



SCHOOL of  
GRADUATE STUDIES  
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University  
**Digital Commons @ East  
Tennessee State University**

---

Electronic Theses and Dissertations

Student Works

---

August 1996

# Case Study of the Kingsport Regional Education Alliance

D. L. Reed

*East Tennessee State University*

Follow this and additional works at: <https://dc.etsu.edu/etd>



Part of the [Educational Administration and Supervision Commons](#)

---

## Recommended Citation

Reed, D. L., "Case Study of the Kingsport Regional Education Alliance" (1996). *Electronic Theses and Dissertations*. Paper 2768.  
<https://dc.etsu.edu/etd/2768>

This Dissertation - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact [digilib@etsu.edu](mailto:digilib@etsu.edu).

## **INFORMATION TO USERS**

**This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.**

**The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.**

**In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.**

**Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.**

**Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.**

# **UMI**

**A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA  
313/761-4700 800/521-0600**

**CASE STUDY OF THE KINGSPORT REGIONAL EDUCATION ALLIANCE**

---

**A Dissertation**

**Presented to**

**the Faculty of the**

**Department of Educational Leadership and Policy Analysis**

**East Tennessee State University**

---

**In Partial Fulfillment**

**of the Requirement for the Degree**

**Doctor of Education**

---

**by**

**D. Lynn Reed**

**August 1996**

**UMI Number: 9638793**

---

**UMI Microform 9638793**  
**Copyright 1996, by UMI Company. All rights reserved.**

**This microform edition is protected against unauthorized  
copying under Title 17, United States Code.**

---

**UMI.**  
**300 North Zeeb Road**  
**Ann Arbor, MI 48103**

**APPROVAL**

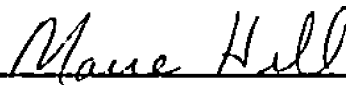
**This is to certify that the Graduate Committee of**

**D. LYNN REED**

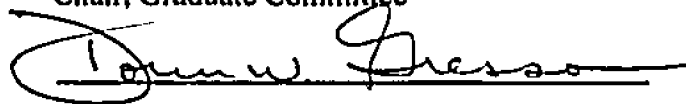
met on the

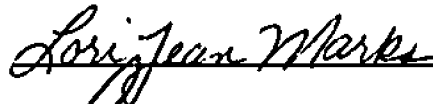
2nd Day of July, 1996.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Analysis.



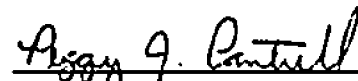
Chair, Graduate Committee







Signed on behalf of  
the Graduate Council



Interim Dean, School of Graduate  
Studies

**ABSTRACT**  
**CASE STUDY**  
**OF THE**  
**KINGSPORT REGIONAL EDUCATION ALLIANCE**

by

**D. Lynn Reed**

The primary purpose of this study was to investigate the origin and evolution of the Kingsport Regional Education Alliance (KREA 2000). A total of 18 individuals, representing three categories, business, education, and community, were selected by purposeful sampling techniques to participate. Data were collected through qualitative methods.

The analysis revealed attitudes, behaviors, and perceptions of those involved in the KREA 2000 activities. Through data analysis the investigator identified a core group of influencers who were primarily responsible for the creation of KREA 2000. The investigator identified four major categories that were critical to the evolution of KREA 2000. The four major categories were: leadership, communication, infrastructure, and collaboration.

Based on the findings, the following recommendations were suggested: (1) KREA 2000 should set up a channel of leadership that will prepare future chairs; (2) KREA 2000 should become more proactive in the political arena in regard to educational issues; (3) the KREA 2000 should be staffed with a full time coordinator and a part-time clerical person, (4) KREA 2000 should appoint a volunteer liaison to each participant agency; and (5) KREA 2000 should concentrate on supporting initiatives within and among the participant agency, not create independent projects.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project Case Study of the Kingsport Regional Education Alliance

Principal Investigator D. Lynn Reed

Department Educational Leadership and Pol

Date Submitted March 7, 1996

Institutional Review Board, Chairman David N. Walters MD

## DEDICATION

This study is dedicated to my remarkable and supportive family. I would like to express special gratitude to my husband, Dr. J. McLean Reed, for his love and guidance. Without his support, the completion of this project would not have been possible. My loving appreciation is extended to my mother, Dottie Lyle, for once again bearing my load, and also to my daughters, Kristin Marie and Jillian McLean, for their unfailing love and understanding.



## ACKNOWLEDGMENTS

I would like to express my profound appreciation to Dr. Marie Somers Hill, chair of my doctoral committee, for her inspiration and support throughout this study. I am grateful for the interest, suggestions, and support of my other committee members Dr. Russell F. West, Dr. Donn W. Gresso, and Dr. Lori Marks.

I genuinely appreciate the time, energy, and cooperation of the leadership, staff, and members of the Kingsport Regional Education Alliance who participated in this project. Ms. Cheryl Lawson has my deepest indebtedness for her examination of audio tapes, transcripts, field notes, raw data, and findings in conducting the audit for my study.

## CONTENTS

	Page
APPROVAL .....	ii
ABSTRACT .....	iii
INSTITUTIONAL REVIEW BOARD .....	iv
DEDICATION .....	v
ACKNOWLEDGMENTS .....	vi
 Chapter	
1. INTRODUCTION OF THE STUDY .....	1
Statement of the Problem .....	5
Significance of the Study .....	5
Limitations .....	6
Assumptions .....	6
Procedures .....	6
Organization of the Study .....	7
2. REVIEW OF LITERATURE .....	8
Introduction .....	8
Plight of Children and Families .....	8
Nationally .....	8
Tennessee .....	10

	<b>Government and Private Attempts</b>	
	<b>to Assist Children and Families</b> . . . . .	10
	<b>Policy Makers</b> . . . . .	10
	<b>Business and Education</b> . . . . .	11
	<b>Organizational Development and Diagnosis</b> . . . . .	13
	<b>America 2000: An Education Strategy</b> . . . . .	14
	<b>Models for Collaboration</b> . . . . .	19
	<b>Summary</b> . . . . .	29
3.	<b>METHODOLOGY AND PROCEDURES</b> . . . . .	30
	<b>Community Background Information</b> . . . . .	30
	<b>Research Design</b> . . . . .	33
	<b>Sampling</b> . . . . .	34
	<b>Overview</b> . . . . .	38
	<b>Maintaining the Integrity of the Data Analysis</b> . . . . .	38
	<b>Analysis of Interviews</b> . . . . .	40
	<b>Analysis of Observations</b> . . . . .	40
	<b>Summary</b> . . . . .	41
4.	<b>RESULTS</b> . . . . .	42
	<b>Introduction</b> . . . . .	42
	<b>Historical View of KREA</b> . . . . .	45
	<b>1990: Vision 2017</b> . . . . .	45
	<b>1992: The Founding of KREA 2000</b> . . . . .	47

1993: Mission and Goal Formation .....	51
1994: Assessing the Community .....	54
1995: Implementation of the Goals .....	66
1996: Monitoring of Progress .....	67
Essentials for Successful Community Education Coalitions ..	69
The Role of Leadership in KREA 2000 .....	69
The Role of Communication in KREA 2000 .....	78
The Infrastructure of KREA 2000 .....	83
The Role of Collaboration in KREA 2000 .....	90
Summary .....	96
<b>5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....</b>	<b>97</b>
Summary .....	97
Purpose and Procedures .....	98
Conclusions .....	99
Recommendations .....	103
<b>REFERENCES .....</b>	<b>106</b>
<b>APPENDICES .....</b>	<b>115</b>
<b>A. Interview Guide .....</b>	<b>116</b>
<b>B. Audit Agreement .....</b>	<b>118</b>
<b>C. Audit Report .....</b>	<b>120</b>
<b>VITA .....</b>	<b>122</b>

*"If a free society cannot help the many who are poor, it cannot save the few who are rich."*

*John F. Kennedy*

## CHAPTER 1

### INTRODUCTION TO THE STUDY

In the United States an array of social service agencies exists to serve children, youth, and families (Hooper-Briar & Lawson, 1994a). Among these are agencies such as the county welfare agencies, child protection programs, child care programs and early childhood development agencies (Guthrie & Guthrie, 1990). Often their services are overlapping, haphazard, and uncoordinated (Heath & McLaughlin, 1989; Hodgkinson, 1989; Krist & McLaughlin, 1989; Schorr & Schorr, 1989; Six, 1994).

Garrison (1995) highlighted insufficient funding as another of the myriad problems facing the agencies that aid children and their families. Comparing policy makers to a noncustodial parent reluctant to pay child support, Garrison charged the policy makers with responding to children's needs at the final hour, under protest, with insufficient funds. Inadequate resources generate competition among many youth-serving agencies. Without a unified system of service integration, these agencies remain inefficient and costly.

Schorr and Schorr (1989) related that families least able to navigate their way through the maze of requirements and bureaucracies are often left out. Many of these families have little or no traditional support systems through extended family and community.

Decreasing budgets and increasing societal demands propose problems that are too great for schools or other community agencies to solve in isolation. Often it seems schools and agencies exist in parallel but separate worlds. They serve the same children, but they have different operating priorities and procedures, styles, hours, schedules, benefits, and levels of professional training (Gardner, 1992; Melville & Blank, 1991).

Through expanded partnerships with schools, as well as health and human service agencies, communities may become more responsive to children, youth, and families. Professionals who are experiencing the crises engulfing their charges are seizing this challenge and opportunity (Hooper-Briar & Lawson, 1994c). What remains to be developed is a means of weaving all the necessary services into a viable delivery system (Guthrie & Guthrie, 1993).

Successful examples of collaboration are scattered and idiosyncratic, and they must often depend on outside support to get off the ground (Lewis, 1992). One way of establishing community collaboration is through the foundation of a community-based education coalition.

Community-based education coalitions center their attention and resources on enhancing schools. They provide a structure through which all those having a stake in education, the schools, businesses, citizens, civic groups, government and human services, can work together to create a shared vision and establish broad goals. Later, they serve as the vehicle by which the community accomplishes its goals (Kilbourne, Decker, & Romney 1994a). Lewis (1993) noted such a community-based model can incorporate a

wider diversity of resources and facilities. An example of a community-based education coalition model is the Kingsport Regional Education Alliance (KREA 2000), located in Kingsport, Tennessee.

The Kingsport Regional Education Alliance (KREA 2000) was established November 1992 by a group of business men and women, educators, parents, and citizens interested in strengthening public education. Sponsored by the Kingsport Area Chamber of Commerce and a local community-based leadership organization, Kingsport Tomorrow, KREA 2000 joined other communities across the nation as part of the national Goals 2000 movement (Kilbourne et al., 1994a). Kingsport Regional Education Alliance 2000 adopted the six goals of the Goals 2000 movement and added one of its own. The goals are:

1. By the year 2000, all children in America will start school ready to learn.
2. By the year 2000, the high school graduation rate will increase to at least 90%.
3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. By the year 2000, United States students will be first in the world in science and math.

5. By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. By the year 2000, every school will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The additional goal that was adopted by KREA 2000 expressed:

7. By the year 2000, all students will participate in a balanced curriculum that emphasizes academic, artistic, physical, social and vocational development that will be unique to the Kingsport area (Kingsport Regional Education Alliance, 1994).

The national goals, from which KREA 2000 goals stem, were developed out of the need to provide students with the necessary tools to become productive citizens and the ability to compete in today's global economy (Lister, 1985). Lynn Martin, Secretary of Labor (The Secretary's Commission on Achieving Necessary Skills, 1991) summarized this need:

For most of this century, as this nation took its goods and know-how to the world, America did not have to worry about competition from abroad. At home, technology of mass production emphasized discipline to the assembly line. Today, the demands on business and workers are different. Firms must meet world class standards and so must workers. Employers seek adaptability and the ability to learn and work in teams.

This change has many implications. We focus on one: more than half of our young people leave school without the knowledge or foundation required to find and hold



a good job. Unless all of us work to turn this situation around, these young people, and those who employ them, will pay a very high price. Low skills lead to low wages and low profits. Many of these youth will never be able to earn a decent living. And, in the long run, this will damage severely the quality of life everyone hopes to enjoy. None of us, and none of you, wants to stand by while this happens. (p. v)

### Statement of the Problem

Increased poverty, higher rates of drug abuse, and homelessness contribute to the U.S. educational system's gross inadequacy (Baker, 1994). The breakdown of traditional families and the soaring numbers of children classified as "at-risk" have greatly increased the need for building collaborative networks to reduce the risk factors facing our youth (Gonzalez, 1991; Lawson, 1994).

