

Saludos Everyone,

**Announcement: The fall 2020 general meeting for all interested participants of CINE has been cancelled due to complications resulting from the pandemic. We will be in touch with future developments.**

**FIFTH CINE GENERAL MEETING  
March 2020 - On Line due to the pandemic**

The Corrales Institute for New Education / Instituto Corrales para una Nueva Educación held its fifth general meeting and quarterly board meeting on line on March 14 and 15, 2020. The meeting was held on Zoom for the first time because travel and large groups are limited during the covid-19 pandemic. CINE's website was introduced to those that had not seen it, and illustrations there were used in the ensuing presentations and discussions. The website has a link that allows people to make donations to the Institute through PayPal.



*Screen Shot of the Corrales Institute's Home Page*

The agenda for the meeting included a brief update on the progress and activities of the Institute, a one-hour presentation of our search for potential sites for a demonstration project of a Learning Park, including a review of the criteria we are using and our research on several sites to date. We discussed how the illustrations and ideas from the Learning Parks document, found on our website, apply in relation to these sample sites. Once a community informs us that it wants to create a Learning Park, we will help to establish a local nonprofit organization that will develop and operate the Learning Park.

The next hour focused on discussion, observations, suggestions and questions from those in attendance. What elements in our proposal for a Learning Park are essential? How might these look different in different, specific sites? What adjustments could be made to preserve the essential concept in either a rural or urban site? How accessible can some or all of the Learning Park be to the general public? What small businesses offer the greatest breadth, utility and inspiration for learning opportunities? The Site Search Committee introduced

research on three sites as examples of the present focus of CINE and the application of our site criteria and basic principles. [*The Learning Park Site Preferences* and *Learning Park Basic Principles* documents can be found at the end of this newsletter.]



**WITH GRATITUDE AND LOVE  
FOR OUR COLLEAGUE  
DUANE DILL, 1938-2020**

Duane was a Renaissance person in the 21st century. Everything in the world was of interest to him and he developed skills in many forms of communication and creativity from music to education. He respected children's powers of inquiry and shared with them the happy pleasure of finding things out. Duane saw the beauty of the world every time he revisited one of its ordinary wonders.



"Glad to be participating in this very valuable endeavor." -Duane Dill

**Review of the March 2020 General Meeting  
Beginning the Search for Sites  
Saturday, March 14**

10:00 - **Greetings and introductions.** Where we are now and how we got there. The beginnings of our search for a site for a prototype demonstration project.

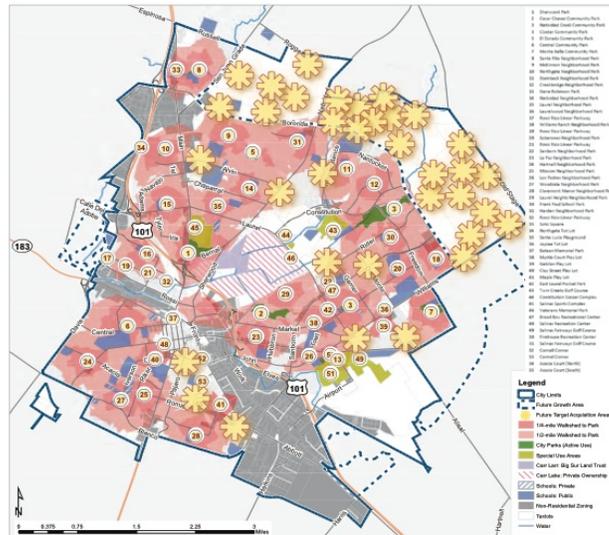
10:10 - **Site Search Committee's procedure.** Review of the Learning Park Site Preferences document and rationale for each preference.

10:20 - **Explanation of the site concept drawing,** the contents of the drawing, and relation of the contents to our statements of Purposes and Practices. [See the drawing and key in the review of the September 2019 General Meeting]

10:25 - **The example of Salinas, California as a potential site.**

The City of Salinas is projecting expenditures of \$14,600,000 for parkland acquisition. Very large tracts of land, identified by the gold icons, are available on the north and northeast sides of the city where the significant growth of the city is expected to occur during the next ten years. The 20 to 30 acres sought for a Learning Park can easily be found here.

FIGURE 24. POTENTIAL TARGET ACQUISITION AREAS



The Salinas Parks Master Plan of 2019 places a priority on the educational value and use of park areas, such as homework help, youth mentoring, literacy promotion, internships, scholarships for under-represented youth, and an Equity, Diversity and Inclusion Strategic Plan in the following documents.

**THEME: BUILDING THE FUTURE**

**POLICIES:**

- *We will ensure that all youth have access to quality preschools, after-school programs, libraries and recreational opportunities.*
- *We will enhance child literacy and discovery services through library services.*
- *We will manage stormwater on-site, where feasible, and consider the preservation of natural hydrologic patterns in the planning and design of new developments.*
- *We will actively pursue opportunities to improve the condition of City-owned parks and open spaces through invasive species removal, planting of native species, restoration of urban forests, waterways, wetlands and other habitat, and improvement of hydrological conditions.*
- *We will proactively seek parkland identified within this Plan, in both developed and undeveloped areas, to secure suitable new parks locations and prioritize lands for inclusion in the parks and open space system based on factors such as contribution to level of service, connectivity, geographic distribution, preservation and scenic or recreational opportunities for residents.*

**GOAL ONE: CREATE A COMMUNITY OF LEADERS, STAKEHOLDERS AND USERS WHO ARE CONNECTED AND ENGAGED WITH THE CARE AND FUTURE OF THE PARKS, RECREATION AND LIBRARY SYSTEM.**

**Initiatives**

1. Conduct periodic joint sessions between the Library & Community Services Commission and other standing City boards, such as the Planning and Transportation Commissions, and with the City Council to improve coordination and discuss policy matters of mutual interest pertaining to recreational resources, opportunities and funding.
2. Facilitate an annual gathering of non-profit community-oriented organizations to recognize its contributions and encourage continued collaborations and networking to improve the quality of life for all residents.
3. Foster the formation of "Friends of" groups that facilitate volunteer park improvement and stewardship projects and promote community ownership of community, neighborhood and pocket parks.
4. Explore the development of a Foundation in order to foster relationships with the philanthropic community and with individual and corporate donors to increase the capacity for making improvements in parks and recreation facilities.

