<td><strong>399</strong></td>
</tr>
<tr>
<td><strong>Total number of major programs</strong></td>
<td><strong>(116)</strong></td>
<td><strong>(135)</strong></td>
<td><strong>(162)</strong></td>
</tr>
</tbody>
</table>
# TABLE 2.
## TYPES OF FEDERAL AID BY FUNCTION,
### 1968 (in millions of dollars)

<table>
<thead>
<tr>
<th>Function</th>
<th>Grants-in-aid</th>
<th>Shared revenues</th>
<th>Total aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>National defense</td>
<td>32.9</td>
<td></td>
<td>32.9</td>
</tr>
<tr>
<td>International affairs and finance</td>
<td>6.0</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>Agriculture and agricultural resources</td>
<td>559.0</td>
<td></td>
<td>559.0</td>
</tr>
<tr>
<td>Natural resources</td>
<td>405.3</td>
<td>136.0</td>
<td>541.3</td>
</tr>
<tr>
<td>Commerce and transportation</td>
<td>4,313.8</td>
<td></td>
<td>4,313.8</td>
</tr>
<tr>
<td>Housing and community development</td>
<td>1,274.3</td>
<td></td>
<td>1,274.3</td>
</tr>
<tr>
<td>Health, labor, and welfare</td>
<td>8,042.0</td>
<td></td>
<td>8,042.0</td>
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<tr>
<td>Education</td>
<td>2,497.9</td>
<td></td>
<td>2,497.9</td>
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<tr>
<td>Veterans benefits and services</td>
<td>15.0</td>
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<td>15.0</td>
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<tr>
<td>General government</td>
<td>70.1</td>
<td>86.7</td>
<td>156.8</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17,216.3</strong></td>
<td><strong>222.7</strong></td>
<td><strong>17,439.0</strong></td>
</tr>
</tbody>
</table>

¹Excludes loans and repayable advances.
CATALOG OF FEDERAL ASSISTANCE PROGRAMS

- Explains nature and purpose of programs
- Specifies major eligibility requirements
- Tells where to apply
- Lists printed materials available
SETTING LOCAL OBJECTIVES

1. DETERMINE LONG AND SHORT RANGE GOALS
2. ORGANIZE PLANS
3. PREPARE A FLEXIBLE PROGRAM
4. MANAGE AND COORDINATE, PROGRAMS WITH COMMUNITY AND BUSINESS INTERESTS
5. USE ALL SOURCES OF INFORMATION
FEDERAL ASSISTANCE

WHAT IS ITS NATURE AND MEANING FOR YOUR LOCALITY?

ARE THE FEDERAL DOLLARS AVAILABLE?
The SBA Community Development Plan is a program of assistance to communities under which all the resources of the Small Business Administration may be brought to bear upon the solution of identified community problems.
CDP ESSENTIAL REQUIREMENTS

1. THERE MUST BE A COMMUNITY ORGANIZATION WITH WHICH TO WORK.

2. THE ORGANIZATION MUST AGREE TO DEVELOP AN ACTION PLAN.

3. THE ORGANIZATION MUST AGREE TO WORK COOPERATIVELY WITH SBA.
COMMUNITY DEVELOPMENT ORGANIZATIONS

THE TYPES OF ORGANIZATIONS WITH WHICH SBA WILL MOST OFTEN COORDINATE THE CDP ARE THESE:

- LOCAL DEVELOPMENT COMPANIES
- CHAMBERS OF COMMERCE
- CIVIC ORGANIZATIONS
- LOCAL GOVERNMENTAL UNITS
CONCEPTUAL DEFINITIONS

1. UNIT ORGANIZATION

A UNIT ORGANIZATION IS TWO OR MORE PERSONS CONSCIOUSLY COORDINATING THEIR ACTS.