By having a thorough understanding of how community-based coalitions, designed specifically for collaborating with schools, originate and are sustained, other communities can have a model to follow. The purpose of this research is to examine the origin and evolution of the Kingsport Regional Education Alliance 2000 (KREA 2000).

### Significance of the Study

Schools and other agencies are seeking new ways of delivering education and social services. Many communities are using community-based coalitions as a way to insure that they deliver services in a timely and fair-fashion and that their community is

getting the finest educational experiences possible. This study will provide valuable information for other communities wishing to develop and sustain a similar coalition.

#### Limitations of the Study

The scope of this study was limited to the members of KREA 2000 from 1992-1996. It is further limited by the investigator's previous and current participation in the organization.

#### Assumptions

1. The respondents will be capable of honestly expressing their perception of the activities of KREA 2000.
2. The respondents' perceptions will be accurate indications of the activities of KREA 2000.

#### Procedures

The investigator will execute the following procedures:

1. A review of research and literature will be conducted through ERIC.
2. KREA 2000 Advisory Council permission will be obtained to conduct a qualitative case study of a community-based education coalition.
3. The investigator will be a participant observer in KREA 2000.

4. Data from interviews, observations, and written documents will be analyzed with the aid of Q.S.R., Nud.ist power version, revision 3.0 software.
5. Conclusions and recommendations will be made using information gathered in the data analysis.

#### Organization of the Study

Chapter 1 contains an introduction to the study, the statement of the problem, the significance of the study, the limitations, the assumptions, the procedures, and the overview of the study. Chapter 2 contains a review of related literature. Chapter 3 includes the methodology and procedures used in the study and a descriptive background on the community that sponsors KREA 2000. Chapter 4 contains the results of the study. Chapter 5 contains a summary, conclusions, and recommendations.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

The review of related literature will identify pertinent literature crucial to this study. The first component of the literature review will address the plight of children and families. The second part of the review discusses government and private attempts to assist children and families. An examination of existing models that serve children and families is found in the third part of the review. Finally, the review will present collaborative possibilities between agencies, between schools and agencies, between schools and businesses, between schools and community agencies, as well as interagency collaboration to interface support systems for all segments of society.

#### Plight of Children and Families

##### Nationally

Few issues distress Americans more than the changing role of the family. Cetron and Gayle (1991) reported that 65% of mothers with school-age children and half of all mothers with children below the age of five worked outside the home. Almost one in four children under the age of 18 lived with only one parent, almost always the mother. If the child was African-American, the percentage was higher. The report conveyed that one in two African-American children under the age of 18 lived with only one parent. Bennett (1995) indicates a dramatic increase in these bleak figures reporting that the rate of births

to unmarried teenagers has increased by almost 200% in the last three decades. Today, 30% of all children and almost 70% of all African-American children are born to unwed mothers.

Bennett (1995) stated that since the 1960s, the United States has begun an uninterrupted spiral toward what could be called decivilization. Bennett cited that from 1960 to 1991, the rate of homicide deaths among children under the age of 19 has more than quadrupled. Among African-American teenagers, homicide is now by far the leading cause of death. Since 1965, the juvenile arrest rate for violent crimes has tripled, and makes up the fastest-growing segment of the criminal population of children. In a study funded by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice (1988), researchers surveyed students of 4,000 elementary and secondary schools and found that 32% of students reported that they had carried a weapon to school at least once, and 14% said that they had done so more than once. Besides the increase in the rate of violent crime, the rate at which teenagers commit suicide has more than tripled since 1960 (Bennett, 1995).

In response to these and other societal concerns, between 1962 and 1992, welfare spending in the United States increased by more than 900% in 1992 dollars. Meanwhile, the poverty rate dropped by less than 5% and the rate of births to unwed mothers increased more than 400% (Decter, 1994).

## Tennessee

According to Kids Count: The State of the Child in Tennessee (TN Commission on Children and Youth, 1994), the State of Tennessee's poverty rate for 1986 was 17.8% compared to the national average of 14.0%, with a state ranking of 43 out of 50. More specifically, the child poverty rate for Tennessee during the same year was 25.2% compared to 20.9% nationally with a state ranking of 44 out of 50.

Paralleling the extreme poverty is the pupil-teacher ratio of 19.3 compared to a national average of 17.4. The per pupil expenditure is similarly low, with Tennessee ranking 45 out of the 50 states with an average of \$3,068 per pupil expenditure contrasted with the national average of \$4,243 (TN Commission on Children and Youth, 1994; Cetron & Gayle, 1991).

Louv (1990) stated that more than 21% of U.S. children grow up in poverty. For children with parents under the age of 30, the figure is 35%. For young, single-parent, families, the figures are even higher; 75% of their children live in poverty. Critical to correcting these needs is providing the best possible educational delivery system.

## Government and Private Attempts to Assist Children and Families

### Policy Makers

Lewis (1993) explained that in the past the movement to create a seamless web of services for children and families, both in Washington and elsewhere, has rarely gone past the first step. Recently both state and local agencies have been advocating for more in-depth collaboration.

Two issues are prodding schools and communities toward new interagency relationships:

1. There is no other way to get additional money for needed services. The often overlapping system for delivering services to children and families needs to be taken apart and reassembled in ways that avoid duplication and free up funds to focus on new priorities. Federal and state reserves are bare, and collaboration is often the only way to satisfy emerging needs.

2. The push for improved outcomes is permeating public policy, especially policies involving services for children and families. Focusing on outcomes is now a recurrent effort for policy makers in education. The emphasis on outcomes means that communities determine the outcomes they want for children and families and then work backward to generate policies and structures that will forge these results (Carroad, 1994).

### Business and Education

Difficulties between educational visionaries and business leaders have arisen from a lack of meaningful dialogue concerning accountability. Funk and Brown (1994) reported that business and education do not differ greatly in their goals for educational reform. Both business and education want people who can solve problems, think critically, listen, write and speak effectively, research information, use new technologies, and be concerned for others.

Whiting (1993) described The New American Schools Development Corporation (NASDC) as a private nonprofit corporation supported, managed, and financed by private

business. The NASDC is pursuing the task of education reform. Whiting suggested that NASDC will serve only to clarify the value of existing education alternatives, and President Bush hailed the NASDC as breaking the educational status quo.

Despite their shared ideals, business and education have rarely established a successful symbiotic relationship. Cetron and Gayle (1991) reported that Margaret A. Smith, Superintendent of Hempfield Area School District in Pennsylvania, had established a prosperous relationship with the business world. Dr. Smith began by building coalitions with local businesses. Many firms provided mentors for high-school students, supplied part-time teachers with practical workplace experience, and hosted field trips from area schools.

Dayton, Ohio, is one of the nation's foremost manufacturing centers. Cetron and Gayle (1994) featured Dr. Franklin L. Smith, Superintendent of Dayton Schools. Dr. Smith involved virtually the entire business community in the site-based management of Dayton's schools. Businesses sponsored field trips, provided mentors for at-risk students, and contributed support for the administrators' off-hours planning sessions. As a result, voters have backed the new administration remarkably more than the old administration. Prior to involving community and business, school levies totaling only \$3 million were regularly voted down; following this new collaboration they passed a levy of \$15.37 million (Cetron & Gayle, 1994).

On May 15, 1996, the investigator called the Superintendent's office of Dayton Schools and spoke with Lorenda Tiscornia concerning the school and business partnership implemented by Dr. Smith. Ms. Tiscornia communicated the partnership had grown



immensely since its inception. Under the current superintendent, Dr. James Williams, the more than 50-member partnership continues to meet monthly and is divided into subgroups. Examples of subgrouping are: (a) academic concerns, (b) marketing, (c) finance, and (d) leadership. Ms. Tiscornia reported that usually two business representatives will meet with one administrator in these subgroups. The partnership also provides the funding for Dr. Ed Joiner, Yale University, to come to Ohio and work monthly with all principals in the Dayton Schools.

All levels of education have been criticized for emphasizing process and forsaking content. Education also received criticism for being inflexible and not meeting the needs of an evolving society. To achieve accountability and collaboration, business and education must arrive at a language and practice of commonality (Kilbourne, Decker, & Romney, 1994b).

### Organizational Development and Diagnosis

The development of an organization requires diagnosing. Organizational diagnosis is the process of understanding how the organization works and providing information needed to design what change interventions will be used.

Cummings and Worley (1993) listed three steps to organizational diagnosis: (a) input, the organization's resources such as people or ideas; (b) the transformation, processes such as technical or social; and (c) the output, results such as products, ideas, or a service. The organization must take into consideration the input, decide what processes

need adjustment, and then evaluate the results. Rather than being reactionary, this method is proactive and visionary.

Cunningham and Gresso (1993) said:

The visionary model is necessary for appropriate team dynamics to develop, and to minimize the unproductive characteristics of defensiveness and fear. It focuses on a collective view of the ideal, and everyone's efforts are focused on creating that ideal. The visionary model allows team members to feel comfortable discussing where effort is required in order to achieve the vision. The focus is on specific areas that need to be addressed if the vision is to be realized, rather than on tearing down or berating what has already been done. The visionary model inspires the team to work toward achieving an ideal. (p. 43)

Allowing stakeholders the opportunity to come together at the conception of a project can lead to effective collegial relations (Cunningham & Gresso, 1993). The alliance of business, government, and education could lead to working toward a common vision.

#### America 2000: An Education Strategy

America 2000, introduced by President Bush and continued by President Clinton as Goals 2000, delegates to communities the responsibility for revitalizing schools. The U.S. Department of Education illuminated this assignment.

America 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education . . . . It recognizes that real education reform happens community by community and school by school and only when people come to understand what they must do for themselves and their children and set about to do it. (America 2000: An Education Strategy. Washington, D.C.: Department of Education, 1991, p. 102)

President Clinton followed President Bush's America 2000 legislation with his own legislation, Goals 2000: Education America Act. This document retained the original six goals of the America 2000 act and added two goals. One additional goal calls for upgrading the preparation of teachers, and another highlights more parental participation in the reform movement (Donohue, 1994).

Webb (1995) offered a chronicle of Goals 2000: In Charlottesville, Virginia, on September 27, 1989, President George Bush told governors, among them Bill Clinton of Arkansas, that he was seeking at this summit, not just dialogue, but a new sense of direction. That winter in Washington, D.C., President Bush publicized six broad national goals for education in both his State of the Union Address and at the National Governor's Association (Webb, 1995). The following spring, Phi Delta Kappa, a professional fraternity for educators, found that 75% of 1,594 adults interviewed felt the six national goals were a high priority, but few thought the goals were likely to be reached soon (Lewis, 1992).

One year later in April of 1991, President Bush introduced his plan for achieving the six goals. Bush called "America 2000: An Education Strategy" his plan for a new generation of American schools (Webb, 1995).

Two years later, Education Secretary Riley revealed that the Clinton Administration had a reform bill called Goals 2000: Education America Act and was prepared to route it to Congress. Finally in March of 1994, President Clinton signed his education reform act before San Diego school children (Lewis, 1994).

The Goals 2000 Act authorized \$400 million in incentive grants. These grants were issued to states submitting plans for working toward three ideals:

1. Curriculum standards
2. Student performance standards
3. Opportunity-to-learn standards. (Donohue, 1994)

Goals 2000 formalizes development of national standards and new assessment systems. Because public policy has been moving gradually toward systematic evaluation, Goals 2000 allows researchers and policy makers to put the ideals into practice (Lewis, 1994).

Lewis (1994) explained that through several of its provisions, Goals 2000 initiated several "firsts" in national policy. One of the "firsts" referred to least often but potentially most pivotal, is the development of all types of standards (America 2000: An Education Strategy. Washington, D.C.: Department of Education, 1991). In order to develop these standards, research on the content and classroom practices in countries with demanding standards is requisite.

Another “first” illuminated by Lewis (1994) is the establishment of standards for students who are not bound for college. A *skills* standards board formed by legislation will develop entry level standards for clusters of occupations with these standards being closely associated with academic standards.

Donohue (1994) discussed one extensive provision in the Goals 2000 legislation dealing with “opportunity-to-learn” (OTL) standards. The National Governor’s Association (NGA) interpreted “opportunity-to-learn” as the factors, elements, or conditions of teaching and learning necessary for all students to have a fair opportunity to achieve high performance standards.

One OTL standard addressed is the caliber and accessibility of curricula, instructional materials, and technologies, including distance learning. Distinguished caliber and accessibility afford all students the opportunity to acquire knowledge and skills, from basic to highly technical (Raising Standards for American Education, 1992).