**GOAL EIGHT: ENSURE BRIGHT FUTURES FOR THE YOUTH OF THE COMMUNITY THROUGH ACCESS TO PROGRAMS, MENTORING, EDUCATION, RECREATION AND INFRASTRUCTURE.**

**Initiatives**

1. Continue homework help centers and develop age-focused spaces for young children and teens.
2. Engage and mentor older youth through employment and internship opportunities in recreational programming, library services and seasonal facility maintenance.
3. Continue to promote early literacy and coordinate with school districts and partners to focus on reading at grade level by 3rd grade as a benchmark.

**GOAL TWO: IDENTIFY UNDER-REPRESENTED GROUPS AND WORK TO IMPROVE THEIR CAPACITY TO PARTICIPATE IN PLANNING AND DECISION-MAKING FOR PARKS, RECREATION AND LIBRARY SERVICES IN ORDER TO ENSURE INCLUSION AND BUILD EQUITY IN THE COMMUNITY.**

**Initiatives**

1. Promote the Neighborhood Leadership Academy to advocates and program users as a means to further increase the local community's leadership capacity.
2. Support internship and mentoring opportunities and establish a comprehensive scholarship program to engage and provide opportunities for under-represented segments of the community (see Goal 6).
3. Prepare an Equity, Diversity and Inclusion Strategic Plan to guide policies and set a direction for the Department to advance racial equity in every aspect of its work.



Salinas has a diverse demographic with a population of 163,000, 40% under the age of 18.

### History

Native American people, including the Esselen and the Rumsen, originally inhabited the Salinas Valley and the Salinas area. After Spanish settlement, the area became part of Catholic missions. Missions were later converted to smaller cattle ranchos once Mexico gained its independence in the early 1800s. The end of the Mexican-American War in 1848 brought the region into the United States and the State of California.

Salinas was developed at the junction of two main stagecoach routes – early (1850s) buildings included a post office and travelers inn. Development of nearby railroads in the late 1860s and the conversion of grazing lands to agricultural crops spurred growth in the area. The city was incorporated in 1874 and was named after the nearby marshlands of the Alisal Slough, as the town's name means 'salty marshes' in Spanish.

Salinas quickly became a hub for agricultural production in the area and was home to the headquarters of major agricultural companies. Asian immigrants, primarily Chinese, settled in Salinas to work on nearby farms, resulting in a large Chinese minority. The advent of irrigation systems in the valley led to the rapid expansion of agriculture, and the conversion to high value row crops. With

the success of the local agricultural economy, Salinas grew from just over 4,300 people in 1920 to nearly 10,300 people in 1930. It also led Salinas to have the highest per capita income in the United States in 1924. The growth of Salinas in the early nineteenth century is evident in the city's Art Deco and Moderne architecture.

Following World War II, Salinas began to convert agricultural land to residential development to meet the needs of new residents. The city experienced particularly strong growth from 1950 to 1970, when it grew from just under 14,000 residents to nearly 59,000. Part of this growth was due to the settlement of Hispanic immigrants, primarily from Mexico, in the Alisal area. The Hispanic population, including both native-born Americans and immigrants, continued to grow throughout the second half of the twentieth century. Hispanic and Latino residents now make up three-quarters of the city's population.

### Economy

Salinas' economy still centers on the local agricultural industry, which employs nearly one-quarter of employed residents. Major employers include several fresh fruit, vegetable and meat packing plants, as well as

local government, schools and hospitals.

Approximately six in ten residents over 18 are employed, though 6% are unemployed, and the remaining 36% are out of the work force. While employment levels are relatively high for the area, jobs tend to be low-paying. At approximately \$50,000, the median income in Salinas is nearly \$10,000 less than that of surrounding Monterey County. The community also suffers from high rates of poverty. Most residents (60%) have completed high school, though only 12% have gone on to complete higher levels of education. Higher-education rates are lower for residents of color.

### Meeting the needs of a growing community

In 2019, Salinas was home to an estimated 162,800 people, according to the California Department of Finance. Salinas experienced significant population growth between 1970 and 2000, when the city grew by more than 92,000 people, at an annual rate of approximately 3.8% (see Figure 1). However, growth has slowed to an annual rate of just 0.3% since 2000. This rate of population growth is slower than that of Monterey County (0.53% annually) and California (1.1% annually).

CITY OF SALINAS Parks, Recreation & Library Master Plan

## 10:40 - The example of Denver and Aurora, Colorado as potential sites

### Denver and Aurora, Colorado criteria match

#### **A. A state or US territory that shows some legislative or executive signs of educational experimentation;**

The Innovation Schools Act provides a pathway for schools and districts to obtain greater individual school autonomy and managerial flexibility in order to implement diverse approaches to learning. The Act allows schools greater control over matters such as educational programming, personnel selection and evaluation, calendars and scheduling, and budgeting. Under the Act, a public school or group of public schools may submit an innovation plan to a local board of education outlining the innovative practices the school or schools intend to implement and identifying the state laws or rules and local policies that the school(s) seek to waive. Once approved by a local board of education, the district submits the innovation plans and waiver requests to the Colorado State Board of Education for approval.

#### **B. A local board of education that shows similar signs of educational experimentation;**

Denver Public Schools, limited evidence of innovation or educational experimentation.

<https://imaginarium.dpsk12.org/opportunity/community-innovation> This "Imaginarium" is an internal DPS design thinking "consultancy" that fancies itself a driver of change.