2. AN ORGANIZATION

AN ORGANIZATION IS A SYSTEM OF UNIT ORGANIZATIONS.
THREE ESSENTIALS OF SUCCESSFUL COMMUNITY ORGANIZATIONS

1. EVERYONE IN THE ORGANIZATION MUST KNOW ITS GOALS.

2. EVERYONE IN THE ORGANIZATION MUST KNOW THE ACTS REQUIRED TO REACH THE GOALS.

3. EVERYONE IN THE ORGANIZATION MUST BE MOTIVATED TO PERFORM THE ACTS TO REACH THE GOALS.
THE PRIMARY ROLE OF THE COMMUNITY LEADER

COMMUNICATION
ROLES OF
SBA COMMUNITY DEVELOPMENT PERSONNEL

1. ADVISOR
2. CATALYST
3. PARTICIPANT
CDP-STEP-BY-STEP-#1

1. PRELIMINARY IDENTIFICATION OF MAXIMUM GROWTH POTENTIAL COMMUNITIES

2. ADDITIONAL COMMUNITY INFORMATION

3. INITIAL COMMUNITY CONTACTS

PLAN OF ACTION IN A COMMUNITY WHERE NO SUITABLE ORGANIZATION EXISTS

4. DETERMINING THE DEGREE OF INTEREST

5. PLANNING THE ORGANIZATIONAL MEETING
CDP - STEP-BY-STEP - #2

STEPS THE COMMUNITY ORGANIZATION MUST TAKE

1. FORMAL ORGANIZATION
2. APPOINTMENT OF WORKING COMMITTEES
3. ANALYSIS OF THE COMMUNITY
4. ESTABLISHMENT OF GOALS AND PRIORITIES
5. ACTION PLANS

ADDITIONAL STEP THAT SBA PERSONNEL MUST TAKE

1. EVALUATION OF THE COMMUNITY ORGANIZATION PROGRESS
STEPS IN THE

COMMUNITY DEVELOPMENT PROCESS

1. ALL THE FACTS BEARING UPON THE PROBLEMS MUST BE COLLECTED.

2. PUBLIC DISCUSSION OF THESE FACTS AND THEIR IMPLICATIONS MUST BE ACHIEVED.

3. COURSES OF ACTION HAVE TO BE DEVELOPED AND PROCEDURES OUTLINED FOR THEIR IMPLEMENTATION.
BASIC ELEMENTS
OF
A DEVELOPMENT PROGRAM

1. HUMAN RESOURCES
2. NATURAL RESOURCES
3. INSTITUTIONAL RESOURCES
4. LOCAL LEADERSHIP
THE ROLE OF SBA PERSONNEL

1. CATALYST

2. ADVISOR

3. PARTICIPANT
NONMANUFACTURING FIRM SURVEY

Date ________________

1. Firm name ___________________________________________________________

2. Street address ________________________ P. O. Box ________

3. City and county ________________________ Phone ________

4. Key personnel (include president, manager, purchasing agent, et al.)
   
<table>
<thead>
<tr>
<th>Names</th>
<th>Titles</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
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<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

5. Normal number of employees: Total ________ Male ________

6. Products and/or services sold ___________________________________________

7. Annual sales volume $___________________________________________________

8. Seasonal fluctuations (if any) ___________________________________________

9. Description of distribution system used (e.g., sell to wholesalers, re- tailers, manufacturers, farmers, direct to general public) ___________________

10. Marketing area (county, state, region, nation, foreign) ____________________

11. Expansions in the last five years (give year and type) ____________________

12. Expansion and/or diversification interests or possibilities __________________

13. What are the major problems presently confronting this business? __________

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

CD(SBA)4.4-1 (4)
14. Would you like assistance in any particular fields of management?