Another opportunity-to-learn standard reflected the capability of teachers to provide high-quality instruction to satisfy the sundry learning needs of all students in each content area. Cline and Small (1994) cited the results of research that documented the fact students learn more in smaller classes. Smaller classes enable teachers to adapt their approaches in instruction to make use of opportunities provided for teacher-student and student-student interaction.

The third provision addressed the extent to which principal and administrators have available and continuing access to professional development, including the best data about teaching, learning, and school improvement (Lewis, 1994). The extent to which

principals, administrators, and teachers utilize current research involving curriculum, instructional practices, and assessments that are aligned with voluntary national content standards is also consequential in providing an opportunity to learn.

Lewis (1994) stated that school facilities also must provide a safe and secure environment for learning and instruction. Schools should provide the essential libraries, laboratories, and other resources that are indispensable to providing students an opportunity to learn. Hill and Hill (1994) recommended that all school visitors be greeted and business handled promptly to minimize the possibility of unwanted visitors and disturbances.

Another recommendation for providing a secure learning environment (Hill & Hill, 1994) is to implement multicultural education. Multicultural education can be used to proactively counteract violence. When students learn more about other cultures and have expectations that their culture is important to others. They will be less inclined to violence in the school. Establishing a place where everyone is respected is vital.

Ultimately, these opportunity-to-learn standards propose new tools for accountability. These standards can be used to promote excellence in communities that are not striving to surpass the current level of educational achievement. They can also serve to assist educators in employing policies, curricula, and instructional practices that ensure nondiscrimination based on race gender (Lewis, 1994).

### Models for Collaboration

Hooper-Briar and Lawson (1994b) reported on pilot projects in some communities that promise a feasible delivery system. One way of fusing independent and specialized professionals is through interprofessional collaboration. Beyond merely working together, these professionals are trying to mesh their programs, support, and services into "seamless systems" (p. 9) called service integration. Public school leaders are being asked to take on this linking role, and society has mandated that schools perform functions previously carried out by traditional support systems -- families, churches, neighbors, and various community agencies (Guthrie & Guthrie, 1993). Fertman (1993) stated that more and more schools are seen as an initial site for intervention, and community agencies and schools are looking at how they can work together to extend support to students and their families.

Fertman (1993) contended that while most schools and community agencies look for ways to work together, the task is not always easy. Community agencies and schools have different philosophies, language, expertise, and schedules. The key is to bring the community agency and the school together in a collaborative partnership.

Hooper-Briar and Lawson (1994a) discussed five emergent models for service integration that unite school and community agencies. One model for service integration is the *Home and Neighborhood-based* design that is similar to a storefront service. This model is usually in urban projects where the community designates a family resource center in a neighborhood home. Another design discussed by Hooper-Briar and Lawson is the *Community-based* model. A community using this model might have a multiservice

center in a settlement house, a shopping mall, or a public social service office where families could secure all needed services.

The *School-linked* model provides services targeting children and families by means of referrals from persons at school. Although not housed at the school, families in the school's district are specified as the population needed to be served. Working agreements are developed between school and agency personnel, new accountability structures and criteria are developed, and information-sharing and management are prioritized.

The fourth model for service integration explained by Hooper-Briar and Lawson is *School-based*. Recognizing the value of services being on the school site, service providers co-locate within the school setting. This relocation is justifiable due to the increased access and quality of services for children that can be directly tied to beneficial classroom outcomes.

The final service integration model, *Saturation-oriented*, is a combination of the above models. A community that employed this model would have a common vision for child-focused, family-centered services and would possess various community development initiatives (Hooper-Briar & Lawson, 1994a; Melaville & Blank, 1991).

The saturation-oriented integration model can lead to an economical and comprehensive approach to providing social services. The literature is saturated with the buzz words *collaboration, coordination, and cooperation*. These terms are sometimes used indiscriminately and almost interchangeably. Intriligator (1992) suggested that *cooperation, coordination, and collaboration* can be placed on a continuum, with each



term representing an increasing degree of interorganizational participation and venture. According to Intriligator (1992), these terms differ in that (a) *cooperation* represents a low level of participation and a high degree of independence, (b) *coordination* represents moderate levels of participation and less independence, and (c) *collaboration* infers a high level of interagency interdependence.

Lewis (1992) noted that some cynics say collaboration is a substitute for adequately funding programs for children and families. Some proponents assert collaboration is the only way to answer the multiple needs of children and schools (Davies, 1991; Goble, 1993).

Drucker (1989) states that "The more knowledge-based an institution becomes, the more it depends on the willingness of individuals to take responsibility for contribution to the whole, for understanding the objectives, the values, the performance of the whole, and for making themselves understood by the other professionals, the other knowledge people, in the organization" (p. 97).

Community collaboration may be a fundamental paradigm shift. It will affect teachers, administrators, their counterparts in other public agencies, and policy makers at all levels.

These endeavors into community collaboration are not easy to implement, but programs are in place that are setting the model for the rest of the country. For example, *New Beginnings* is San Diego's experiment with collaborative services. This program links the school system, county and city services, and the San Diego Community College District in the achievement of a coordinated services center for at-risk children and

families. Children and their families can receive health services, guidance and counseling, family advocacy assistance, parent and adult education services, and ready access to an external team of professionals who work in housing, welfare, mental health, and community organizing (Payzant, 1992; Jehl & Kirst 1992). New York began a Community Schools program in 1987. This program focuses on providing resources to schools offering health, nutritional, and social services for children and families; establishing productive linkages with other agencies; actively involving parents; and serving as a site for a variety of services (Pires, 1988). Also in New York, the *New York City Dropout Prevention Program* has demonstrated that schools can provide the services needed by disadvantaged students by developing relationships with community groups, city agencies, and businesses (Herbert, 1990).

In Lynchburg, Virginia, the *Community Coordination Network* helps schools in meeting the needs of troubled children. This community's answer to the meeting of these needs is collaboration, "one-stop shopping," that furnishes all the services a child needs through the school. Lynchburg has achieved this through schools and human service agencies linking with service centers based in schools or decentralized throughout the community (Rist, 1992). These projects offer young people a comprehensive range of services, including employment counseling training and placement; summer and part-time job assistance; counseling for drug and alcohol abuse; family crisis and academic counseling; health services; and recreation services.

Carroad (1994) noted that one example of policy makers targeting interagency collaboration is *The Administration for Children and Families*. The Administration for

Children and Families (AFDC) is responsible for many childcare programs, including the Childcare and Development Block Grant. This block grant gives low-income families financial resources to locate and afford quality childcare for their children. It also provides states the option of furnishing childcare to working families who are not receiving welfare and require childcare to work. AFDC Childcare provides funds for applicants with dependent children, job opportunities, basic skills training programs to allow applicants to pursue employment, work training, and approved education. Childcare is also available through AFDC's *Transitional Childcare* which extends childcare assistance for up to 12 months after a recipient leaves AFDC.

In addition, Dependent Care Planning and Development grants are made to states and pay 75% of the planning and development expenses for establishing information and referral systems and for school-aged childcare. The Social Services Block Grant enables states to provide social services that are best suited to residents' needs, including childcare. Finally, Child Welfare Services are accessible to states to provide childcare and to help childcare centers meet licensing requirements.

Head Start, although not distinctively designed to provide childcare, offers comprehensive services to escalate the development of low-income, preschool children (Carroad, 1994; Horn, 1990). Head Start has served more than 12.5 million children since its inception in 1965 (Replogle, 1994). Horn (1990) wrote that the U.S. has invested more than two decades in making Head Start an institution in more than 2,000 communities across the United States.

Head Start not only provides a cognitive and social boost, but also ensures that these children are physically ready to learn. Each year, ninety-nine percent of all Head Start children completed medical screenings, and 97% of these children received needed medical treatment. Additionally, 98% completed dental exams, and 96% received needed dental treatment.

Head Start classrooms continue to support upward mobility of parents. More than 60% of all Head Start staff are current or former Head Start parents. Six hundred fifteen thousand volunteers are in these classrooms.

Head Start is working to coordinate programs under the *Job Opportunity and Basic Skills* (JOBS) program of the Family Support Act of 1988. Their goals are to help give parents of children in Head Start an opportunity to participate in the JOBS program and to encourage Head Start grantees to provide training for JOBS participants.

About 150 Head Start Grantees are already providing “wraparound” services to extend Head Start’s half-day programs to full-time childcare for JOBS participants. Replogle (1994) wrote that Head Start has never served children only. Head Start has always involved parents and had a family and community focus.

Examples of programs that focus on family and community are Murray Head Start in Murray, Kentucky, and Inn Circle in Cedar Rapids, Iowa. Both programs integrate families into wider communities, and bring more community resources into their programs to better serve parents and children. Murray aspires to broaden its community outreach and refine its service offerings through formal collaborations with public schools, while Inn Circle aims to balance formal support services with noninstitutional, informal

community involvement. Both programs contend that Head Start must integrate low-income families into informal networks and voluntary organizations, and that Head Start must mobilize the wider community to take greater responsibility for meeting the needs of all children and families.

Replogle (1994) explained that in 1990 Murray Head Start expanded its program by forming a partnership with the local public school system. In 1994 Murray Head Start served nearly 1000 children, twice as many as it would have served with federal Head Start dollars alone. Murray Head Start contracted with the school district to use state funds, while it received federal Head Start dollars directly to disburse to the sites. The Kentucky Education Reform Act of 1990 (KERA) guidelines allowed Murray Head Start to serve all children who qualify for a free lunch in school. This allowed Murray Head Start to serve families who in the past, could provide few early educational services for their children.

This collaboration with the school district allowed each Murray Head Start site to maximize community resources to serve more children. While Murray received \$3,130 for each child participating in Head Start, the KERA received only \$2,285 for each child. Yet, through their collaboration partnership all children received the same services. Head Start saved money by not paying rent because they housed all classes in the public schools. Head Start, in turn, used that savings to provide social and health services to children funded through KERA. This collaboration has also increased Murray Head Start teachers' pay, lowered staff turnover, and attracted high quality teachers to the program.

Inn Circle is a transitional housing facility for 44 homeless single parents and their children. Replogle (1994) noted this effort has been successful largely due to active community involvement and to a vision of community integration for all Inn Circle residents.

Inn Circle is funded by HUD, The United Way, The Community Service Block Grant, Head Start, The Iowa Department of Education At-Risk Program, The Emergency Housing Grant Program, The McKinney Fund, The Iowa State Emergency Shelter Fund, local businesses, individuals, and residents. Inn Circle also received in-kind contributions from WIC, Kirkwood Community College, The Visiting Nurses Association, and churches.

These community social service agencies helped Inn Circle provide parents with GED classes, literacy and other adult education opportunities, job training, substance abuse and mental health counseling, and advice on personal, educational, or vocational goals. Inn Circle's staff helps families develop relationships in the community. By replacing agency support with emphasis on community involvement, families are assisted in disengaging from institutions. Inn Circle considers families as interdependent citizens rather than as human services "recipients" and encourages broad-based community associations. One way this is done is by promoting inclusive attitudes so that low-income families can become average members in community organizations. This serves to strengthen the non-institutional sector of the community by developing associations organized and governed by community members to meet community needs. These programs illustrate that family support and community enhancement are best realized

through strengthening the programmatic linkages between Head Start, schools, community agencies, and family needs (Replogle, 1994; Zigler & Muenchow, 1992).

The idea that improved methods must be found for providing children and their families services is gaining acceptance around the country. Social service personnel, legislators, and educators are coming to realize that the current sets of compartmentalized programs are an affront and an injustice to our children (Gardner, 1989). Subsequently, there is a growing consensus among policy makers, educators, and social service personnel, that interagency collaborations should be *comprehensive, preventive, child-centered, and flexible*. Guthrie and Guthrie (1990) described *comprehensive* by saying the set of agencies involved should collectively provide a wide realm of crucial services and attempt to meet the most significant needs of those most at risk. Rather than concentrate on the single-issue approaches that dominate city and county services, the coalition should seek ways to ensure that individual children and families receive a coherent program of assistance. Each program needs to take into account the functions of partner agencies and how they intertwine (Adler 1993). *Preventive* collaboration involves creating a system that can accommodate an increasingly diverse group of students, as to background, culture, and learning styles. This system would monitor the progress and development of all children and provide assistance when needed. Shifting resources into intense intervention programs could reduce the need for remedial measures (Guthrie & Guthrie, 1990).