#### **C. A community, local government and public organizations that, based on previous activity or social/economic circumstances, are likely to want a Learning Park;**

I think the DPS has shown sufficient commitment and history of waiving local and state education rules to meet the criteria above.

#### **D. A combination of local personalities and organizations with enough political access and credibility to get legislation exempting the Learning Park from the state's or territory's compulsory school laws and mandatory curriculum;**

See above, the mechanisms for exemption are in place.

There are plenty of organizations that want to see schools reformed, however, the specific people who might join us in our quest, have yet to be identified.

Some potential supporters include: Nate Easley, John Hickenlooper

**E. A community with 20 to 30 acres available, that could be developed in harmony with the concepts proposed in the Learning Parks document from the Public Message Committee, including some reclaimed urban real estate or undeveloped open space, abandoned public or private institutions, athletic fields, or park land, that also has good public access, as a site for the Learning Park;**

**The River Mile Project** is a new 62 acre site encompassing Ilitch Garden’s Amusement Park along the Platte River. It will be redeveloped over the next 25 years with an ambitious vision that includes residential, retail, education and recreation. Perhaps the new owners of this site could be persuaded to allow our test site?

**OXFORD VISTA**

**Oxford Vista, Aurora** is a 31-acre campus that was donated to Urban Land Conservancy and currently houses Americorps. I know the CEO of ULC who is likely to be open to discussions of how we might partner. The campus previously belonged to Excelsior Youth Services, which stopped operations, “In an effort to ensure the property remained under the ownership of a mission minded organization who would preserve the campus for educational and community use, ULC was chosen due to the organization’s history of land stewardship for positive community impact.”



**F. A community with a diverse population in terms of age, ethnicity, household income, schooling, political perspectives, social relations, hobbies and professions, membership in organizations**  
Aurora, Colorado

2018 Population: 374,114

Family income: 35% less than \$50K, 36% \$50K-\$100K, 24% \$100K-\$200K, 5% \$200K+

**G. A community with a number of nonprofit or civic organizations that could be good collaborators with a Learning Park;**

<https://www.coloradoinitiative.org/projects/high-school-redesign/>

<http://www.reschoolcolorado.org>

<https://dug.org/garden/park-hill/>

**H. Enough local, private money for start-up, and to leverage large capital donors, and to match any public operating money (like state, per-pupil distributions or city cultural services allocations) that the Learning Park may receive on an annual basis.**

Some funding resources to support work based learning programs can be found here.

RACE		
Total population	325,078	100.0
One Race	308,108	94.8
White	198,720	61.1
Black or African American	51,196	15.7
American Indian and Alaska Native	3,100	1.0
Asian	16,086	4.9
Asian Indian	1,627	0.5
Chinese	1,720	0.5
Filipino	1,981	0.6
Japanese	739	0.2
Korean	3,459	1.1
Vietnamese	2,747	0.8
Other Asian [1]	3,813	1.2
Native Hawaiian and Other Pacific Islander	1,002	0.3
Native Hawaiian	152	0.0
Guamanian or Chamorro	166	0.1
Samoan	169	0.1
Other Pacific Islander [2]	515	0.2
Some Other Race	38,004	11.7
Two or More Races	16,970	5.2
White; American Indian and Alaska Native [3]	1,716	0.5
White; Asian [3]	2,311	0.7
White; Black or African American [3]	4,548	1.4
White; Some Other Race [3]	3,374	1.0
Race alone or in combination with one or more other races: [4]		
White	212,302	65.3
Black or African American	59,260	18.2
American Indian and Alaska Native	7,040	2.2
Asian	20,109	6.2
Native Hawaiian and Other Pacific Islander	1,852	0.6
Some Other Race	43,260	13.3
HISPANIC OR LATINO		
Total population	325,078	100.0
Hispanic or Latino (of any race)	93,263	28.7
Mexican	71,225	21.9
Puerto Rican	2,324	0.7
Cuban	578	0.2
Other Hispanic or Latino [5]	19,136	5.9
Not Hispanic or Latino	231,815	71.3

<https://www.philanthropycolorado.org/>

See following lists of Colorado Corporate Philanthropists, Colorado Foundations, and Corporate Foundations....

### 10:55 - The example of Tulsa, Oklahoma as a potential site

#### Tulsa, Oklahoma

**Has finished a very large public riverfront development project: The Gathering Place public playground/ball courts/pond & boathouse/landscaped park/festival center**

<https://www.swagroup.com/projects/tulsa-riverfront-park/> .

<https://www.gatheringplace.org/>

<https://www.nytimes.com/2018/08/10/arts/design/tulsa-park-gathering-place.html>

<https://www.citylab.com/design/2018/09/a-short-guide-to-tulsas-new-465-million-park/570595/>

[https://www.tulsaworld.com/news/this-is-your-park-tulsa-visitors-already-claiming-gathering-place/article\\_59565a39-8717-5cb7-babd-1ec77329ca5a.html](https://www.tulsaworld.com/news/this-is-your-park-tulsa-visitors-already-claiming-gathering-place/article_59565a39-8717-5cb7-babd-1ec77329ca5a.html)

<http://www.batesline.com/archives/2007/01/planning-tulsas-riverfront-a-bri.html> River Parks Authority: <http://www.riverparks.org/>

[https://www.tulsaworld.com/lifestyles/magazine/words-changed-tulsa-forever-how-the-gathering-place-came-to/article\\_fcfd3073-0336-5272-84ff-d83362fbdef8.html](https://www.tulsaworld.com/lifestyles/magazine/words-changed-tulsa-forever-how-the-gathering-place-came-to/article_fcfd3073-0336-5272-84ff-d83362fbdef8.html)

Gathering Place overview: [https://en.wikipedia.org/wiki/Gathering\\_Place\\_\(Tulsa\\_park\)](https://en.wikipedia.org/wiki/Gathering_Place_(Tulsa_park))

**Also, the Tulsa Children's Museum is building a new museum near the same site.**

[https://www.tulsaworld.com/news/gatheringplace/tulsa-children-s-museum-hires-local-firm-to-design-new/article\\_2a2c305f-23d9-53fa-addf-3be892d232b2.html](https://www.tulsaworld.com/news/gatheringplace/tulsa-children-s-museum-hires-local-firm-to-design-new/article_2a2c305f-23d9-53fa-addf-3be892d232b2.html)

**Former site of Children's Museum will be available in two years.**



<https://discoverylab.org/>

<https://discoverylab.org/wp-content/uploads/2018/08/2016-2017-Annual-Report.pdf> .