- Business loan _____
- Expansion loan _____
- Location analysis _____
- Other, please specify ____________________________

- Management assistance _____
- Market analysis _____
- New venture financing _____
- Other, please specify ____________________________

15. Other comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name __________________________ Title __________________________
MANUFACTURING FIRM SURVEY

Date ________________

1. Firm name ____________________________________________

2. Street address __________________________________________ P. O. Box _____

3. City and county __________________________________________ Phone _______

4. Key personnel (include president, manager, purchasing agent, et al.)

<table>
<thead>
<tr>
<th>Names</th>
<th>Titles</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Normal number of production employees: Total ______ Male ______

   Key skills __________________________________________

6. Products and/or services ___________________________________

7. Brief description of production process __________________________

8. Average daily production output (with present facilities) __________

9. Maximum daily production output (with present facilities) __________

10. Normal production schedule: Days per year ____ Shifts ____% Overtime _____

11. Major items of equipment __________________________

12. Percentage of time that equipment is in use ________

13. Specialized equipment and/or capabilities, if any (e.g., stainless steel welding) __________________________

14. Are you interested in handling subcontracts? _________

15. Major materials, components, supplies used and sources (e.g., state)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>Item</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Needs, if any, for additional and/or closer sources of materials and supplies __________________________
17. Types and quantities of by-products and/or waste ________________________________

18. Present disposition of by-products and/or waste ________________________________

19. Current sales volume (in units and dollars) ________________________________

20. Seasonal fluctuations (if any) ________________________________

21. Description of distribution system used (e.g., sell to wholesalers, retailers, manufacturers, farmers, direct to general public) ________________________________

22. Marketing area (county, state, region, nation, foreign) ________________________________

23. Plant expansions in the last five years (give year and type, e.g., 1962 - expanded wheel output, 1964 - diversified into plastic toys, 1965 - started selling outside Southeast) ________________________________

24. Expansion and/or diversification interests/possibilities (include expansion interest in overall marketing area; e.g., want to enter overseas market) ________________________________

25. Transportation services used (check): Rail _____ Highway _____ Air _____

26. What are the major problems presently confronting this business? ________________________________

27. Would you like assistance in any particular fields of management? If so, please give specific areas of interest. ________________________________

28. Comments ________________________________

__________________________  ____________________________
Name  Title
## Types of Problems

<table>
<thead>
<tr>
<th>General Problem Areas</th>
<th>Individual Problem Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower</td>
<td>Training employees; maintaining stable work force; recruiting personnel; employee relations</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Production methods; quality control; maintenance equipment, production scheduling</td>
</tr>
<tr>
<td>Sales</td>
<td>Sales promotion; distribution channels; market information</td>
</tr>
<tr>
<td>General Management</td>
<td>Diversification; research and development; organizational planning; customer relations; legal assistance</td>
</tr>
<tr>
<td>Financial Management</td>
<td>Cost control; accounting methods</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Raw materials supply</td>
</tr>
<tr>
<td>Inventory Control</td>
<td>Inventory control</td>
</tr>
</tbody>
</table>
SBA

MANAGEMENT AND TECHNICAL ASSISTANCE

1. Management Counseling
2. SCORE
3. CALL
4. Management Courses
5. AIMS
6. Conferences
7. Workshops
8. Problem Clinics
9. Foreign Trade
10. Technology Utilization
COMMUNITY DEVELOPMENT TRAINING PROGRAM

MEASURING YOUR COMMUNITY'S POTENTIALS

Prepared for
THE SMALL BUSINESS ADMINISTRATION
by
THE INDUSTRIAL DEVELOPMENT DIVISION

COMMUNITY DEVELOPMENT
PRESENTATION

Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
Atlanta, Georgia
Community Development Presentation:
MEASURING YOUR COMMUNITY'S POTENTIALS

Prepared for
The Small Business Administration

by
Industrial Development Division
Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
March 25, 1969
Foreword

This community development presentation was structured to provide Small Business Administration personnel an oral-visual presentation suitable for use at community gatherings devoted to the subject of community development, and for use in the Community Development Training Program. Essentially, this presentation involves the development and use of the community profile. However, it also points out ways of measuring community strengths and weaknesses and growth potentials.

Several steps must be taken by SBA personnel to bring a community to the point where this presentation would be useful or appropriate. SBA personnel must develop appropriate relationships with community leaders and groups interested in community development before such personnel can be of substantial assistance to a particular community. In the process of developing this relationship, a series of public relations discussions and publicity may be required to prepare the citizens to move forward in the development of community action programs.