Guthrie and Guthrie (1990) further explained that *child-centered* collaborations require that the overall needs of the child are given priority over institutional concerns. By

using this model, agencies cooperate to develop the most appropriate response, and improvement of the child's condition serves to measure success. Single-issue programs do not take into consideration the whole child. When individual programs provide their services in isolation, no one has the responsibility for checking the overall condition of the child and family. Heath and McLaughlin (1989) alleged that school staffs are "notoriously unaware of services available through juvenile justice, social service, or mental health agencies" (p. 309). Even if they suspect a child's school failure is related to outside problems, they do not know where to turn for help. Kirst and McLaughlin (1989) stressed that children's services need to reflect the expanding diversity of the U.S. child population, diversity not only of ethnicity, language and culture, but also of needs. Drugs, crime, AIDS, and poverty have become so prevalent that U.S. schools are facing challenges very different from schools in the past. Schools must respond with effective support (Cetron & Gayle, 1991).

Gardner (1989) added the term "flexible" to describe the concept of collaboration. Using flexible collaboration, the administration would empower staff to step out of agency boundaries to provide services. Communities could move resources into local centers, schools, and even homes to ensure that clients receive optimum attention. Programs can be set up to draw on a variety of resources and other services, instead of maintaining the narrow focus approach.

Children and families cannot afford to have educators, businesses and social service agencies operate in such narrow isolation. Collaborative efforts between schools and other community sectors require careful attention to the proper conditions for



safeguarding and bettering the child's education and welfare. Careful planning, combined with thoughtful use of people and places, is an essential ingredient for successful collaboration, improved education, and the well-being for all children (Guthrie & Guthrie, 1990). This concept is echoed by Kirst, McLaughlin, and Massell (1990) who stated that collaboration between agencies serving children and families is guaranteed to be a pronounced part of the work of communities.

### Summary

The review of related literature consisted of four general areas pertinent to the study: the plight of children and families, government and private attempts to assist children and families, existing models that serve children and families; and collaborative possibilities for the future of children and families.

The supportive web for children and families has been pulled apart. The amount of time parents spend with their children has dropped 40% during the last 25 years. In 1965, the average time a parent spent with his or her children was 30 hours a week. Today, the average parent has just 17 contact hours with his or her children per week (Louv, 1990). In addition to this meager one-on-one contact between the average child and parent, nearly 500,000 American children now live in hospitals, detention facilities, and foster homes (Gelles & Strauss, 1988) These children cannot be left out of the web of services simply because they are in nontraditional home settings.

## CHAPTER 3

### METHODOLOGY AND PROCEDURES

The methods used to complete this study are detailed in Chapter 3. This description includes the following: background information on population studied, research design, sampling techniques, and data analysis.

#### Community Background Information

Kingsport is found in the foothills of the Smoky Mountains in the Tri-Cities region of Tennessee. Kingsport has an estimated labor force of 71,000. In 1991, the Kingsport area boasted total investments exceeding \$447,100,000. Kingsport expansion projects total more than \$1.6 million (Kingsport Chamber of Commerce, 1994).

Employing nearly 20% of the area's workforce, Eastman Chemical Company manufactures synthetic fibers, industrial chemicals and plastic materials (Kingsport Area Chamber of Commerce, 1994). Eastman Chemical Company (1993) developed *Putting Children First* as a long-term education and business partnership between Eastman and four area school systems. Through this program, Eastman employees work in the classroom with students and teachers in math, science, and technology related areas. Employees assemble materials for use in classroom demonstrations, serve as mentors for teachers and students, and show students and teachers how to apply concepts and skills on the job. Educators are invited and encouraged to participate in professional development opportunities at Eastman in areas of math, science, and technology.

Eastman has sponsored or has been involved with a number of school service projects. Eastman Engineering and Construction Division Safety Fair, Summer Chemistry Institute, National Engineer's Week, Middle School Math Day, donations of surplus equipment, classroom presentations, chemistry demonstration shows, hands-on science demonstrations for students, tutoring for Duke Program, presentations for the Middle School Career Fair, substituting for teachers who are attending out-of-class training, weekly assistance with German classes, hands-on workshops for teachers, and school science fairs (Eastman Chemical Company, 1993).

AFG Industries, employing more than 400, is another major business in the Kingsport area (First Tennessee Development District, Directory of Manufacturers, 1994-1995). AFG produces flat glass and is a primary sponsor of the Appalachian Inter-Mountain Scholars program (AIM Scholars). AIM Scholars are high school students from Scott County, Virginia, and Hawkins County, Kingsport, and Sullivan County in Tennessee who have completed a specific curriculum that provides a high level of skills and readiness for the labor market or higher education. These students are recognized annually during their high school years with certificates and with a special awards celebration in the spring of their senior year. A directory of AIM Scholars is provided to area employers to promote job opportunities (Appalachian Inter-Mountain Scholars, 1994).

Kingsport is a learning community that places a high priority on excellence in education (Kingsport City Schools, 1994). Serving more than 6,000 students in 1994-95, the annual budget for the Kingsport City Schools (KCS) was \$34.2 million, with a pupil

expenditure of \$5,606 compared with the state average of \$3,683. The State of Tennessee has granted KCS the Governor's A+ Award for Community Commitment to Excellence in Education each year since the award's inception in 1989 (Kingsport City Schools, 1994b). In 1993, KCS were ranked first in Tennessee in quality of education, graduates, and funding (Patterson & Hunt, 1993). Richard Kitzmiller (1995), special assistant to Kingsport's Director of Schools, reported that the annual drop out rate runs an average of 4%, compared with the state average of 6.3% (Tennessee Commission on Children and Youth, 1993). Kitzmiller further related that 75% of KCS graduates continue their education in two or four-year college programs.

Eight hundred professionals and support staff members serve the ten schools: seven elementary schools, two middle schools and one high school. The system also has an Adult Education Department, a Regional Adult High School, a Staff Development Department, and an Early Childhood Learning Center and a Special Education Department (Kingsport City Schools, 1994a).

In 1992, the Kingsport Regional Education Alliance (KREA 2000) was formed. KREA 2000 is a community-based education coalition that alleges to promote excellence in education. KREA's mission is "To promote responsible citizenship, lifelong learning, and productive employment by serving as a catalyst in our communities to strengthen and restructure public education and enhance the quality of our workforce" (Kingsport Regional Education Alliance, 1994). Kingsport's commitment to education serves to demonstrate the need to study the local community-based education coalition, KREA 2000.

### Research Design

Patton (1990) stated, "Qualitative inquiry cultivates the most useful of all human capacities, the capacity to learn from others (p. 7)." The investigator chose a qualitative design to learn directly from the members of the Kingsport Regional Education Alliance (KREA 2000).

The Kingsport Regional Education Alliance 2000 is a grassroots organization. To understand how and why this coalition developed, the investigator used a nonexperimental case study research design (Merriam, 1988) and qualitative research methods which involved the collection of data through in-depth interviews, observation, and written documents.

Merriam (1988) explained:

Nonexperimental or, as it is often called, descriptive research is undertaken when description and explanation (rather than prediction based on cause and effect) are sought, when it is not possible or feasible to manipulate the potential causes of behavior, and when variables are not easily identified or are too embedded in the phenomenon to be extracted for study. The aim of descriptive research is to examine events or phenomena. (p. 7)

Strauss and Corbin (1991) clarified that qualitative research requires the researcher to have the ability to step back and critically analyze situations, to recognize and avoid bias, to obtain valid and reliable data, and to think abstractly. The researcher must also have astute powers of observation, theoretical and social sensitivity, the ability to maintain

analytical distance while drawing upon experience and theoretical knowledge to interpret what is seen.

This study provided an overview of entire findings relating to KREA 2000 by reducing and ordering materials through selection and interpretation of data. The investigator will weave descriptions of interviews with field notes, speakers' words, and investigator's own interpretation into a rich and descriptive narrative. Illustrative material will verify what KREA 2000 is really like and the investigator's interpretation will represent a more detached conceptualization of the reality.

### Sampling

Purposeful sampling is the selection of information rich cases for in-depth study (Merriam, 1988). Goetz and LeCompte (1984) used the term *criterion-based sampling* rather than purposeful sampling. Criterion-based sampling requires the researcher to determine criteria or standards essential for samples to be included in the investigation. Goetz and LeCompte equate this approach to a recipe. There are numerous strategies for purposeful sampling. This study will use the following strategies.

The investigator conducted in-depth interviews with members of KREA 2000. In-depth interviewing is a data collection technique often described as "a conversation with a purpose" (Kahn & Connell, 1957, p. 149). While conducting the in-depth interview in an informal setting, the investigator explored the members' views on the role of KREA 2000 and how they entered the membership.

Patton (1990) explained three basic approaches to collecting qualitative data through open-ended interviews. The first approach is the *informal conversational interview*. This approach hinges on the spontaneous generation of questions in the natural flow of an interaction. This is typical of an interview that occurs as part of ongoing participant observation fieldwork.

The second approach Patton discussed is the *general interview guide* approach. The researcher outlines a set of issues to be explored prior to the interview. The guide serves as a checklist to ensure that all pertinent topics are covered (Appendix A).

The investigator focused on using the informal conversational interview and the general interview guide approaches. The general interview guide that was used is in Appendix A.

The investigator requested that these individuals reflect on their involvement with KREA 2000. Members were asked to provide insight into information rich cases. This method of obtaining data was chosen because interviews must involve personal interaction and cooperation (Marshall & Rossman, 1990). As a member of KREA 2000, the investigator was familiar with and highly visible in the organization.

A typical case sample, one in which the researcher produces a profile of characteristics exhibited by an average case, will provide information on who is generally involved in areas such as planning, public relations, and committee work. From the typical case sampling, the investigator examined homogeneous groups from each of these typical cases. By creating subcategories among a typical profile, the investigator was able to divide members included in the typical case sampling into homogenous groups. The

reasoning for this is that within any population there will be subgroups of similar people (Goetz & LeCompte, 1984). The investigator probed each subgroup in search of its perspective of KREA 2000. The investigator analyzed linkages between these groups. Through this, maximum variation sampling of the population was achieved, allowing the investigator to describe central themes that cut across the coalition.

Through investigation of extreme or deviant cases, the investigator sought information that was not typical of KREA 2000 involvement. Beginning with the founding members, the investigator asked each member to reflect on any incidents he or she would interpret as iconoclastic. This form of sampling is called *unique-case selection* (Goetz & LeCompte, 1984). After the identification of such extreme cases, the investigator contacted individuals who were involved in these cases and gathered related documentation, including press releases, KREA documents, or individuals' notes from the event.

Once patterns began to emerge, disconfirming and confirming cases were sought. Confirming cases added richness, authenticated findings, and increased credibility and depth. Disconfirming cases are no less important. These are examples that do not fit and may place boundaries around confirmed findings. They may also be the exceptions that prove the rule or exceptions that disconfirm and alter what may be primary patterns (Merriam, 1988).

Because KREA 2000 is composed of various factions of the community (KREA database, 1995), the investigator also sampled politically important cases. This was accomplished through *elite interviewing*. An elite interview is "a specialized treatment of



interviewing that focuses on a particular type of respondent" (Marshall & Rossman, 1990 p. 94). Marshall and Rossman (1990) explained the influential, prominent, and well informed people in an organization are considered the elite. Elites will potentially be able to report on policies, past histories, and future plans more skillfully than regular members.

Marshall and Rossman (1990) cited one disadvantage of elite interviewing is accessibility. Elites are usually busy people and are often difficult to reach. For the purposes of this research, this disadvantage did not seem to be a barrier. Through more than a year's involvement with KREA 2000, the investigator developed contacts who provided assistance in making appointments with the elites of the organization.

### Sample Size

Lincoln and Guba (1985) stated that sample selection should continue to the point of redundancy. The investigator terminated sampling when no new information was gained with additional cases.

Separate goal teams addressed each of KREA 2000's goals. These goal teams consisted of KREA 2000 members who have volunteered to undertake projects that will lead to the completion of that goal. For example, Goal 1 expresses the desire that all children will come to school ready to learn. This Goal Team was made up of preschool, public school, human resource personnel and community leaders. Subgroups within Goal Team 1 worked on individual projects. The investigator interviewed individuals from each existing goal team.

### Overview

The researcher used standard methods for qualitative research to describe the setting, the activities, the people, and the meaning of what was observed. The investigator used a case study approach that relied on in-depth interviewing, analysis of documents, and observations.

The investigator requested exemption status in a letter to the chairperson of the Institutional Review Board as it qualifies under category five listed in the Code of Federal Regulation Title 45, Public Welfare, Department of Human Services, National Institutes of Health Office for Protection from Research Risks, Part 46, Protection of Human Subjects, Revised June 18, 1991 (Effective August 18, 1991).

Interviews were the primary data-gathering technique with review of documents and observation as secondary techniques. This was an overt study with all program staff and participants knowing the investigator was making observations. The investigator disclosed explanation of the real purpose of the study to everyone involved. This study focused on a holistic view of the program and the primary questions centered around how KREA 2000 developed and how the organization has endured.