**or a site near Museum Hill at the Gathering Place**



#### Tulsa Public School District partners with Children's Museum

[https://www.tulsaworld.com/news/education/tulsa-public-schools-stem-center-to-be-part-of-discovery/article\\_ebd04601-260e-5d2b-b8fc-f186716f3cdd.html](https://www.tulsaworld.com/news/education/tulsa-public-schools-stem-center-to-be-part-of-discovery/article_ebd04601-260e-5d2b-b8fc-f186716f3cdd.html)

Tulsa Board of Ed.: <https://www.tulsaschools.org/about/board-of-education>

District Redesign: <https://www.tulsaschools.org/about/news/news-item/~board/district-news/post/tulsa-public-schools-announces-shaping-our-future-district-redesign>

Equity: <https://www.tulsaschools.org/about/equity>

Tulsa School of Arts and Sciences:

[https://en.wikipedia.org/wiki/Tulsa\\_School\\_of\\_Arts\\_and\\_Sciences](https://en.wikipedia.org/wiki/Tulsa_School_of_Arts_and_Sciences); also <http://tsas.org/>

#### Tulsa Census Data:

<https://www.census.gov/quickfacts/fact/table/tulsacityoklahoma,US/PST045218>

<https://data.census.gov/cedsci/profile?q=Tulsa%20CCD,%20Tulsa%20County,%20Oklahoma&g=0600000US4014393380>

**Tulsa City:** [https://en.wikipedia.org/wiki/Tulsa,\\_Oklahoma](https://en.wikipedia.org/wiki/Tulsa,_Oklahoma)

<https://www.cityoftulsa.org/>

Tulsa has a population of about 420,000, with a metro area of about 1 million. The economy is based on oil, now diversified to include finance, aviation, technology and telecommunication. Tulsa accounts for 60% of Oklahoma's exports.

Tulsa has a temperate climate of the humid subtropical variety with a yearly average temperature of 57 °F (14 °C) and an average precipitation of just under 41 inches per year. Average yearly high 93.1, average yearly low 27.5.

Demographics

- White American: 62.6% (57.9% Non-Hispanic Whites, down from 85.7% in 1970)<sup>[73]</sup>
- Black: 15.6%
- Hispanic or Latino (of any race): 14.1% (11.5% Mexican, 0.4% Puerto Rican, 0.3% Guatemalan, 0.2% Spanish, 0.2% Honduran, 0.2% Salvadoran)<sup>[1]</sup>
- Native American: 5.3%; Some other race: 8.0%; Two or more races: 5.9%

**The city has a program to address racial equity and inequality.**

<https://www.cityoftulsa.org/government/resilient-tulsa/>

Questions about inclusion: <https://www.thedailybeast.com/tulsa-builds-a-park-that-it-hopes-will-heal-historic-wounds>

Greenwood District Tulsa: [https://en.wikipedia.org/wiki/Greenwood\\_District,\\_Tulsa](https://en.wikipedia.org/wiki/Greenwood_District,_Tulsa)

**Tulsa Race Massacre of 1921**

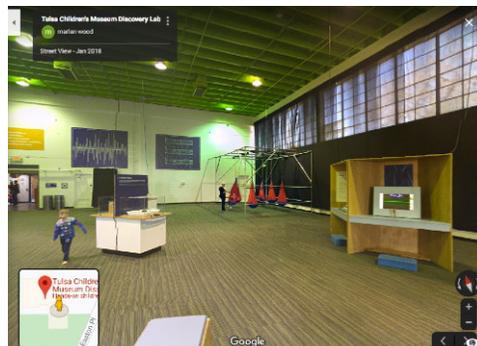
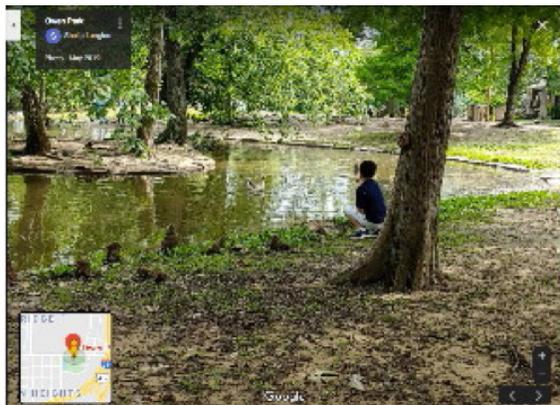
[https://en.wikipedia.org/wiki/Tulsa\\_race\\_massacre](https://en.wikipedia.org/wiki/Tulsa_race_massacre)

<https://www.tulsa-history.org/exhibit/1921-tulsa-race-massacre/>

<https://www.nytimes.com/2020/06/20/us/tulsa-greenwood-massacre.html>

### Owen Park Site

24 acre Owen Park is the oldest city park in Tulsa, located in a diverse neighborhood. It is the site of the 13,000 square foot Tulsa Children's Museum that will be vacant in 2022. Across the street east of the museum are approximately 20 acres of open land owned by the city, with a fire station at the north end, that might be developed into the Learning Park main street, orchard and garden. The park has a large pond on the far west side and is bordered on the south by the Tulsa School of Arts and Sciences. The layout of the Learning Park concept drawing is relatively similar to the layout of Owen Park and adjacent city property.