Since the public relations effort must be developed in context with a particular situation, a stereotyped presentation is inappropriate. However, once the leading citizens are interested and motivated to move into the field of community development, SBA personnel should be prepared to furnish information and guidance. The oral-visual presentation is designed to inform the citizens and to stimulate their efforts in the initial steps of community development.

Instructions for the use of this presentation in the training program are contained in Lesson Plan CD(SBA)2.2-1.
LESSON PLAN

Essential Data

TITLE: MEASURING YOUR COMMUNITY'S POTENTIALS

PURPOSE: To provide an oral-visual presentation on the fundamental aspects of fact finding and analysis in the community development process. The presentation is designed to inform and motivate community audiences who have had little or no previous exposure to community development concepts. It also is suitable for basic SBA instructional use.

DATE PREPARED: March 25, 1969

METHOD OF PRESENTATION: Illustrated lecture

TIME REQUIRED: One hour

REFERENCES: Handbook on Community Development

VISUAL AIDS: Seventeen transparencies for use with a Vu-Graph type projector. Projector and screen.

ADDITIONAL DETAILS: The presentation script is organized in the form of an expanded outline. It can be used as is, or may be easily modified by the speaker, using his own extemporaneous additions, examples, and comments. Deletions and changes should be made to suit any special audience or time requirements.
COMMUNITY DEVELOPMENT PRESENTATION
(1 Hour)

TRANSPARENCY #1         MEASURING YOUR COMMUNITY'S POTENTIALS

INTRODUCTION

- (Ladies and) Gentlemen --
- It is a privilege and pleasure to have this opportunity to discuss with you the health and potentials of your community.
- Your future, your prosperity, and your happiness are directly related to the strengths and weaknesses of this community and the surrounding county.
- Growth and activity are signs of strength in the community; lack of growth and activity are signs of weakness.
- A community must be healthy and grow -- or it will die.
- Community strengths and weaknesses should be of direct concern to community residents.
- They should be aware of their community's characteristics.
- They should recognize their problem areas.
- By understanding their community, citizens can make plans for improvements, new business, growth, and prosperity -- and thereby live a better life.

Well, how does a community determine its health and vigor?

TRANSPARENCY #2:  How Is Your Community's Health?

There are certain outward signs of community health, prosperity, or strength. These include numbers of new automobiles, TV antennas, new homes, the condition and appearance of its stores and public structures,
the state of its streets, roads and public utilities -- and similar evidences seen by the transient tourist.

There are also more precise and definitive means of analyzing a community which we can use to measure the community's basic strength and potential.

One of the most universal measures of the strength of a community is the soundness of its economic base.

By economic base we do not mean the more obvious evidences mentioned a moment ago. We don't usually mean movie houses, libraries, hospitals, or schools.

When we talk of the economic base of a community, we include the factors or economic activities which produce or earn income for the residents of a community.

Many economic base studies are sufficiently detailed to provide a factual explanation of the present situation, how that position has changed over the recent years, and what the future will likely be -- or could be.

They will cover the major economic sectors producing income for the area:

TRANSPARENCY #3: Economic Sectors (Producing Income)

Manufacturing
Retail trade
Wholesale trade
Services
Finance, insurance, real estate
Transportation
Communications and utilities
Agriculture, forestry, and fishing
Mining
Government

Related to these basic economic activities are areas of natural, human, and physical resources whose use directly contributes to the economic base of a community.

TRANSPARENCY #4: The Economic Resources

Population - facts and trends
Income - sources
Manpower - local labor resources
Employment - employment trends, wage patterns
Education - area school and college statistics
Industrial sites - existing and potential
Health services - clinics, hospitals, and practitioners
Development agencies - directing growth
Recreation - type of facilities and programs
Transportation - air, rail, highway, and water
Accommodations - housing, hotels, motels, accommodations
Natural resources - agricultural, forest, and mineral
Utilities - water, sewer, and power (services and rates)
Government - city, county, and their tax rates
Housing - number, price range of houses and apartments
Since the purpose of this presentation is to familiarize you with the basic elements of community analysis, we will discuss community analysis by a more simple approach called a community economic profile.