### Maintaining the Integrity of the Data Analysis

In discussing the investigator's charge of maintaining the integrity of a case study, Merriam (1988) wrote:

All research is concerned with producing valid and reliable knowledge in an ethical manner. A qualitative case study is no exception. In fact, because of the nature of

this type of research, these concerns may loom larger than in experimental designs wherein validity and reliability are accounted for at the start. Furthermore, while there are well-established guidelines for the ethical conduct of research in general, only recently has attention been given to the ethical concerns unique to qualitative research. (p. 163)

Integrity of the data analysis and trustworthiness was established by using the technique of triangulation. Triangulation is assembling information from several sources about the same event or behavior (Hittleman & Simon, 1992). The investigator interviewed persons involved with KREA 2000, reviewed documents written about or from KREA 2000, and observed KREA 2000 meetings and functions. Beyond triangulation techniques, the investigator asked those interviewed to be audio taped and participate in *member checks*. Merriam (1988) describes member checks as "taking data and interpretations back to the people from whom they were derived and asking them if the results are plausible" (p. 169).

Although the investigator was an active participant of KREA 2000 since April 1995, this active involvement aided in overcoming distortions introduced by the presence of the investigator and it provided time to identify prominent characteristics of content and problems (Merriam, 1988). The investigator requested an audit of interview tapes and transcriptions. The auditor selected was an assessment coordinator for the Kingsport City Schools. This individual has expertise in the area of interviews and transcription.

### Analysis of Interviews

The believability of reported incidents was analyzed by the investigator to determine the credibility of the interview. Interview data was coded and divided into categories (Lincoln & Guba, 1985). These categories emerged first by the investigator looking for dimensions and general properties (Strauss & Corbin, 1990).

Strauss and Corbin (1990) suggested that the researcher begin coding by using memoing. Glaser (1978) described memoing as writing up ideas about codes and their relationships as they impact the analyst while coding. Each memo should be dated, should include reference to the documents from which it was taken, and should be given a code number of the interview, observation, or document; the date on which the data was collected; the page and line number; and any other means of identification that might prove useful in locating the data later.

### Analysis of Observations

By observing the eclectic functions and participants of KREA 2000, the investigator noted procedures and identified patterns. Observations were recorded on field memos (Strauss & Corbin, 1991).

Memos included the code number of the interview, observation, document; and the date on which the data was collected. Each memo contained a heading designating the concept(s) or category(ies) to which it pertains. All memos pertained to the concepts that represent abstractions of incidents, events, and happenings.

The investigator used the analysis of the observations to organize the data to describe important concepts related to the events and connections (Patton, 1990). Strauss and Corbin (1991) stressed that conceptualizing data becomes the first step in analysis. This is the process of taking apart an observation and giving each discrete incident, idea, or event a name that stands for or represents a phenomenon. Similar events and incidents were labeled and grouped to form categories.

Further data analysis was conducted with the aid of Q.S.R., Nud.ist power version, revision 3.0 software. This software is designed to enhance and facilitate the process of qualitative data analysis. Interview data was transcribed, entered, coded, and processed with this software package. Q.S.R., Nud.ist power version, revision 3.0 software strengthened the investigator's ability to code data and search for trends or patterns in the data.

### Summary

This study was conducted on the Kingsport Regional Education Alliance (KREA 2000) and was designed using the case study format with qualitative data. Participants were selected using a purposeful sampling and technique which involved individuals in business, education and the community. Trustworthiness or credibility was demonstrated by triangulation, referential adequacy, and member checks.

A total of eighteen individuals, six business representatives, six education representations, and six community representatives, were interviewed.

## CHAPTER 4

### RESULTS

#### Introduction

This study attempts to investigate how the community education coalition, the Kingsport Regional Education Alliance (KREA 2000), developed and has sustained itself. To obtain knowledge concerning these two issues, informal, open-ended interviews were conducted with 18 individuals who have participated in KREA 2000. The investigator attended KREA 2000 goal team meetings, implementation team meetings, and investigated published documents. The interviews covered four major topics: (a) how the participant became involved with KREA 2000, (b) the roles the participant played with KREA 2000, (c) the participant's perception of KREA 2000, and (d) what the participant perceived to be the future of KREA 2000.

To ensure confidentiality, names of those who participated were not used in data presentation. Each interviewee was labeled according to the individual's role in KREA 2000. Labels include: education representative, business representative, community representative, and volunteer. While an interviewee may have had more than one relationship with KREA 2000, the investigator used a primary label and a number for identification purposes. For example, the first chairperson of KREA 2000 who was employed at Eastman Chemical Company was classified by the investigator as Business Representative 1. Table 1 displays each interviewee, his or her multiple roles, and his or her assigned label.

Table 1

Interviewees: Multiple Roles and Primary Label

Interviewee's Primary Label	Business Representative	Education Representative	Community Representative	Volunteer
Business Representative 1	x		x	x
Business Representative 2	x		x	x
Business Representative 3	x		x	
Business Representative 4	x		x	
Business Representative 5	x		x	x
Business Representative 6	x		x	x
Community Representative 1			x	
Community Representative 2			x	
Community Representative 3			x	x
Community Representative 4			x	x
Community Representative 5		x	x	x
Community Representative 6			x	x
Education Representative 1		x	x	x

(table continues)

Table 1 (continued)

Interviewee's Primary Label	Business Representative	Education Representative	Community Representative	Volunteer
Education Representative 2		x	x	x
Education Representative 3		x		
Education Representative 4		x	x	x
Education Representative 5		x	x	x
Education Representative 6		x		x

Within this chapter, results of data collection and discussion of the analysis will be presented. Data were collected through transcripts of interviews, field observations, informal conversations, and published KREA 2000 documents. The historical view describes major participants of the Kingsport Regional Education Alliance, and presents an overall timeline and description of KREA 2000. A discussion of the analysis of findings relating to the purpose of the investigation is also presented in a thematic format.

One significant aspect of a community-based education coalition is that, with appropriate leadership, it can assist the educational community in looking beyond obvious solutions. Senge (1990) expressed doubt that the most obvious solutions are the best ones for the organization. Senge promotes the use of systems thinking to produce more desirable results:

Some have called systems thinking the “new dismal science” because it teaches that most obvious solutions don’t work-- at best, they improve matters in the short



run, only to make things worse in the long run. But there is another side to the story. Four systems thinking also shows that small, well-focused actions can sometimes produce significant, enduring improvements, if they're in the right place. Systems thinkers refer to this principle as "leverage."

Tackling a difficult problem is often a matter of seeing where the high leverage lies, a change which - with a minimum of effort - would lead to lasting, significant improvement. . . The only problem is that high-leverage changes are usually highly *nonobvious* to most participants in the system. They are not "close in time and space" to obvious problem symptoms. (p. 63-64)

According to the 1994 Report to the Community on the State of Education (Kingsport Regional Education Alliance, 1994), The Kingsport Regional Education Alliance was created in response to the challenge of helping the education community think in terms of process of change rather than what Senge refers to as "snapshots" (p.65). This chapter attempts to portray the process community leaders followed to create KREA 2000.

### Historical View of KREA

#### 1990: Vision 2017

In 1989, Kingsport Tomorrow began as a nonprofit volunteer organization to allow the ideas and resources of the community to work together for community improvement. Kingsport's community-wide visioning process, *Vision 2017*, was started in 1989 by Kingsport Tomorrow as a way of including all citizens in the decision making

process for the future of Kingsport. *Vision 2017* identified 27 comprehensive goals for the community. Two of those goals related to education. They addressed establishing a regional educational system with the highest possible standard and establishing a partnership between business and education (J. Blazier, personal communication, February 6, 1996).

Community Representative 1 discussed her responsibility toward *Vision 2017*:  
As Director of Kingsport Tomorrow . . . I have the responsibility for seeing that the community's vision for the future is implemented. And there are two of the twenty-seven broad goals from the community-wide visioning process that pertain to education specifically. There are educational themes throughout other specific goals. But linking business and education and building a regional educational system, pertain to two of the large community goals. And we were working with the education goals early as an organization. And the Chamber of Commerce was also of course working in the education arena. And, it seemed practical to us to form a partnership around education to get the greatest impact that we could in the community.

And so, as Director of Kingsport Tomorrow, I began to have discussion about that as a possibility. And the Chamber was very interested and worked to craft the steering team of KREA.

So that we, it was from the beginning conceived to serve a specific region and in this area we often think of regional being the three Tri-Cities and this . . . is a different configuration of region. And that was a deliberate choice of those who

were spearheading this partnership. The largest employers of our city, our community in the region that KREA serves, as being the market for employees. And therefore, we want the greatest opportunity for success for our employers as well so that they could have employees to hire who would have the best education possible. And therefore, not only would they be serving the business needs, but the ultimate good of the community would be realized from those who have been educated to their greatest potential.

To accomplish these goals, the Kingsport Chamber of Commerce and Kingsport Tomorrow developed a partnership to sponsor the Kingsport Regional Education Alliance (KREA 2000). Founded in 1992, The Kingsport Regional Education Alliance is a grassroots educational coalition with a regional focus. KREA 2000 headquarters are located in the Kingsport Tomorrow offices in Kingsport, Tennessee (Kingsport Regional Education Alliance, 1994).

The four school districts benefiting from this alliance include the Tennessee districts of Kingsport City Schools, Sullivan County Schools, Hawkins County Schools, as well as the Virginia district of Scott County.

#### 1992: The Founding of the Kingsport Regional Education Alliance (KREA 2000)

In 1992, a representative from the United States Department of Education came to Johnson City, Tennessee to speak to the Upper Tennessee Education Cooperative (UTEK) about America 2000. UTEK consists of superintendents of school districts in Northeast Tennessee. Business Representative 1 reported to the investigator that he was

invited to this meeting by Kingsport City and Sullivan County, Tennessee Superintendents and School Board chairpersons.

According to Business Representative 1, the Kingsport and Sullivan County contingency left this meeting with enthusiasm for the effort. It was the consensus of the Sullivan County and Kingsport representatives that they wanted to begin an America 2000 effort.

Business Representative 1 reported that this group of Kingsport and Sullivan County superintendents and school board members concluded the Kingsport Chamber of Commerce would play a key role, along with Kingsport Tomorrow. Business Representative 1 would lead the endeavor. Shortly after this discussion, policy makers from both school systems decided they would create independent committees to implement America 2000 initiatives within each school system. Business Representative 1 felt this decision was made primarily because the superintendents thought funding would be available from the federal government.

Business Representative 1 reflected on the creation of these independent committees.

I'm sitting here wondering . . . I thought we were going to do this and the Chamber was going to coordinate it . . . the Chamber still had the interest, Kingsport Tomorrow had the interest . . . . I began to talk to the superintendents and school board membes of Sullivan County and Kingsport . . . and basically, they said, "Well, Business Representative 1, you know, UTEC decided to do this and we appointed the committees, sort of oblivious to what we had talked with you

about . . . but that doesn't mean anything . . . you ought to do what it is you think you need to do."

As a result of these meetings, the local school committees merged under what would eventually become the KREA 2000 umbrella. Business Representative 1 continued to explain.

We also at that particular point in time, started talking about this being a regional effort. So, not just the City of Kingsport and Sullivan County, but this was going to be a regional effort . . . that would include Scott County, Virginia and Hawkins County . . . we started thinking about what are we going to call this? . . . KREA . . . and so then we began the effort . . . I was the chairperson.

Once the coalition was formed and named, the work began. The concept of KREA 2000 was first presented to the community in a kick off celebration. Business Representative 2 talked about her involvement.

I sort of got involved through my association with the Chamber and with Eastman . . . One of the things that I took responsibility for doing early on, was trying to put together whatever occasion we decided should happen to launch KREA. And we decided that we wanted it to be a rather big event . . . we did a lot of fanfare to announce that partnership and invited the governor, all of the legislators and all of the people that you do . . . as I recall, there were probably about 700 people that showed up at the Eastman Auditorium the night we had that presentation. Of course, the whole idea was to raise the awareness in the community about the need for educational improvement.

Early on, founders of KREA 2000 were aware of the need for KREA 2000 to be a politically neutral organization. Business Representative 2 continued her recount by discussing this.

We chose at that time . . . to embrace those goals. We had a big discussion prior to the election coming up about whether this was going to be Goals 2000, America 2000 . . . . at the time it first originated, I think it was America 2000 . . . . we wanted it to be regional. We didn't want it to be just Kingsport.