**Funders in Tulsa:**

Gathering Place donors: <https://www.gatheringplace.org/donors>

**Principal donor George Kaiser, net worth \$7.6 billion:**

[https://en.wikipedia.org/wiki/George\\_Kaiser](https://en.wikipedia.org/wiki/George_Kaiser)

Kaiser Family Foundation: <https://www.gkff.org/>

[https://www.tulsaworld.com/news/gatheringplace/george-kaiser-family-foundation-donates-million-in-land-to-spur/article\\_faf632d3-fc46-5594-8330-054294265c99.html](https://www.tulsaworld.com/news/gatheringplace/george-kaiser-family-foundation-donates-million-in-land-to-spur/article_faf632d3-fc46-5594-8330-054294265c99.html)

**List of donors other than Kaiser, and amounts = total \$255 million:**

[https://www.tulsaworld.com/news/local/gatheringplace/giving-spirit-tulsa-companies-embraced-gathering-place-from-the-start/article\\_73b45683-37f1-5866-8e6c-e36cff195ff9.html](https://www.tulsaworld.com/news/local/gatheringplace/giving-spirit-tulsa-companies-embraced-gathering-place-from-the-start/article_73b45683-37f1-5866-8e6c-e36cff195ff9.html)

Cox Communications: [https://www.tulsaworld.com/business/cox-communications-partners-with-gathering-place-in--year-commitment/article\\_da710ee-1138-5cb8-a1b9-0085bf223fed.html](https://www.tulsaworld.com/business/cox-communications-partners-with-gathering-place-in--year-commitment/article_da710ee-1138-5cb8-a1b9-0085bf223fed.html)

HollyFrontier: [https://www.tulsaworld.com/news/local/gatheringplace/hollyfrontier-gives-million-to-gathering-place-park-s-largest-gift/article\\_df872393-dd6a-53ea-81ee-724881710fce.html](https://www.tulsaworld.com/news/local/gatheringplace/hollyfrontier-gives-million-to-gathering-place-park-s-largest-gift/article_df872393-dd6a-53ea-81ee-724881710fce.html)

**Politics: Tulsa is politically mixed with strong conservative and fundamentalist religious influences, but also an active liberal and progressive minority.**

**Oklahoma State Education Standards typical in conservative states:**

<https://sde.ok.gov/oklahoma-academic-standards>

Accountability/Assessments: <https://sde.ok.gov/accountability-assessments>

Oklahoma compulsory school laws: <https://statelaws.findlaw.com/oklahoma-law/oklahoma-compulsory-education-laws.html>

State Board of Education: <https://sde.ok.gov/state-board-education>

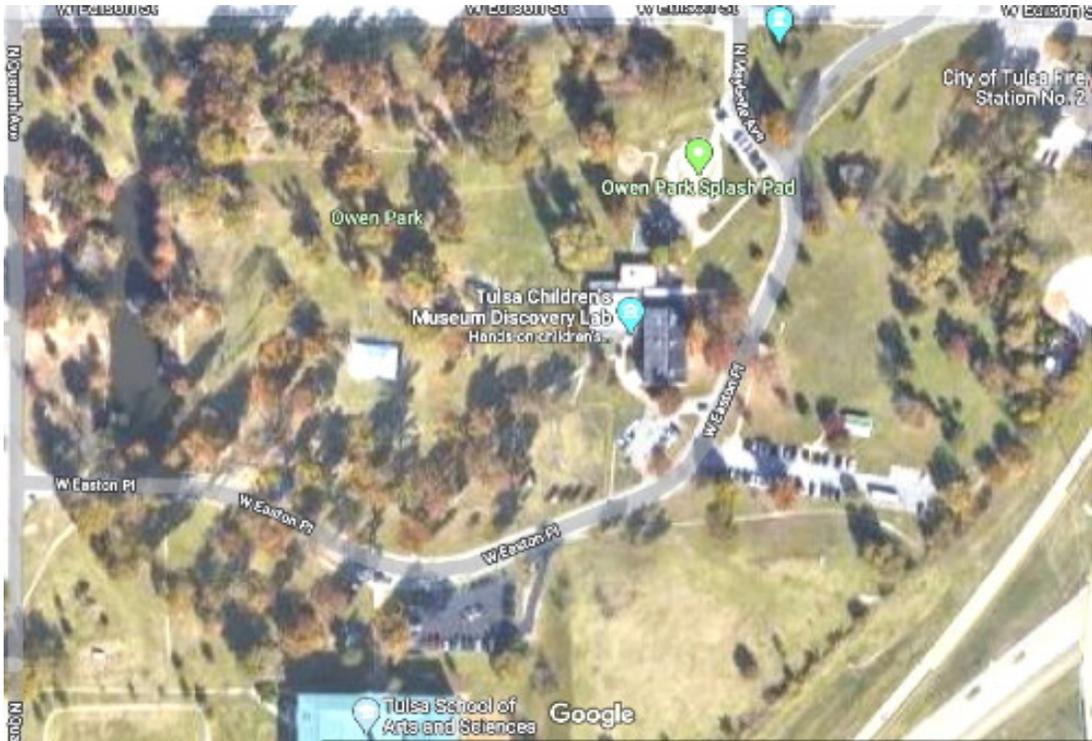
**Republican Governor Stitt not a progressive**

Stitt responds to tribes: <https://www.governor.ok.gov/articles/pressreleases/governor>