TRANSPARENCY #5: Community Analysis

Community analysis is the technique of examining the assets and liabilities of a community, identifying problems and prescribing possible corrective action for them.

- It leads to planning courses of action designed to capitalize on the assets of a community.

Community analysis is a type of research. It should be the first step in any economic development program.

The analysis of a community's characteristics and development potentials can be performed by using a local volunteer or paid staff -- or by contracting for the services of a professional research organization.

- Research analysis is a means, not an end.
- It can be used to determine problems which stand in the way of certain goals.
- It can indicate whether a specific project is economically feasible.
- It can provide a list of potential industry types for further study.
- It can point out weaknesses and strengths in the economy -- and the industrial base.
- A development program must be based upon a realistic appraisal of the current situation and the possible alternative courses of corrective action.
- Community leaders are generally aware of some of the problems facing their areas, but they are generally not aware of all of the problems. At the same time, they are probably not familiar with all of the assets of their area.

TRANSITION. -- A systematic approach to community analysis is needed to insure that all of the assets and all of the liabilities are considered before an action program is designed and launched.

BODY

1. Fact Finding

TRANSPARENCY #6: Developing the Community Profile (cartoon)

A basic method of systematically analyzing a community is to compile an economic profile.

The community economic profile is a format for the presentation of basic economic and social factors of interest to industrial prospects and community developers.

Here is a simple outline of a typical county economic profile:

TRANSPARENCY #7: An Outline of a County Economic Profile

Population change
Economic growth
Income change

Now let's, for example, look at the details of the items in the first group, Population Change.
Population change incorporates the 1950 and 1960 census figures, which will give a rate of change (the U. S. average for that period was 18.5%). To this you should add the net migration and natural increase (U. S. averages were 1.8% and 16.7%, respectively).

By gathering this information and filling out the profile, you will have a much more realistic understanding of the physical growth of your county. Population information, and some other items, on a county basis, can be developed from the County-City Data Book, published by the U. S. Bureau of the Census.

This book can usually be located at a public library, or at the planning office of either the county or a city.

If not available locally, it can be purchased from the U. S. Government Printing Office, Washington, D. C. (20402), at a cost of $5.50.

- When completed, the profile should be considered as a still picture of a dynamic, fluid situation.
- The profile is designed to pinpoint trends in your county's economic changes.
- For this reason, the U. S. average is given so that you can compare the county figure with it.
- There is a good reason why you should interpret the profile of your county on a comparative basis with the rest of the United States.
- Growth analysis would include measuring new industry and other employment measures.
- Under ordinary circumstances, most of us will try to put the best light on whatever situation we are in. So if the growth factors in
our county are looked at by themselves, we might be inclined to say that they are good enough, and that "we have no problems."

- The population growth rate for a county between 1950 and 1960 may be 9%, for example, and the first reaction would be that this is good enough. But is it really?

- With the U. S. average for the same period showing a population growth rate of 18.5%, this means that other areas are growing faster than yours. But, you say, "What difference does that make? Nobody is giving prizes for growth alone."

- Perhaps not formal prizes. But the gains and losses are more real than that.

- If an area near your county is growing rapidly, it is exerting a pull on your slower-growing, more sluggish situation.

- It is draining brains, youth, and investment capital out of your county, because it is offering the opportunities which your county is unable to offer -- opportunities for jobs and for investment. Growth, relative to the U. S. average (which means other areas), is a measure of how well your county's economy is competing.

- If it is not competing well, the prizes of youth, creativity, and drive are moving from your area to other areas, and the comparative growth rates tell the story.

- To see the effects of this pull, look next at your net migration figure. Is it a minus factor?

- If so, it confirms that your economic opportunities are not adequate for your population, and that something needs to be done about it.

- The data covering population characteristics will provide the basis for this analysis. Similar analyses can be made of educational levels,
family income, and housing, providing a comparative view of the gen-
eral health of your county's living environment and showing whether local government is fulfilling its responsibilities.