The KREA 2000 Advisory Council began with a small group of CEOs, elected officials, school board chairs, and superintendents. The Advisory Council is not considered a "working team" of KREA, but provides resources, linkages, and communication through the advisory process. Meeting quarterly since the fall of 1992, the more than 30 member steering team included a liaison to each goal team, superintendents of local school systems, a staff person from the Chamber of Commerce, a staff person from Kingsport Tomorrow, several members "at large," and the chairperson. During the first two years of KREA 2000, the steering committee met bimonthly.

KREA 2000's activities in 1992 focused on adoption of seven goals. Other activities included researching successful Goals 2000 programs across the country, surveying schools, business/industry, and agencies, appointing the Advisory Council, and raising \$15,000 for the first year's budget (J. Blazier, personal communication, February 6, 1996).

### 1993: Mission and Goal Formation

The KREA 2000 mission is to promote responsible citizenship, lifelong learning, and productive employment by serving as a catalyst in our communities to strengthen and restructure public education and enhance the quality of our workforce (1994 Report to the Community). KREA 2000's first task was to focus on community needs.

Business Representative 1 explained that the goal for KREA's steering committee in 1993 was to gather input from the community and to concentrate on making KREA 2000 a regional effort. To ensure that this would be a regional effort, a series of six community meetings was planned throughout the region. These community meetings were spread over several months and citizens were invited to come and participate in this effort.

With these community meetings, Community Representative 3, a former guidance counselor, first took part in KREA 2000. She and other volunteer facilitators led community meetings in each part of the region. Through a group process, volunteer leaders helped goal teams identify existing resources, develop a vision for the future, and investigate strategies to realize goals. Community Representative 3 discussed this process by saying, "We were trained to elicit this information and all . . . . we had people, they had a group come in and train us and led this initial part of the community effort." Another KREA volunteer, Education Representative 1 talked about her early involvement.

I went to a meeting . . . probably three falls ago . . . . they were getting input from the community and they were really trying to get educators involved because they

thought a lot of things that were coming out of the community were directly related to education.

KREA 2000 adopted the six national Goals 2000 goals. As a result of input from the community meetings, a local goal, emphasizing a balanced curriculum was added.

Goal Seven, as it was labeled, developed as a result of the community meetings that were held at various locations throughout the region. The 1994 Report to the Community on the State of Education (Kingsport Regional Education Alliance, 1994) outlined the seven goals of KREA 2000:

**Goal One:** By the year 2000, all children in America will start school ready to learn (p. 4).

**Goal Two:** By the year 2000, the high school graduation rate will increase to at least 90% (p. 8).

**Goal Three:** By the year 2000, American students will leave grade four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy (p. 12).

**Goal Four:** By the year 2000, U.S. students will be first in the world in science and math (p. 16).

**Goal Five:** By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship (p. 20).



**Goal Six: By the year 2000, every school will be free of drugs and violence and will offer a disciplined environment conducive to learning (p. 22).**

**Goal Seven: By the year 2000, all students will participate in a balanced curriculum which emphasizes academic, artistic, physical, social, and vocational development (p. 24).**

After KREA 2000 hosted community forums, goal team member recruitment began. Community Representative 2 talked of this process and of her first work with KREA 2000 in June 1993 as the liaison to Kingsport Tomorrow.

That was a time of transition for KREA. From one phase of its work to another . . . they had gone through a year long process of forming the organization, working out the partnership arrangements between the chamber of commerce, initiating the conversations with the school systems that were partners and forming the steering team and they had the public kick off . . . got the name of the volunteers, people who were interested in serving on the goal teams. They had just finished up the community meetings for the community input that they had in the six area high schools. And that work was, it even had not all been compiled yet. So, what I found when I got here was a lot of enthusiasm for KREA and some ideas and comments . . . but no organization to date of how all of that was going to be addressed and put together . . . . The goal teams had leaders, but most of them had not met at all . . . . It was in the very, very early stages of doing the community assessment.

Later in her interview, Community Representative 2 spoke of her position during this time period. She expressed her priorities relating to the goal teams.

The first job was to get on paper for folks, for the goal team leaders, the comments that had been offered in the community input meetings. So that was the first task. To take those from the flip chart pages and record them and get them to the goal teams. To help schedule those initial meetings and get the mailings out to their team members . . . to work with the steering team to figure out how to communicate back and forth from the goal teams to the steering team. Another transition that occurred very close there was that, was Business Representative 1, who had been the impetus and the driving force for all of this, resigned within less than a month of my coming on board. He assumed a new position at work, with a lot of responsibility . . . . not only did we have a lot of work of trying to get the goal teams organized . . . . we also had to work with a new chair coming on. The seven goal teams met bimonthly from June 1993 through February 1994.

The goal teams collected studies of other programs across the country and provided inservice concerning KREA 2000 to teachers and specific focus groups. Goal teams also analyzed data, developed objectives, and finalized reports to the community. Their goal was to determine where the region stood in regard to meeting each of the seven goals.

#### 1994: Assessing the Community

In 1994, the goal teams reported their findings to the KREA 2000 membership by producing and distributing the 1994 Report to the Community on the State of Education (Kingsport Regional Education Alliance, 1994). This report included: (a) each of the

seven goals, (b) programs working toward the goals, (c) team members and contact names, (d) obstacles/barriers to the goal, (e) supporting data, (f) recommendations, and (g) suggestions for progress toward the goal.

Under Goal 1, By the year 2000, all children in America will start school ready to learn. The 1994 Report to the Community on the State of Education (Kingsport Regional Education Alliance, 1994) cited a high rate of poverty for families with young children, low literacy rates, decreased family time and lack of adequate parenting skills were obstacles to Goal 1.

Supporting data for these statements came from surveys conducted by the Goal Team 1. Results of these surveys include:

1. Kindergarten teachers report that approximately 23% of students enter "not ready to learn."
2. Nineteen out of twenty-two kindergarten teachers surveyed felt "very pressured" to ready their students for the academic curriculum of first grade .
3. Fifty percent of women with children under age six are employed in the local work force.
4. For the approximately 6,700 children under age five in the Kingsport area, 3,477 spaces were available in licensed childcare facilities, and only 1,039 of those are full-day programs. In Scott County, 2,568 children, ages 0-4 years, need care with an additional 430 childcare providers needed.
5. One-half of all local pregnancies have lacked adequate prenatal care.
6. Teen pregnancy rate for girls ages 15-17 is approximately 40 per 1,000 per year.

7. Poverty rate for the Kingsport region was 14.5%.

Goal Team 1 made six recommendations. The first recommendation was for the parent to be his or her child's first teacher. Suggested ways of accomplishing this goal included:

1. Train paid staff and volunteers to offer parenting skills education at an education resource center or at on-site location.
2. Stress programs which emphasize parents reading to and with children.
3. Support family literacy programs.
4. Design programs which help parents teach their children.
5. Recruit trained volunteers to model effective learning activities at a variety of locations.
6. Solicit media to provide education and awareness features.
7. Publicize the dangers of too much and inappropriate television and video viewing.

Recommendation 2 stated that the community will provide family-strengthening programs. Suggested ways of accomplishing this goal included:

1. Promote awareness of the value of children.
2. Encourage businesses to be "family friendly."
3. Improve access to informational resources.
4. Support governmental policies which reinforce family units and parental accountability.
5. Reduce teen pregnancy rate through comprehensive programs which emphasize abstinence.

The community should improve early childhood health was Recommendation 3.

Goal Team 1 suggested the following:

1. Promote importance of regular and sufficient sleep.
2. Promote importance of good nutrition, including breakfast.
3. Provide outreach to children "at risk."
4. Improve delivery of health services to children.
5. Provide prenatal care to all expectant parents.

Recommendation 4 stated, Parents, preschool programs and the community should provide all preschool-aged children with developmentally appropriate early childhood experiences (within or outside the home). The team encouraged the following:

1. Ensure that childcare providers, parents and others, have access to knowledge of developmentally appropriate practices.
2. Encourage all childcare programs and providers to have adequate training in early childhood principles.
3. Establish enough programs and facilities to serve families who need or choose programs outside the home.
4. Educate parents that an early childhood experience in the home with the child's parents is an excellent option.
5. Stress that all early childhood programs involve parents in the educational process.
6. Seek better coordination between preschool programs, private or public, and elementary schools, especially grades K-3.

The 5th recommendation, The community should offer enrichment activities for young children within the community, offered the following suggestions:

1. Offer reading programs in schools, libraries, churches, etc.
2. Develop a list of recommended materials/activities for parents and children.
3. Provide scholarship funds to enable participation in camps, cultural events, and enrichment programs by all children regardless of income.
4. Publicize upcoming events widely and make them affordable for a wide range of people.

The final recommendation of Goal Team 1 was directed at school systems. It said: School systems should provide programs, especially in kindergarten and first grade, that match the readiness of children. The following suggestions were made by the team:

1. Use curriculums appropriate to early childhood learning, and less structured teaching methods.
2. Seek teachers with certification in Early Childhood Education for open positions in grades K-3.
3. Use pre-screening tools to assess level of readiness and meet student needs.
4. Review validity of chronological age as criteria for entry; adjust requirements as needed.
5. Promote awareness among parents of the value of delaying entry into kindergarten for students less ready.

Goal 2 stated, By the year 2000, the high school graduation rate will increase to at least 90 percent. Goal Team 2 found the following obstacles to this goal:

1. **Low achievement, lack of success in school.**
2. **A long-term pattern of poor attendance.**
3. **Lack of family/parental support for education.**
4. **Family history of dropping out of school.**
5. **Married, pregnant, responsibilities of parenting.**
6. **Lack of participation in extracurricular activities.**

Supporting data for these obstacles included a survey of local school administrators and a survey of the Dobyns-Bennett Regional Adult High School. The administrators reported "lack of interest" as the primary reason given for dropping out by 80% of the 335 students who left school in the KREA region for the year 1992. Regional Adult High School students who responded to the survey reported that the previous "lack of success in school" was a major consideration in their decision for dropping out of school.

Recommendations of the Goal Team were:

1. **School systems should adopt a standard definition of "dropout" and use that definition to determine the dropout rate and graduation rate in all area schools.**
2. **School systems should establish a database at the onset of a child's academic career, with capability to follow a child's graduation progress even when the child transfers between systems .**
3. **School systems should place guidance counselors in all elementary schools to help with early identification of at-risk students .**

4. Every employer should require a copy of high school transcripts prior to hiring an employee .
5. Middle and high schools should reinstate daily homeroom periods, with homeroom advisors to interact with students for consecutive school years. Advisors serve as advocates for those students with families, social services, etc.
6. School systems should extend school hours, to allow tutoring, extracurricular activities and enrichment courses for all students .
7. Schools should restructure “parent-teacher” conference day to involve all parents on a regular basis .
8. Community should recruit and train volunteers to serve as tutors and mentors to “at risk” students .
9. Community should promote alternative education programs which incorporate vocational/technical training.
10. Schools should study the effectiveness of suspension (in-school and out-of-school) as a disciplinary measure.

Goal 3 addressed that American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography. Goal Team 3 listed obstacles such as (a) low level of parental involvement in education, (b) low level of parental involvement in education, (c) low expectations for students, (d) low motivation of students, (e) inflexibility of school structure, (f) classwork not relevant to “real world,” and (g) lack of positive adult role models.



1. **Lack of awareness of prerequisites to enter careers or higher education.**
2. **Lack of awareness of other cultures.**

**Goal Team 3 offered 8 recommendations:**

1. **School systems should study the advantages and disadvantages of tracking students by ability groups.**
2. **School systems should implement outcome-based assessment which would take into account various learning and testing styles. Tests should yield results for diagnostic use and be used as a learning tool as well as a means of evaluation.**
3. **School systems should have in place programs and activities that encourage higher order thinking and active learning.**
4. **School systems should add a community service requirement to the curriculum, either as a graduation requirement or through a program of recognition.**
5. **School systems should offer foreign languages as an integral part of the elementary and middle school programs and expose students to mentors from diverse cultures.**
6. **Schools, businesses, and community should develop and implement cooperative programs which demonstrate to students how classroom learning is applied outside school.**
7. **Schools should actively promote the formation of parent support organizations for non-athletic activities, both curricular and extracurricular.**
8. **Schools, PTSA organizations, and civic groups should create programs which involve individuals outside the schools in the educational process.**

Goal 4 stated, By the year 2000, U.S. students will be first in the world in science and math. Obstacles reported by Goal Team 4 echoed ones previously mentioned and added that teachers had little time for exploring and preparing new teaching techniques and had little understanding of how best to use technology currently available in the classroom.