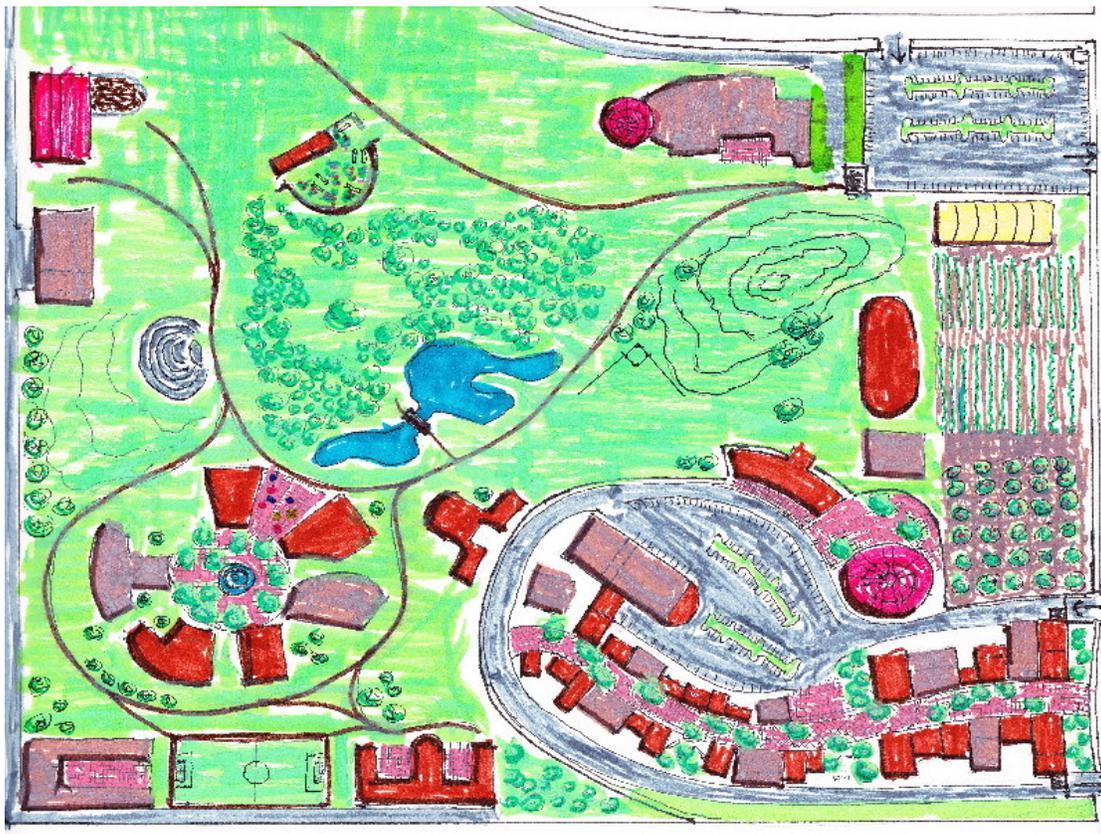
<https://www.governor.ok.gov/articles/pressreleases/stitt-announces-appointments-to-state-board-of-ed>

<https://www.governor.ok.gov/articles/pressreleases/inaugural>

Gov. Stitt: [https://en.wikipedia.org/wiki/Kevin\\_Stitt](https://en.wikipedia.org/wiki/Kevin_Stitt)



Comparison of the layout of Owen Park with the Learning Park concept drawing.



**Ratings 1-10** of Tulsa according to CINE site preferences: A) 2, B) 6, C) 8, D) 5, E) 9, F) 7, G) 10, H) 10, I) 7

**11:15 - Summary of site search procedures**

**11:20 - Discussion of other sites** the committee is considering and request for suggestions of other sites for the committee to explore. Do participants have suggestions for additional criteria? Do participants know anyone in the places we are investigating?

**11:35 - Main Street businesses/learning centers.** If the Learning Park has a main street with small businesses that serve as learning places, what types of businesses would you suggest that will provide the most useful and extensive or deep learning opportunities?

**11:50 - Concluding remarks** and thanks to everyone

**12:00 - Adjourn**

**Review of the September 2019 General Meeting  
From Concept to Implementation: First Steps**

**Friday, September 13**

5:00 pm - Informal gathering for all meeting participants; beverages, snacks and conversation at the meetinghouse.

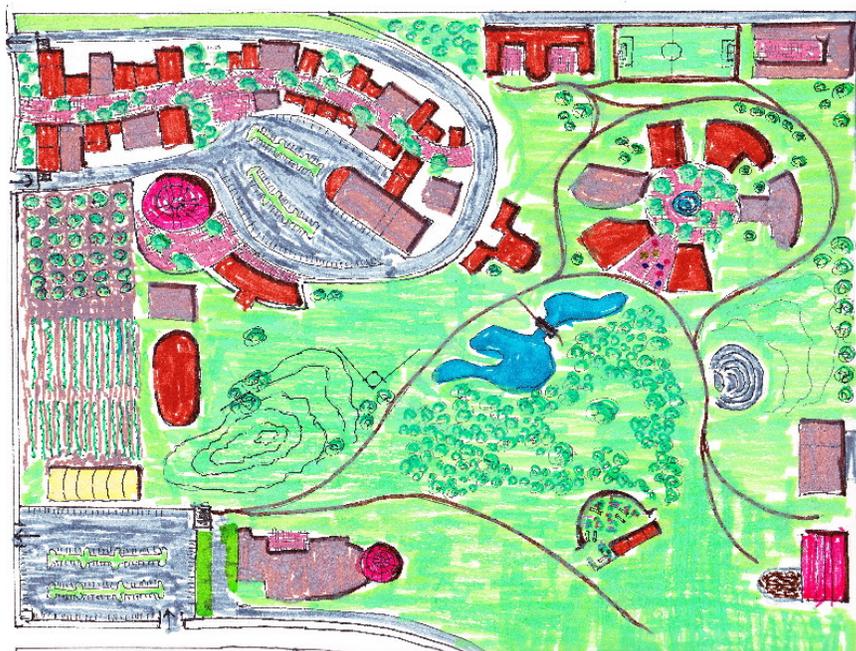
7:15 pm - Dinner for board members and guests

**Saturday, September 14**

8:45 - Light breakfast food, oatmeal, granola, fruit, yogurt, burritos, and coffee, tea, juice and water provided at the CINE meetinghouse for all meetings participants

**9:30 - First meeting conversation: Implementing the Demonstration Project**

Review the Public Message; Review the previously discussed physical components of a Learning Park; Think about what to keep in mind during conversations in the working groups (e.g. Purposes and Practices from the public message, the 11 principles for creating great community places, and other readings); what should we expect in and from reports from the working groups.