- Group 2 deals with recent economic indicators, and can be compared to the U. S. average to determine the economic trends of your county. Substantial percentages of employees in manufacturing and white collar occupations indicate a healthy situation. If these items are considerably lower than the U. S. average, it is likely that they are the principal reasons for lower income levels.

- Group 3 reveals the annual median family income and the percentage of families with less than $3,000 annual income. If median family income is lower than the national average, lower purchasing power and earning capacity are revealed.

2. Other Profile Points

In addition to the economic profile items which make up the basic study format, other important indicators need to be researched and analyzed. They will provide an expanded and more complete picture of the community's situation and potentials.

TRANSPARENCY #9: Additional Profile Checkpoints

<table>
<thead>
<tr>
<th>Airline services</th>
<th>Government (city and county, including costs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus service</td>
<td>Health services</td>
</tr>
<tr>
<td>Churches</td>
<td>Newspapers</td>
</tr>
<tr>
<td>Climate</td>
<td>Pipelines, oil</td>
</tr>
<tr>
<td>Electric power</td>
<td>Radio and television</td>
</tr>
<tr>
<td>Fire protection</td>
<td></td>
</tr>
</tbody>
</table>
Railroads  Telephone and telegraph
Schools       Tourist accommodations
Sewers       Water

- Data on location, quantity, adequacy, cost, efficiency, etc., of these factors or activities are gathered for comparison, study, and analysis.
- Depending upon the results of the profile, other useful interpretations will be evident to you.
- Economic growth, for example, may be strong in one or two sectors, such as retail sales and selected services, and weak in others.
- This information will tell you a great deal about the degree of balance in your economy, and will help to underline the areas where concentrated development efforts are required.
- Another possible result of the profile might be to illustrate that while your private economy is strong, the public service sectors are weak. This would show up in such factors as educational norms or housing values.
- The possible combinations of conditions which the profile will identify are endless.

3. Analysis
   a. Ways of Measuring Strength and Weakness

   - One way of measuring a small town or community's growth potential is by means of a value-weighted analysis of the various basic items which have been defined in the profile.
   - For example:
     Points or numerical weighted values can be given to variations under each profile factor or item.
TRANSPARENCY #10: Compare Factors

Markets

Distance to nearest metropolitan area:
- 0-10 miles -- 3 points
- 11-15 miles -- 2 points
- 26-50 miles -- 1 point

Transportation

Distance to nearest railroad:
- In town -- 2 points
- Within 10 miles -- 1 point
- More than 10 miles -- 0 points

Labor

Has a new industry located in town in the last two years?
- Employing over 150 persons -- 3 points
- Employing 101-150 persons -- 2 points
- Employing 50-100 persons -- 1 point
- Employing less than 50 persons -- 0 points

- Such scales and tabulation can be constructed to evaluate major economic base factors and related profile characteristics.
- Actual strengths can be compared to maximum possible totals.
- Several towns within a county can be compared for growth potential.

TRANSPARENCY #11: Analysis

b. Analyzing Potentials

- Following the development of a community profile and the gathering of information about its economic base, value judgments and conclusions covering strengths and problem areas can be determined.
Such evaluations can then guide the local citizens in the development of sound and feasible programs for industrial and community development.

Recommendations can be made for specific action programs that will deal with identified problem areas.

Here are two examples of typical analyses and recommendations:

(1) Industrial Potential Analysis: Granite is one of Podunk County's truly unique resources. The granite industry is the major manufacturing employer in the area, but is suffering from uneconomic practices, excessive production costs, and a need for more information on existing and potential markets.

This could be followed by recommendations:

(a) A long-range program should be established with the objective of diversifying the industrial employment base of the area. This program should be broad enough to increase jobs in more than just manufacturing fields. Efforts to draw to the county or develop within the area "satellite" industries or selected service industries should be included.

(b) Expansion and diversification of the granite industry should be sought through further research into present and future market potentials, especially to enlarge product lines of existing producers.