The recommendations for Goal 4 included:

1. The community and schools should increase both student and parental motivation toward science and math education.
2. Schools should ensure a curriculum which adequately prepares students for future achievement in the workplace or high education.
3. Schools and community should provide after-school science enrichment programs and summer enrichment activities.
4. The community should provide adequate resources for science and math instruction.
5. The community should improve access to information about opportunities.
6. Businesses should provide support to programs which support students, teachers, and parents in becoming more literate in science and math.

Goal 5 addressed that by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. The obstacles listed by Goal Team 5 included:

1. **Lack of emphasis on importance of literacy, economic value of education.**
2. **Lack of collaboration among literacy programs.**
3. **Lack of leadership, stable funding, volunteer manpower and publicity for literacy programs.**
4. **Cumbersome procedure for initial contact and referral of adults needing literacy services.**
5. **Lack of support services (transportation, childcare) for adults needing literacy services.**
6. **Few jobs locally for individuals of low literacy.**
7. **Family patterns of illiteracy.**

**Goal Team 5 Recommendations were:**

1. **Community should develop model programs of intergenerational literacy and secure funding to ensure that literacy needs of adults and children are met.**
2. **Schools should incorporate global instruction into the existing curriculum, while meeting the needs of foreign-born residents.**
3. **An advisory group of adult educators should meet regularly to address opportunities for collaboration.**
4. **Literacy programs should develop an effective referral system for adult learners.**
5. **A task force should be formed to plan a conference, featuring each literacy program and related service available in the community.**
6. **Schools and community should initiate activities to promote widespread involvement in civic affairs.**

The sixth goal stated: **By the year 2000, every school will be free of drugs and violence and will offer a disciplined environment conducive to learning.** Goal Team 6 recorded the following obstacles to this goal:

1. Lack of parental support for authority of teachers and administrators.
2. Few effective disciplinary measures available to school authorities.
3. Disruptive students consume much of schools' attention and resources.
4. Little support given to help counteract peer pressures or family patterns of violence and substance abuse.
5. Lack of community awareness about the serious extent of the problem, especially regarding alcohol use by minors.

Supporting data for these obstacles came from a 1993 community needs assessment, conducted by the United Way of Greater Kingsport, and a 1993 survey of area teens, conducted by the Kingsport Times-News, revealed that 78% of respondents listed drugs, including alcohol, as one of the five biggest concerns for teens today. From this data Goal Team 6 made the following recommendations:

1. Schools and community should provide parenting skills classes and related activities, including family life education for all students.
2. Parent groups should actively participate in policy development and implementation at schools and places of business.
3. Schools and community organizations should provide after-school activities for youth, and ensure that activities reach all segments of the community.

4. **School systems should provide inservice training for administrators and staff on leadership, assertive discipline, and alcohol and drug issues.**
5. **School systems should train staff and peer helper groups to identify the first signs of domestic violence and substance abuse and to apply early intervention techniques.**
6. **Employers should provide time for employed parents and volunteers to be involved in community and school-based prevention activities.**
7. **Schools should enforce policies consistently and effectively.**

**The seventh goal that the community added to the original Goals 2000 stressed a balanced curriculum provides every child, grades K-12, with the opportunity and exposure to age- and interest-appropriate areas in academics, arts, physical education and health, social development, and vocational skills and life development. This should continue throughout their educational experience at all levels and be integrated through all courses.**

**Recommendations by Goal Team 7 included:**

1. **The community should provide adequate funding to support teachers, programs, and child development.**
2. **Empower parents to be involved in school and at home.**
3. **School systems should designate central coordinators for fine arts; math and science; social studies and history; English and literature; physical education and health; social development and life skills; vocational development and technology.**
4. **Schools should promote responsibility of parents, community, and students.**

Following the 1994 Report to the Community on the State of Education (Kingsport Regional Education Alliance, 1994), KREA 2000 began forming implementation teams and recruiting more volunteers. Hindered by a series of leadership turnovers, KREA 2000 did not make a great deal of progress in 1994. The Advisory Council and the Steering Committee continued with their regular meetings but little progress was made. The interview with Business Representative 3 highlighted this.

I think it was close to death that year. In fact, I worked with the Chamber that year and I think they, we, were at the point of saying, "this is not working. Let's do something soon. We've got things going on." And then Ron McMasters came on the scene and he said, "wait a minute, you know, this is a good program. And this community and the chamber, in the name of economic development, needs to get behind the plow." And Ron changed people's opinion. Like most things, if you have good, strong leadership, you're probably going to succeed. If you're floundering, you're lacking leadership somewhere.

#### 1995: Implementation of the Goals

In 1995, KREA 2000 members refined their scope of focus and concentrated primarily on early childhood education and community involvement in education (McMasters, 1995). Community Representative 1 communicated this was spearheaded by a strong new leader paired with the return of one of the founding leaders.

In the spring of 1995, KREA 2000 coordinated a regional job fair held at the Civic Auditorium in Kingsport, Tennessee (field notes). A survey conducted by KREA Goal

Team 5, showed that more than 50 businesses, educational, and social agencies were involved. The majority of the businesses that participated came with job openings, applications, and some were willing to interview potential employees on-site. Representatives from local educational agencies were there to showcase the myriad of educational opportunities available in the Kingsport region. Representatives from social service agencies were present to inform potential employees about child care options and job-related services offered in the area (Jenkins, 1995).

The other major task KREA 2000 undertook in 1995 was that of partnering local kindergarten teachers with preschool teachers. Meeting minutes and field notes from KREA Goal Team 1 revealed the goal of the team was to have kindergarten teachers partnering with preschool teachers in hopes that both would come away with a clearer understanding of the educational needs of young children. Arrangements were made to allow both partners to visit each other's classroom and have an opportunity for ongoing dialogue. Several partners had their students become pen pals, sending letters and pictures. To encourage and reward these partnerships, KREA 2000 provided each participating teacher with funds to purchase developmentally appropriate materials for the classroom.

#### 1996: Monitoring of Progress

Early in 1996, KREA 2000 began monitoring the progress the community had made since 1994. This report, 1996 Report to the Community on the State of Education, (Kingsport Regional Education Alliance, 1996) described educational initiatives created

since the last report and it attempted to indicate how close the region was to fulfilling each goal. Of the seven goals, Goal two was achieved. The Kingsport region boasted a graduation rate of 90%. Evaluation of the other goals varied. KREA 2000 felt that progress had been made toward the other six goals, but distinct opportunities still existed.

Among the opportunities noted in the 1996 Report to the Community on the State of Education were for Goal One: (a) promote increased participation in parenting programs, (b) make child care more affordable for working families, and (c) continue to encourage linkage of preschool and school programs. Opportunities for Goal Two were: (a) remove barriers of transportation and parent support for after-school activities, (b) promote school attendance, especially to parents, (c) initiate task force to research and suggest alternatives to suspension for disciplinary measures, and (d) increase Goal Two to 92% graduation rate. Additional opportunities for Goal Three included: (a) emphasize community input into educational program design; (b) review the curriculum to ensure alignment with workplace and higher education demands; and (c) provide incentives and opportunities for community service. Goal Four's opportunities encompassed: (a) increased business support for science and math, AIM Scholars; (b) Upgrade technology and expand linkage of schools through computer networks; and (c) develop a surplus equipment network from area businesses. Further opportunities for Goal Five included: (a) increased participation and attendance in job fairs, (b) stabilize funding for adult learning programs, and (c) increase participation in adult education programs. Opportunities listed under Goal Six were: (a) increased parental intervention and referral to treatment; (b) increase supervision during activities outside school hours; and



(c) improve staff and peer helper training for identification and intervention of family violence and substance abuse. For the Seventh Goal, the opportunities were: (a) upgrade technology for applied learning, (b) emphasize ongoing staff development, and (c) provide operational funds to maintain current facilities and equipment (KREA, 1996).

### Essentials for Successful Community Education Coalitions

Through qualitative analysis, major themes influencing the development and perseverance of KREA 2000 were identified. Those themes fell into four major categories: (a) leadership, (b) communication, (c) collaboration, and (d) infrastructure. Discussion concerning each of these follows.

### The Role of Leadership in KREA 2000

During the interview process, leadership quickly and consistently emerged as one of the major themes in developing and sustaining a community education coalition. KREA 2000's beginning was the vision of several community members, but the first steering committee chair was responsible for molding that vision into one the community could embrace. His leadership was evident in the community kick off that gathered nearly one thousand community members. This leadership was apparent in the beginning as he led the community through forums addressing goals and methods of reaching those goals. A display of his strong, individual leadership also was evident when he recommitted to KREA 2000 after a year's absence and brought another hardy leader into the organization. Together they rekindled the Kingsport Chamber of Commerce's and the community's

interest in the coalition. Virtually everyone interviewed referred to Business Representative 1 as the primary impetus of the Kingsport Regional Education Alliance.

The interview with the Director of Kingsport Tomorrow, Community Representative 1, on February 6, 1996, was conducted in the Kingsport Tomorrow Offices. Located in downtown Kingsport, Kingsport Tomorrow is a community, nonprofit organization that focuses on the quality of life in the Kingsport area. In addition to KREA 2000, Kingsport Tomorrow has several task forces working toward other community goals.

Community Representative 1 related that from the beginning KREA 2000 cosponsors, Kingsport Tomorrow and the Kingsport Chamber of Commerce realized that if KREA 2000 did not have proper leadership, it would not survive. Great care was taken in the selection of the steering committee chair and each member of the steering team. The first chair of the steering committee, Treasurer of Eastman Chemical Company, Business Representative 1, was selected for numerous reasons. Community Representative 1 said:

First of all, he believes in the importance of education. He values education. And at the time, he was personally very interested in, uh, educational reform that was coming to the forefront . . . . And had done a lot of study on his own and had talked with a lot of people who were involved in educational reform. So, I think he had the passion and that's what we looked for here. Someone who really has a passion for seeing something done.

Evidence of this passion included his canvassing the region's school systems to gather support for KREA 2000. Business Representative 1 met with each Superintendent or Director of Schools and local school boards. Community Representative 1 stated that Business Representative 1 works well with people by being a great encourager and a good team builder. He also enjoyed the respect from the community that would be needed to make KREA 2000 successful.

When selecting the initial steering committee members, Community Representative 1 said KREA leaders looked for a balance. While the leaders thought there was a need for people on the team who had clout, the committee also needed others. "We looked for workers and people with certain sets of skills. So it was a carefully crafted group."

Shortly after KREA 2000 issued its 1994 Report to the Community, Eastman Chemical Company did a "spin off" from their parent company, Eastman Kodak. The chair of the steering team, Business Representative 1, had to concentrate all his efforts on the spin off and was forced to withdraw from his leadership position in KREA 2000. Community Representative 1 explained that during this time a change in staff at KREA 2000 also occurred. "We had entered into this partnership with the chamber and uh, the chamber as a result of a move, I think, uh, to another area, had lost a staff support person. KREA 2000 lost a staff support person."

In 1994, KREA 2000's implementation teams did not see a great deal of progress. Community Representative 1 stated that 1995 was a more progressive year for KREA

2000 due in part to another strong leader. She said "The implementation work was still very slow until we got a strong leader in Mr. McMasters."

The interview with Business Representative 2 took place on January 30, 1996, in her office located on Stone Drive in the Stone East building where Eastman Chemical Company has offices. A former Kingsport City Schools school board president and a prominent figure in the community, she is respected for her educational and business views. She is employed by Eastman Chemical Company as a member of their Education Initiatives Department.

In recalling the initial development of KREA 2000, Business Representative 2 stated that it was probably the planning and leadership that launched KREA 2000.

As a matter of fact, Billy Stair, who was the governor's policy advisor at the time, said to . . . he didn't say it to me, but he said it to someone who heard we were forming a community 2000 group up here. And he said, "Well, if anyplace can pull it off, it will probably be Kingsport."

Business Representative 2 echoed Community Representative 1's views on the selection of the first chair of KREA 2000 and discussed other initial leaders.

Business Representative 1 is just really committed to do a good job. He just always does and Tom Haskins was very oriented toward planning. And I think, some of us had some school board experience and it associated us then to education and gave us some credibility.

On January 8, 1996, the investigator conducted an interview with the first chairperson of KREA 2000's steering committee, Business Representative 1. He is

currently the chair of the KREA 2000 advisory council. The interview took place in Eastman Chemical Company's Administration Building, also known as building #75. Business Representative 1 is the current Treasurer of Eastman Chemical Company.

Building #75 had highly visible security. The only door available to the public is the front door. All other entrances must be opened with a security card.

The front lobby was lavishly decorated with plush carpet, attractive and comfortable furnishings, and glass cases along both sides of the room that featured products and projects of Eastman Chemical Company. The receptionist was behind an immense, elevated wooden desk and before her a line of people waited to leave their cards or be announced for their appointment.