Key: Upper Left, "Main Street" with up to 30 small businesses that double as learning centers for the Learning Park (for example, a restaurant, compounding drug store, architect, music store, laundromat, furniture maker, child day care, senior day care, art gallery, electronics sales and repair, organic foods grocery, hardware, book and media store, counseling center, tax and accounting service, bistro, coffee shop meeting space, performing arts center,

second hand store, farmers market and flea market, chapter house governance center, etc.); Center Left, organic community garden, orchard, green house, food processing building; Lower Left, parking lot, STEAM center and museum; Lower Right, pasture, meditation garden, barn, maintenance and machine shop, Greek theater; Upper Right, learning centers circle (buildings specialized for different purposes or subject matters), resident buildings and games field; Center, pond, woods, hill and fields.

**Divide into six working groups:**

- 1) Learning Park building and land site components, arrangement, requirements, personnel, resources
- 2) Fundamental, continuing activities to be accommodated, personnel, resources
- 3) Essential characteristics of the learning milieu, the living environment, people and things
- 4) Processes for deciding what is provided/created to be learned and how learning may happen
- 5) Procedures, organization and materials for comfort, safety and community collaboration, resources
- 6) Management and operating processes and organization, personnel, resources



10:30 - Break

10:45 - **Second conversation:** Working groups meet to elaborate the implementation topics; each group selects a recorder to document in some detail a narrative of the conversations and a group member as spokesperson to communicate results in the following sessions

11:45 - Break

12:00 - **Third conversation:** Preliminary results from working groups 1) Learning Park building and land site

components, arrangement, requirements: 30 minutes, and 2) Fundamental, continuing activities to be accommodated: 30 minutes; with questions and suggestions from the other meeting participants

1:15 - Lunch cooked by Stella Perea at Perea's Restaurant for all, provided by CINE

2:30 - **Fourth conversation:** Preliminary results from working groups 3) Essential

characteristics of the learning milieu, the living environment: 30 minutes, and 4) Processes for deciding what is provided/created to be learned and how learning may happen: 30 minutes; with questions and suggestions from the other meeting participants



3:30 - Break

3:45 - **Fifth conversation:** Preliminary results from working groups 5)

Procedures, organization and materials for comfort, safety and community collaboration: 30 minutes, and 6) Management and operating processes and organization: 30 minutes; with questions and suggestions from the other meeting participants.

4:45 - Music

5:00 - Personal time

6:30 - The now traditional CINE sunset buffet dinner party for all at Gail's house; conversation and more music

**Sunday, September 15**

8:45 - Light breakfast food, oatmeal, granola, fruit, yogurt, burritos, and coffee, tea, juice and water provided at the CINE meetinghouse for all meeting participants.



9:30 - **Sixth Conversation:** Working groups prepare edited recommendations based on yesterday's working group results and meeting participants' questions and suggestions; estimate the resources required to initiate your recommendations in a Learning Park; select a group member as spokesperson, and a member to prepare written notes representing the

group's conversations and recommendations to forward to the public message committee within three weeks.

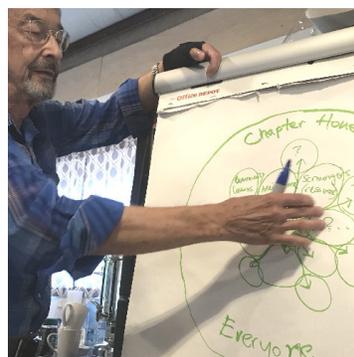
10:30 - Break

10:45 - **Summaries** from the six working groups: 10 minutes each

11:45 - **Seventh conversation:** Concluding conversation about where we are and next steps

12:15 - **Adjourn the meeting for all except board members.**

1:45 - Board meeting



## Review of the March 2019 General Meeting

### Friday, March 15

5:00 pm - For CINE board members and invited guests; meet and greet at the meetinghouse.

7:15 pm - Dinner for board members and guests

### Saturday, March 16

8:45 - Light breakfast food, and coffee, tea, juice and water provided at CINE meeting house for all (board, guests, participants from our email list and other interested persons)

9:30 - **First meeting conversation:** A recap of where we have traveled in our conversations



over the past year and where we are now. What are the unique and novel aspects of our project? Where have we found the greatest points of agreement regarding the unique and novel aspects of our project? What are some important questions that have been raised and remain unresolved? Has there been anything particularly

surprising or concerning about how our conversations have progressed? Thinking back over our work together, can you identify any "aha!" moments or turning points in your understanding of the situation we are facing, the project we are envisioning, or your own possible relationship to these issues? - Paul Tatter, Conversation Facilitator

10:30 - Break

10:45 - **Second conversation:** What is our compelling message to the public? How is CINE's project different from what else is out there? What are the central purposes of our public message, and how does our message relate to those purposes? Who are the audiences for our public message, and how might our message engage with them? What are some other formats in which we can articulate important aspects of our vision? Thinking about other public messages that you have seen, and which you found particularly effective or ineffective, how might we refine our own message? - Francisco Gallegos, Conversation Facilitator



11:45 - Break

12:00 - **Third conversation and Activity:** Define 'place' in our concept of a new place of learning. Why is the notion of place so important to our vision of a new education? How may learning be based in place? With this in mind, what might our place look and feel like? Let's take some time for each table group to draw the place you imagine. What might be some of the important places *within* the larger place? Thinking about your own past and present

relationships to important places in your life, how can we refine our vision of a new place of learning in order to make room for what made those places so special? How can we refine our vision of these places in light of our thinking about the importance of place in education?

