

STANDARDS, INDICATORS, AND CLARIFIERS

National Community Education Association (NCEA) Applied Professional Program Leadership Endorsement (APPLE) Revised June 2005

There are five standards and each standard has several indicators that further identify and define the base of skill and knowledge expected of those completing the APPLE process. Each standard has a minimum number of indicators that must be completed by the candidate. **Candidates are required to complete all indicators which are in bold face type and identified with an asterisk ***. The purpose of the "clarifiers" (*identified in italicized font*) is to further clarify what is being asked of the APPLE candidate.

Standard #1: PROGRAM DEVELOPMENT FUNCTION

(5 * Required. Candidate must complete 6 of 7 indicators)

A. **History and Philosophy of Community Education***

The candidate shall describe the history and philosophy of Community Education from the lighted school concept with Frank Manley and Charles Stewart Mott to the present day application of the concept. The candidate shall also describe the differences between "program" and "process" concepts.

B. **Program Needs Assessment***

The candidate shall describe the strategies/processes they use to identify local needs within the community, and gather and interpret data collected.

C. **Resource Identification and Acquisition**

The candidate shall describe the process they use to identify and acquire the necessary human (people), physical (facilities, equipment, supplies), and financial (funding) systems available to operate a local program.

D. **Programming Trend Analysis**

The candidate shall describe their ability to effectively interpret research that identifies future directions for program/service/activity development.

E. **Program Planning***

1. **Diversity programming**

The candidate must demonstrate their ability to plan programs that meet the broad range of economic, social, ethnic, cultural, age grouping needs within the community.

2. **Long range planning**

The candidate must demonstrate their ability to develop appropriate goals that address present and future local needs within the community.

3. **Developing course/program description**

The candidate must demonstrate their ability to write effective, interesting, and accurate descriptions for planned programs/classes.

F. **Program Collaboration/Coordination***

The candidate shall describe what processes they use to foster collaboration among community groups and organizations. The candidate shall also identify what differences (if any) exist between collaboration processes and coordination efforts.

G. **Program Evaluation***

The candidate shall describe how they assess the level of program effectiveness and participant satisfaction through the use of various evaluative tools. The candidate shall also describe how they interpret evaluation results and makes necessary adjustments to programs/activities.

Standard #2: PROGRAM OPERATIONS FUNCTION**(1 * Required. Candidate must complete 5 of 6 indicators)****A. Program Scheduling***

The candidate shall describe their understanding of the complexities of scheduling programs/activities in public schools and other community buildings. The candidate shall also describe their ability to be flexible and creative in scheduling programs around K-12 activities, and to be able to negotiate fair use of buildings given K-12 demands. In addition, the candidate will describe their knowledge of software potential and use in scheduling programs.

B. Registration Practices and Procedures

The candidate shall describe their registration process and identify policies and procedures that allow for registration of classes and activities in a manner that is fair and reasonable. This includes ability to manage support staff, media relations, phone and computer coordination and other means of ensuring an orderly registration process. The candidate shall also describe the process used for developing a fee structure for activities and programs, and developing revenue streams that meet planned budget expenditures.

C. Facilities & Equipment

The candidate describe how they are able to manage school buildings and other facilities and equipment that support community education programs in a manner that is consistent and fair, taking into account the needs of the community and the demands of the K-12 program. Further, the candidate must describe what process is in place that allows community members easy and fair access to facilities and equipment – supported by clear school board policies.

D. Inventory Control

The candidate shall describe the need for and how to track equipment (and other supplies) used by community education participants and programs.

E. Program Budgeting

The candidate will describe how they develop program / activity budgets including anticipating multiple revenue sources and amounts, how they calculate anticipated costs/expenses and revenue. The candidate shall describe how they calculate multiple factors that impact budgets including tax revenue, grants, fees, donations, and other variables. The candidate shall also describe how the budget reflects the big picture, not necessarily individual activities such as when one program loses dollars but is high need and another program generates excess revenue to offset the cost.