(c) Further investigation of the extent of sillimanite reserves, quality of the deposits, and potential users of this mineral should be vigorously pursued.
(2) Appearance Analysis of the Community: Brownsville is generally an attractive city, with planted areas in the central business district and some modern buildings, typified by the Textile Association headquarters and the First National Bank. Other public buildings and business houses do not measure up to these standards, however. Particularly unsightly is the blighted area surrounding widened Main Street. Some highway entries into Brownsville are also unattractive.

- And the following recommendations:

(a) The redevelopment of Main Street and plans for urban redevelopment—slum clearance should be implemented immediately, since the blighted area along this street detracts from the entire downtown area.

(b) A new public facilities building, housing city and county offices, ought to be planned now. The present courthouse could subsequently be converted to other public uses -- for example, used as a granite museum.

(c) Improvement of access roads into town is needed, particularly from the west. A new overpass at the junction of Highways 19 and 72 is highly desirable. Granite companies should be encouraged to clean up sheds and open grout piles.

(d) Merchants in the central business district should be encouraged to modernize their stores, merchandise, and displays.
CONCLUSION

The economic profile of a community is a tool or a format for the presentation of basic economic and social factors of interest to industrial prospects or industrial developers.

The profile of a community is a step toward a better understanding of its strengths and weaknesses.

The profile is a collection of data, facts, and information usually found in readily available sources. It is not based upon research in depth, but does include a multitude of characteristics and types of basic information.

We are prepared to provide copies of our simple outline of a typical county economic profile to interested community leaders.

Since the profile is a collection of facts and figures, study and analysis of these data must follow. This analysis can be performed by a local volunteer or paid staff, or by contracting for the services of a professional research organization.

Such an analysis will determine the community's strengths and weaknesses, leading to a process of establishing overall objectives to take advantage of the strengths or to overcome the weaknesses.

At this point, the community development group must implement these objectives. If a local chamber of commerce exists, it may often be the motivating force to achieve the community goals. Other civic groups also may be mobilized.

To attain the community objectives, the citizens of the community must become involved. Public discussion of facts should be undertaken to obtain this involvement.
The action program will be directed toward economic and industrial growth which will result in new jobs, prosperity, and the fruits of a better life for the community.

TRANSPARENCY #12: Community Health, Growth, Development and Prosperity (cartoon)

Community development, growth, and strength can only result from ACTION -- your action.

TRANSPARENCY #13: Do Your Thing

OPPORTUNITY FOR QUESTIONS
LIST OF SUPPORTING PAPERS

1. Training Aids

   TRANSPARENCY #1       Measuring Your Community's Potentials
   TRANSPARENCY #2       How Is Your Community's Health?
   TRANSPARENCY #3       Economic Sectors
   TRANSPARENCY #4       The Economic Resources
   TRANSPARENCY #5       Community Analysis
   TRANSPARENCY #6       Developing the Community Profile
   TRANSPARENCY #7       An Outline of a County Economic Profile
   TRANSPARENCY #8       Economic Profile of ________ County
   TRANSPARENCY #9       Additional Profile Checkpoints
   TRANSPARENCY #10      Compare Factors
   TRANSPARENCY #11      Analysis
   TRANSPARENCY #12      Community Health, Growth, Development
                         and Prosperity
   TRANSPARENCY #13      Do Your Thing

2. Other Documents

   None
MEASURING YOUR COMMUNITY’S POTENTIALS
HOW IS YOUR COMMUNITY'S HEALTH

TRANSPARENCY #2
ECONOMIC SECTORS
(PRODUCING INCOME)

MANUFACTURING

RETAIL TRADE

WHOLESALE TRADE

SERVICES

FINANCE, INSURANCE, REAL ESTATE

TRANSPORTATION

COMMUNICATIONS AND UTILITIES

AGRICULTURE, FORESTRY AND FISHING

MINING

GOVERNMENT

TRANSPARENCY #3
THE ECONOMIC RESOURCES

POPULATION
INCOME
MANPOWER
EMPLOYMENT
EDUCATION
INDUSTRIAL SITES
HEALTH SERVICES
DEVELOPMENT AGENCIES
RECREATION
TRANSPORTATION
ACCOMMODATIONS
NATURAL RESOURCES
UTILITIES
GOVERNMENT