- Janet Ross, Conversation Facilitator

1:15 - Lunch at Perea's for all

2:30 - **Fourth conversation:** Who is included in our place of learning? What are the communities that we seek to engage? How will everyone work together? How will conflicts be resolved? Where might we find models or resources for envisioning how to be inclusive and democratic in a new place of learning?

Thinking about some of the particular learning activities that might happen in our new place of learning, what issues regarding inclusion, exclusion, and decision-making might we want to think about together at this time?

- Kay Collins, Conversation Facilitator

3:30 - Break

3:45 - **Fifth conversation:** What will be learned? How can we respond to this question when others ask it? In order to answer this question do we have to some clarity about what we think learning is? What will be provided? What might be made? What will be the mother of invention? What will people be doing from which they might learn something? Is it possible to know ahead of time what someone will learn? Can learning be standardized and tested? Can learning and the outcomes of learning be the same for nearly



everyone? How can learning be planned and evaluated? - J. Newlin, Conversation Facilitator

4:45 - Sing-along

5:00 - Personal time

6:30 - Sunset buffet dinner party for all

**Sunday, March 17**

8:45 - Breakfast

9:30 - **Sixth Conversation:** Seeing education as a social process. Is significant learning also a social process? How might we understand some of the concepts that have been central to our conversations as being fundamentally *social* in nature: learning, education, knowledge, skill, intelligence, creativity, caring? How is learning embodied? How is knowledge embodied? What is the educational value of being in each others' presence; of conversing in each others' presence? How would education as a social process be manifested in our new place of learning? - Francisco Gallegos and Paul Tatter, Conversation Facilitators

10:30 - Break

10:45 - **Seventh conversation:** Revisiting the public message and how it can articulate the vision? Thinking about where our conversation has gone, what do we now think might be the essential elements that should be communicated? - Molly Kelton and Betsy Adamson, Conversation Facilitators

11:45 - Do we have anything to add to what at this time are the essential elements in our vision? Conclusion.

**12:15 - Adjourn the meeting for all except board members.**



## **RETHINKING PUBLIC EDUCATION**

### **Learning Park Site Preferences**

During the board conversation about site preferences in September 2019, we identified several conditions we would look for in a potential site for a Learning Park demonstration project:

- A. A state or US territory that shows some legislative or executive signs of educational experimentation;
- B. A local board of education that shows similar signs of educational experimentation;
- C. A community, local government and public organizations that, based on previous activity or social/economic circumstances, are likely to want a Learning Park;
- D. A combination of local personalities and organizations with enough political access and credibility to get legislation exempting the Learning Park from the state's or territory's compulsory school laws and mandatory curriculum;
- E. A community with 20 to 30 acres of land available, that could be developed in harmony with the concepts proposed in the Learning Parks document from the Public Message Committee, including some reclaimed urban real estate or undeveloped open space, abandoned public or private institutions, athletic fields, or park land, that also has good public access, as a site for the Learning Park;
- F. A community with a diverse population in terms of age, ethnicity, household income, schooling, political perspectives, social relations, hobbies and professions, membership in organizations, etc.;
- G. A community with a number of nonprofit or civic organizations and local businesses that could be good collaborators with a Learning Park;
- H. Enough local or regional, private or public money for start-up, and to leverage large capital donors, and to match or supplement any private or public operating money (like state, per-pupil distributions, city cultural services allocations, or federal funds; or contracts for services) that the Learning Park may receive annually;
- I. A community with 20,000 or more residents.
- J. Overall, any community in the US including Puerto Rico and Virgin Islands that appears to have the conditions A-I.

After an extensive search using the criteria described above, we will identify several of the most probable sites and send two or three of our members to visit them and discuss the Learning Park idea with members of the community. If a community wants to try a Learning Park, and it believes it has the resources necessary, then we will help them to establish a local nonprofit organization to develop and operate a prototype Learning Park appropriate for their community.

## **Basic Principles in Our Concept of a Learning Park**

These principles may be used as guides or criteria in making decisions about the design and contents of space, grounds, buildings, landscape, social and political practices, materials and equipment, subject matter, expectations, governance, services, operations, conflict resolution, community relations, funding, et cetera. For example, how effectively might the specific design of a building or landscape, equipment or governance support learning with a purpose of reclaiming democracy, sustaining the planet, or practicing face-to-face, honest and open conversation?

## **Purposes of Public Education in a Learning Park**

Reclaiming democracy

Saving and sustaining the planet

Developing social and personal efficacy

Living healthily

Respecting our humanity

Learning together with multigenerational people of all ages

Growing the esthetic, emotional, and spiritual aspects of social life

Using socially and economically valuable skills, understandings, and tools

Exercising civic responsibility, ethics, and duty

Making a good, satisfying, and sustainable personal life

Finding the joy in learning and living

## **Practices of Public Education in a Learning Park**

Creating a place of learning that is as rich, dynamic, and complex as the world itself

Creating beautiful, convivial, and comfortable environments for learning

Engaging participants across the lifespan in facilitating intergenerational exchange

Practicing care-driven, nurturing and mutually determined learning

Learning widely valued social media like listening, literacy, and mathematics

Gaining experience with tools for making, creating, and communicating

Providing a safe place of learning for people of all ages

Being in one another's physical presence, sharing purposes, activity, and experiences

Emphasizing things that only can be learned through practice

Taking part in manual and fine arts to create, imagine, share, and understand

Practicing face-to-face, honest, open, attentive conversation at every opportunity

Designing and equipping for making: things to use, art, science, gardens, friends...

Evolving the place as needs, cares, and interests develop and change

Treating others as we would if we loved them

Valuing and accepting people for who they are, as they are, right now

Operating on natural time appropriate for human development and purposes

Practicing mutual respect, tolerance, inclusion, patience, grace, and kindness

Accessing and utilizing all the resources in the surrounding communities

Supporting and valuing the local community as a contributing member of it