

MODEL CITIES TRAINING PROGRAM

The Model Cities Training Program - The first of its kind in the country - is a ten (10) session course to be conducted in seminar form under the direction of the University of Tennessee at Chattanooga. The major objective of the Model Cities Training Program is the enablement of the fifty members of the C.D.A. Board of Directors to function as a cohesive administrative body while simultaneously encouraging the attainment or retention of individual identity with those various sponsoring groups whom it is the board members' responsibility to represent. This objective can best be achieved by enabling the participants to:

1. acquire knowledge of the actual structure of the Model Cities organization and the objectives of the program.
2. develop an awareness of the decision-making process in terms of selecting acceptable alternatives to recognized problems confronting the CDA Board.
3. Establishing and maintaining an organizational esprit' de corps' which on one hand will enable each CDA Board participant to maintain his identity and ties within his own sphere of the community, and yet permit him to make decisions based on a total commitment to an overall achievement of the organizational goals.

This series of seminars utilizing consultants, applying dynamic and innovative educational techniques, and involving expertise from as many pertinent sources as are available is, like the Model Cities Program itself, a demonstration project. Because there is little national experience in training programs such as the one described, the emphasis in the Chattanooga program will be on experimentation and innovation. As might be expected of an experimental undertaking, it will be subject to regular observation, monitoring, and evaluation of its effectiveness in terms of the goals it seeks to fulfill. It should be understood that this

continuous evaluative process is a testing process of the training program and its staff, as well as of the participants.

The first session of the program will meet Saturday, August 9, 1969, at the campus of U.T.C. as will the following nine sessions on the following nine consecutive Saturdays. A suggested structure and content of each session is found in Appendices I thru X. Each consultant, however, may modify or re-structure the seminar to achieve the objectives as outlined.

Funding for this training program has been secured under the provisions of Title I of the Higher Education Act from the Department of Health, Education and Welfare; Institutional monies of U.T.C.; and funds from the Model Cities Planning Grant.

The expectation is that the experience and information derived from the program will contribute significantly to the effectiveness of the C.D.A. Board as a decisive administrative body. It is hoped, also, that from this Model Cities Training Program there will emerge a body of knowledge and experience which will be of value not only in Chattanooga, but in other cities as well.

OBJECTIVES

The success of the Model Cities Program to a large degree depends upon the ability and willingness of the C.D.A. Board to discharge effectively its responsibility as chief administrative body of the Chattanooga Model Cities Program. As administrators who are responsible for the planning and implementation of the total Model Cities Program, CDA Board members must be sufficiently equipped (1) with the necessary skills, tools, and information related to all aspects of the Model Cities Program; (2) with an understanding of the Model Cities Program and its relationship to city government and other agencies in the urban area--both private and public; and (3) with methodology and dynamics of decision-making.

To this end, the Model Cities Training and Orientation Seminar Program is designed:

1. To insure that the C.D.A. Board members will be aware of their roles in the Model Cities Program.
2. To provide C.D.A. Board members with sufficient and relevant information concerning the Model Cities concept and method.
3. To insure that C.D.A. Board members are familiar with the Model Cities structure, both nationally and locally.
4. To provide C.D.A. Board members with pertinent data concerning the HUD guidelines as related to the Model Cities Program.
5. To provide C.D.A. Board members with relevant information concerning specific problems and program areas to be dealt with in the Model Neighborhood area.

Further, this program is designed to foster competency and sound judgement on the part of the Board members by providing them with training exercises and experiences in problem-solving and decision-making. No Board with a membership so varied as that of the C.D.A. Board can effectively discharge its duties and

responsibilities unless its members develop a oneness of mind and purpose. It is the intent of this program to provide structured experiences for the fifty participating CDA Board members--members with varied backgrounds, wide ranges of experiences, different levels of educational attainment, and diverse interests--which will enable the Board to function as a cohesive unit with mutual interests and common goals; one dedicated to solving the problems of the Model Neighborhood and its people.

FINANCIAL ASSISTANCE

While there is no stipend or other form of compensation for attending these training and orientation seminars, there is available for all members financial assistance in the form of payments or reimbursements for all expenses incurred while attending these 10 sessions. If you spend or need any monies for child-care, transportation, food, or lose money for being off your job, you may qualify for financial assistance. As a member of the C.D.A. Board you are rendering to the citizens of this community a valuable service; thus you should not be penalized financially in connection with your services on the C.D.A. Board.

A simple voucher will be provided at each session. Simply list the expenses incurred by you and bring, send, or mail to the Model Cities Office at 1418 McCallie Avenue.

CITIZEN PARTICIPATION AND TECHNICAL ASSISTANCE

Perhaps the essential premise upon which the Model Cities Program rests and the assumption which contributes most to its unique character is the belief that maximum benefit can be derived only when there is maximum participation in planning, policy formation, and implementation by those whose lives and futures will be affected by the program.

One of the basic elements of an honest invitation for citizen participation is the offer of technical assistance to the citizens; the failure to provide such assistance would render the concept of genuine neighborhood involvement meaningless, since there can be no partnership, or involvement, when one of the parties lacks the technical expertise to make informed judgements.