TRANSPARENCY #4
COMMUNITY ANALYSIS

THE TECHNIQUE OF EXAMINING THE ASSETS AND LIABILITIES OF A COMMUNITY, IDENTIFYING PROBLEMS AND PRESCRIBING POSSIBLE CORRECTIVE ACTION FOR THEM.
DEVELOPING THE COMMUNITY PROFILE
AN OUTLINE
OF
A COUNTY ECONOMIC PROFILE

POPULATION CHANGE
ECONOMIC GROWTH
INCOME CHANGE
ECONOMIC PROFILE OF ______ COUNTY

1. POPULATION CHANGE

<table>
<thead>
<tr>
<th>U.S. AVERAGE</th>
<th>YOUR COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULATION CHANGE, 1950-1960</td>
<td>+18.5%</td>
</tr>
<tr>
<td>NET MIGRATION, 1950-1960</td>
<td>+1.8%</td>
</tr>
<tr>
<td>NATURAL INCREASE, 1950-1960</td>
<td>+16.7%</td>
</tr>
</tbody>
</table>

2. ECONOMIC INDICATORS

<table>
<thead>
<tr>
<th>U.S. AVERAGE</th>
<th>YOUR COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENT EMPLOYMENT IN MANUFACTURING, 1960</td>
<td>27.1%</td>
</tr>
<tr>
<td>PERCENT IN WHITE COLLAR OCCUPATIONS, 1960</td>
<td>41.1%</td>
</tr>
</tbody>
</table>

3. INCOME INDICATORS

<table>
<thead>
<tr>
<th>U.S. AVERAGE</th>
<th>YOUR COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL MEDIAN INCOME PER FAMILY, 1960</td>
<td>$5,660</td>
</tr>
<tr>
<td>PERCENT FAMILIES UNDER $3,000, 1960</td>
<td>21.4%</td>
</tr>
</tbody>
</table>
ADDITIONAL PROFILE CHECKPOINTS

AIRLINE SERVICES
BUS SERVICE
CHURCHES
CLIMATE
ELECTRIC POWER
FIRE PROTECTION
GOVERNMENT
HEALTH SERVICES
NEWSPAPERS
PIPELINES, OIL
RADIO AND TELEVISION
RAILROADS
SCHOOLS
SEWERS
TELEPHONE AND TELEGRAPH
TOURIST ACCOMMODATIONS
WATER
COMPARE FACTORS

MARKETS

DISTANCE TO NEAREST METROPOLITAN AREA:

0 - 10 MILES -- 3 POINTS
11 - 25 MILES -- 2 POINTS
26 - 50 MILES -- 1 POINT

TRANSPORTATION

DISTANCE TO NEAREST RAILROAD:

IN TOWN -- 2 POINTS
WITHIN 10 MILES -- 1 POINT
MORE THAN 10 MILES -- 0 POINTS

LABOR

HAS A NEW INDUSTRY LOCATED IN
THE TOWN IN THE LAST TWO YEARS?

EMPLOYING OVER 150 PERSONS -- 3 POINTS
EMPLOYING 101 - 150 PERSONS -- 2 POINTS
EMPLOYING 50 - 100 PERSONS -- 1 POINT
EMPLOYING LESS THAN 50 PERSONS -- 0 POINTS
ANALYSIS

DETERMINE THE FACTS

IDENTIFY THE PROBLEMS

CONSIDER POTENTIALS AND COURSES OF ACTION

DETERMINE SPECIFIC PLANS OF ACTION, PROGRAMS AND PRIORITIES
COMMUNITY

HEALTH -

GROWTH -

DEVELOPMENT and

PROSPERITY

WILL RESULT ONLY
FROM THE ORGANIZED
EFFORTS AND ACTION
OF THE PEOPLE
IN THE COMMUNITY

TRANSPARENCY #12
FOR YOURSELF
FOR YOUR COUNTRY

DO YOUR THING

SPEAK OUT
GET INVOLVED
WORK
IMPROVE