F. Strategic Planning

The candidate shall describe how they mobilize key leaders and representatives that allows for gathering input and learning about the needs of the community. This input will be translated into a strategic planning process that is consistent with the community needs and the employer (e.g. school district plans). This results in a dynamic document clearly articulating program goals and objectives providing a vision for the overall program direction and growth.

Standard #3: PERSONNEL FUNCTION**(1 * Required. Candidate must complete 7 of 10 indicators)****A. Recruiting**

The candidate shall describe their recruiting process, where they look for personnel, what methods or resources have produced the greatest number of candidates and why this may be so, the personal contacts made, and identify the related costs for recruiting.

B. Hiring

The candidate shall describe their hiring process; identify who comprises an interview/selection team; (identify what selection criteria is used in the process; what is looked for in screening written applications; identify what criteria is used to determine those to interview; provide an explanation of the interview process and questions asked). The candidate shall also describe how the pay and benefits for a particular position are determined.

C. Training

The candidate shall describe their in-service training process: initial orientation and / or follow-up; who provides training; topics for training, etc.

D. Supervision

The candidate shall describe how the employee is supervised, frequency, and by whom.

- E. Evaluation
The candidate shall describe how employee evaluation is conducted, expectations, formal or informal, written or verbal, frequency, goal setting, and follow-up.
- F. Work with volunteers
The candidate shall describe their work with volunteers and/or volunteer organization, and how it is different than working with employees.
- G. **Human Relations***
The candidate shall describe their problem solving skills, how they address problems within the workplace. The candidate shall also describe their ability to develop teamwork and promote development of teams within the workplace.
- H. Developing job descriptions
The candidate shall describe how they develop written employee expectations through job descriptions.
- I. Knowledge labor laws
The candidate shall describe how labor laws affect their program such as minimum wage, child labor laws, and how you keep up to date on changes.
- J. Internal organizational relationships
The candidate shall describe their organizational relationships with elected officials and top administration, to hourly paid employees and volunteers, what process is used for ideas, changes, policies, etc.

Standard #4: PUBLIC RELATIONS FUNCTION

(None Required. Candidate must complete 3 of 4 indicators)

- A. Promotion/Marketing
The candidate shall describe their approach and the various media used to inform community agencies/groups and residents about your program. (brochures, flyers, speaking engagements, etc.) The candidate shall also describe how they develop and implement an overall public awareness campaign.
- B. Internal and External Communications
The candidate shall describe why both internal and external communication is essential to promote and strengthen program. The candidate shall describe their communication style in keeping administrators and staff members informed about their program and how they include them in the planning and implementation process. The candidate shall describe how they inform the community about their program and how they mediate the differences among K-12 programs and those sponsored by their agency.
- C. Customer Service
The candidate shall describe how they identify needs and provide services while ensuring that a harmonious relationship is developed and maintained between them, their program, and clients. The candidate will also describe evaluation tools they use to measure customer satisfaction.
- D. External Organizational Relationships
The candidate shall describe the community infrastructure and how it relates to the goals and objectives of their program. The candidate shall also describe how they identify and work with key community leaders, especially those who are outside their working environment.

Standard #5: GOVERNANCE FUNCTION

(None Required. Candidate must complete 2 of 3 indicators)

A. Federal and state laws

The candidate must have general knowledge about applicable laws pertaining to program operation. This would include laws pertaining to program services (required adaptations) for the handicapped, applicable labor laws, and general safety requirements. The candidate shall describe the resources at their disposal for dealing with legal issues.

B. Local policies and procedures

The candidate shall describe their knowledge of local policies and procedures. The candidate must also possess the requisite skills necessary to develop policies and procedures and be able to describe those processes.

C. Advisory committees, task forces, boards, etc.

The candidate shall describe their work with the various kinds of groups identified. The candidate will also explain how they differ and identify situations in which it is more appropriate to use one type over another.