In City Demonstration Agency Letter No. 3, October 30, 1967, the Department of Housing and Urban Development established performance standards for citizen participation in the Model Cities Program. Among the major points contained in these standards is that of technical assistance:

.....The structure must have the technical capacity for making knowledgeable decisions....Some form of professional technical assistance in a manner agreed to by neighborhood residents shall be provided."

MODEL CITIES COMMUNITY DEVELOPMENT ADMINISTRATION BOARD
ORIENTATION SEMINAR

- August 9 1. An Overview of Model Cities
- A. History of Model Cities Program, National and Local
 - B. Philosophy of Model Cities Program
 - C. HUD guidelines and performance standards
 - D. The Demonstration Cities and Metropolitan Development Act of 1966, as amended
- August 16 1. Board Decision Making - Theory and Practice
- A. Value and fact in decision making
 - B. Responsibility, Responsiveness, and Authority
 - C. "The Hidden Agenda"
- August 23 1. Organization of the Model City Program in Chattanooga
- A. Role of local government
 - B. Role of CDA Board
 - C. Role of other agencies
 - D. Role of citizens
- August 30 1. The Model Cities Planning Year
- A. Plan submission requirements
 - B. Role of Model Cities staff
 - C. Role of CDA Board
 - D. Role of Citizen participation structure
 - E. Problem analysis
 - F. Goals and objectives
 - G. Priorities
 - H. Budgeting

- September 6 1. Model City Planning Concepts and Approaches
- A. Substantive Planning
 - B. Procedural Planning
 - C. Executory Planning
 - D. Planning and review in the process of composite decision-making
- September 13 1. The Model Cities Five Year Financial Plan
- A. The "Demonstration" concept
 - B. What is meant by the statement: "The program should make a substantial impact on the physical, economic, and social problems in the Model Neighborhood Area."
 - C. The role of the Model Cities staff
 - D. The role of the CDA Board
 - E. Technical assistance arrangements
 - F. Possible structuring arrangements
- September 20 1. Role of Board, Staff, Citizens Participation Structure, and Technical Assistance in Model Cities
- A. Areas in which assistance may be called
 - B. Kinds of assistance available
 - C. Mechanics of reimbursement of technical assistants
 - D. Reason for provision of assistance
- September 27 1. The First Year Action Program
- A. Program Development
 - B. Program Management
 - C. Program Monitoring
 - D. Program Evaluation

- October 8
1. Coordination, Information Systems, and Evaluation of federal programs in Chattanooga
 - A. Concept of Coordination and information system
 - B. CEP, CAP, NSIP, and coordination
 - C. Relationship of each program to Model Cities
 - D. The mechanics of federal programs - planning, programming, funding, implementation

- October 11
1. Problem Solving and Group Interaction
 - A. Respect for the opinion of others
 - B. Sensitivity to the needs and limitations of others
 - C. Setting group goals and making orderly progress
 - D. Democratic participation
 - E. Expediency and Compromise

OPERATIONAL FORMAT
MODEL CITIES TRAINING PROGRAM

The CDA Board, comprised of 50 people of varied backgrounds, abilities and interests, must be brought to function effectively as a unit during and after a series of ten weekly orientation meetings. This training program will be characterized, in terms of format, by strict adherence to time schedules (in order to make the best use of limited time) and by flexibility in the formulation and implementation of the format. The board will be divided during part of the training session to permit model neighborhood area representatives-- half the board -- to receive special orientation dealing with the broad area of citizen participation; the other group, non-MNA representatives, will also receive group training during this period.

Meetings will be held each Saturday, August 9 through October 11, on the campus of UTC. The tentative program day for the ten meetings will proceed according to the following schedule.

- 8:30-9:45 Board meets together with Special Area Consultant.
- 9:45-10:30 MNA representative meet together with Consultant rotating.
- 9:45-10:30 Non-MNA members meet together.
- 10:30-10:45 Coffee Break.
- 10:45-11:15 Board meets together Simulation exercise presented.
- 11:15-12:30 Small group discussion.

The format may be modified after the first two meetings to permit a greater degree of flexibility in the utilization of the consultants and other technical assistance. For each Saturday's seminars a special area consultant will be retained and he will be at liberty to adapt the format to his needs since he will be in charge of that day's program.

After consultation with the consultant for each week's program, a detailed activity schedule will be written for the day and submitted to board members at least a week in advance for their concurrence.

EVALUATION

An essential element of the orientation program is the process by which it is evaluated. Apart from the obvious benefits of such an evaluative process to the program itself and to its participants, is that such a process will doubtless be a determining factor in the feasibility of the use of such a program elsewhere.

Areas to be evaluated are: (1) attitudinal changes among the participants; (2) retention and scope of factual materials presented; and (3) progress in the areas of decision-making and problem-solving.

It is felt that evaluations should take place at the beginning of the program, at the termination of the program and as often during the program as is felt necessary.