The path to the office of Business Representative 1 was as attractive as the lobby. The elevator was lined with mirrors and brass fittings. The carpet appeared new and its swirling colors were warm and inviting. The office of Business Representative 1 appeared moderate when compared to the public areas of the building. The office was neat and well organized.

Business Representative 1 returned to a KREA 2000 leadership position, that of the chair of KREA 2000's advisory council, when Business Representative 5 accepted the chair of the steering committee. These two strong leaders banded together to renew the Kingsport Chamber of Commerce's commitment to KREA 2000. As a result of their efforts, the loaned executive position has become a permanent part-time position funded by the Kingsport Chamber of Commerce.

Business Representative 1 felt in the beginning and continues to feel that KREA 2000 offers this region the best opportunity to create an impact on education. Seated at a modest conference table, Business Representative 1 spoke very enthusiastically about KREA 2000 and partnering groups. "We think that there's a great deal of synergy in KREA, in Eastman's education initiatives, in the AIM Scholars program and in lots of things."

The present chair of KREA 2000, Business Representative 5, was interviewed in his office at AFG, Industries. The administration offices of AFG, Industries are located in Kingsport on Industrial Drive, next door to Eastman Chemical Company. The white building sits directly off the road and is sleek and low to the ground. A receptionist was located in the foyer with glass doors behind her that led to individual offices. The office of Business Representative 5 was not lavish, but seemed to suit the no nonsense approach that he took toward the interview and his assignment with KREA 2000. Business Representative 5, talked about how he was selected for his position in KREA 2000.

Well, actually, my introduction to KREA was, through a visit I had here by Community Representative 1 and our current mayor and at that time, the president of the Chamber, came and asked me . . . gave me a sales pitch on what KREA was and what it was doing and asked me if I would agree to chair the steering committee of KREA. To be perfectly honest with you, I wasn't all that familiar with KREA. They left me some information, package, uh, I didn't give them any answer at that point in time.

When asked why he thought he had been singled out by KREA 2000 when he had not had any previous involvement he said:

I will tell you why they said they came to me. And, you know, I was obviously flattered by that. But basically, they said, "We need some better leadership in this organization than we have had." They said, "We respect you and what you have done in the community. You have the ear of a number of people in the community. We think you could make some things happen."

He went on to discuss how he came to KREA 2000 in 1995 and saw all the information that had been gathered. He took that information and analyzed it. He wanted to use this data to focus KREA 2000. KREA 2000's 1995 focus was to be early childhood education and community involvement in the schools. His discussions with area superintendents supported this focus.

A former high school counselor and KREA 2000 steering committee member, Community Representative 3, talked about how the working team was trained to elicit information. "We had people, they had a group come in and trained us and led this initial part of the, uh, community effort."

She felt the training the group received was adequate for leading the community meetings but inadequate for the task of what to do with the information after it was gathered. "I'm concerned, we did not have, . . . the chair people didn't know enough about, or the leader of the group didn't really know enough . . . I talked with others and they didn't know either . . . of what we were really after, of what end result."

Community Representative 3 said that KREA 2000 needs to have more influential people on the steering committee.

Frankly, you know, I learned a long time ago if you don't deal with the power people, you don't have much . . . . and they think that the power people need to be on the overall committee, the advisory committee, but you need to have a lot on that steering committee too.

In addition to the leadership needed from the steering committee chair, KREA 2000's daily leadership comes from the co-coordinators. In discussing the leadership within KREA 2000, the Coordinator of a local regional high school, Educator 2, expressed her beliefs that her goal team benefited from one of the co-coordinators.

The poor thing is probably running thin. Because I think, she needs to be present at each goal team meeting. I think she's an excellent leader. I really do. She helps facilitate, lead, um, a lot of good encouragement to keep folks moving and going and I think her presence helps that.

Co-coordinator and staff liaison to Kingsport Tomorrow, Community

Representative 2, said that it was difficult for her to be effective immediately upon being hired because she was hired in about the same time the first chair of the steering committee had resigned. KREA 2000 was going through a period of adjustment.

You kind of take a couple steps back and let the person figure out what's going on before you can move forward again from where you were. So, that's happened every time - just about when we've had a change of leadership. That's hard for a



volunteer organization. That's one of the main challenges and that's just a reality of working with an organization where the leader's volunteer.

She said that in each phase KREA 2000 has required a different kind of leadership. The initial phase took leaders who could communicate well to educators and to the business community that could really articulate the need for KREA 2000. The second phase, the needs assessment, took someone who could look at issues objectively. The third phase, the implementation phase, needed someone very task oriented, who understood how to make an idea become reality.

The investigator interviewed another person in a position of leadership, the chair of KREA 2000's finance committee, Business Representative 4, on January 15, 1996. As the Chief Financial Officer for a major physician's group, he was a logical choice to chair the finance committee. During the interview Business Representative 4 spoke appreciatively of the current leadership of KREA 2000. He stressed that it was critical for the leaders to convey to the public that KREA was genuinely committed to improving the quality of education. "It's more of a long term project . . . achieving these goals by the year 2000 . . . working toward them . . . we're certainly going to improve the quality of education in our community."

On January 5, 1996, the investigator interviewed the Chamber-loaned executive (courtesy of Eastman Chemical Company) and co-coordinator of KREA 2000, Business Representative 4. The interview took place on January 5, 1996, five months into her six-month assignment. She indicated the current advisory board needed an overhaul. She said, "A correct mix is to tap not only the business and industry world, people who can

make the difference, who have the power to make the difference. But also in the education arena." She also felt KREA 2000 would benefit from replacing the two coordinators with one main coordinator.

From the investigator's observation, influential people do seem to be on the advisory council. When the State Goals 2000 committees were developed, no one from Kingsport was on a committee. This was discussed at the May 1995 advisory council meeting and several members stated that they would call contacts in Nashville. These contacts included state senators and the governor. Within a month, Kingsport had a representative on the finance committee and a representative on the technology committee.

#### The Role of Communication in KREA 2000

Communication was another major theme gleaned from the interviews. Participants discussed the need for communicating to the community what KREA 2000 would be and the need to have a process in place so the community would be able to communicate with the leaders of KREA 2000. Other evidence of the importance of communication was the *KREA 2000 NEWSLETTER* that is mailed quarterly to participants highlighting KREA activities. The newsletter is written by KREA 2000 staff and the chair of the KREA 2000 steering committee. It reports on the progress KREA 2000 has made toward the seven goals, describes ongoing projects, provides information concerning upcoming educational events, and celebrates community efforts in the

educational field. It also serves as a reminder to the community that their assistance is valued and necessary.

In reflecting the origin of KREA 2000, Business Representative 2 discussed how important communicating with the community had been. The initial working team planned a "kick off" celebration meeting at Eastman Chemical Company's Employee Center.

We wanted a lot of publicity to get KREA 2000 off the ground because we wanted it to be something that people understood what you meant when you said KREA. We did a lot of fanfare to announce that partnership and invited the governor, all of the legislators and all of the people that you do. And, as I recall, there were probably about 700 people that showed up at the Eastman Auditorium the night we had that presentation. Of course, the whole idea was to raise the awareness in the community about the need for educational improvement.

Business Representative 1 reported on the initial KREA 2000 kick off.

We had the kick off, uh, in the employee center and had interested folks in to explain what we were doing. People went away from that meeting full of exuberance about. It was a good meeting . . . had all the "players" there.

The investigator conducted an interview with a counselor, Educator 1, at a local high school. Her office was extremely cold and the space heaters she had placed in strategic places did little to ward off the chill. Educator 1 was a dynamic educator with a great deal of experience and success working with diverse groups. She has been a cheerleading sponsor, a yoga teacher, a Mary Kay cosmetic salesperson and reported that

at one time even sold products door to door. She explained she had been with KREA 2000 since the original community gatherings.

I also worked with them initially as part, as some of those, I don't exactly, I guess they called them task forces, to study the problems that were identified from their original meetings . . . . Education or the school is the heart of the community.

Only no one really realizes that until they start doing something like that.

According to Educator 1, the community might realize that education is the heart of the community, but the community is never willing to pay educators as if they were the heart and soul of the community. She went on to discuss the frustration she felt in working with those task forces during the early stages of KREA 2000. Some individuals with various personal agendas came to KREA 2000 meetings and either didn't find an outlet for their frustration or moved onto something else. She believed these people had dropped their involvement with KREA 2000.

No, I don't think they're still functioning . . . . and I think that some of those people that came to those group meetings, those community meetings . . . . I think those people are still out there, and they're just as frustrated and they feel that they have no voice and no representation and they feel they were getting nowhere with KREA 2000. So they have just dropped out. They have become totally apathetic to the whole process.

The staff liaison to Kingsport Tomorrow and co-coordinator of KREA 2000, Community Representative 2, is a woman that radiates energy. She discussed her role in

working with volunteers and the communication skills necessary to balance the work needing to be done with volunteers' schedules.

The business community has difficulty understanding a volunteer setting. Uh, with the business world, they're used to uh, giving an order, then it's done because someone's job depends on that. It's very different working with volunteers in, to actually do the work, you have to -- you have to make sure they maintain their motivation to do that. That they understand why they're doing it, what they're supposed to be doing. And you have to understand when they are not able because of their other commitments, their employment or their family commitments, if they're not able to do the job they've committed to do. Then you have to step in sometimes and help them. That's hard for business people to do because in the business world; they're much more used to, uh, telling someone to get it done and it's either done or they're fired. And KREA 2000, you can't fire volunteers.

She explained that her responsibilities in KREA 2000 were working with the implementation teams and helping them define their strategies, identify their resources out in the community, and initiate the projects.

The need for increased communication with the community was restated by Educator 5. Educator 5 expressed his views on KREA 2000's role in the communication process. "You don't have the . . . not only the parent contact, but you also need the larger community contact in order . . . two way communication there."

Community Representative 4 was interviewed on January 17, 1996. She met the investigator at Dobyns-Bennett High School prior to the end of the school day.

Community Representative 4 serves on the finance committee of KREA 2000. This committee manages KREA 2000's modest budget and approves goal team requests for operating funds for special projects.

In reviewing about what KREA needs to strengthen, Community Representative 4 stated that she felt KREA 2000 had not done an adequate job of maintaining contact with volunteers. "We haven't kept in touch with them well enough because there just hasn't been a set committee that they could be working on. Those people get forgotten and they forget KREA."

Necessity for communication with the community has been a priority of KREA's from its founding. The current chair of KREA 2000's steering committee, Business Representative 5, explained that prior to KREA 2000, Kingsport Tomorrow held community meetings to gather information on what issues the community felt were important.

When we went through and looked at that information, we found there were two areas that really stood out as being, uh, areas of priority. One was early childhood education and the other was, well, they kinda went along two or three lines, but ended up to be what, what I classified together and called community involvement in the schools. There was lots of interest in after school programs. There was lots of interest in volunteers in schools, whether it be the math and science program and those kinds of things. But, when you look at all that, they were basically all

going the same way saying, "We need to have more community involvement in the school system." And so, that's where we said we were going to concentrate our efforts for 1995, in early childhood education and community involvement in schools.

He added that sometimes KREA 2000 gets criticized for not being an action oriented organization. KREA 2000, according to Business Representative 5, acts as a catalyst trying to work with the community and the people in the community really have to be the drivers of the group.

#### The Infrastructure of KREA 2000

Participants' views of the infrastructure varied. The business representatives tended to be critical of the organizational structure of KREA 2000. The community members were inclined to be more forgiving of some organizational failings. Educators had mixed reactions, some advocating for flexibility and some recommending a more focused and organized group.

KREA 2000's initial kick off was well attended and received due in part to the careful planning and expertise of the working team. Once the kick off celebration was over, the real work of the organization was to begin.

Community Representative 1 expressed that the greatest barrier to the development of KREA 2000 was the lack of continuity.

There was too much time lost from the kick off to the work of the goal team.

There was too much time lost from the report to the community to implementation

beginning. And all that had to do with resources with either volunteer and paid staff primarily.

In an interview with Educator 1, she referred to the infrastructure of the KREA 2000 organization as a barrier to progress.

I don't have clear-cut definitions with this monitoring process and exactly what role I'm suppose to play, or really how I can play that role . . . . I think anytime you are doing an evaluation with, a . . . such diverse population as an entire community is and the goals and objectives were written in a different format . . . . Some could be measured objectively and some could only be measured subjectively . . . . maybe that process is as good as it can be.

A similar frustration came through in an interview with an East Tennessee State University professor, Educator 3, who taught the first Leadership course that was offered to KREA 2000 volunteers. He expressed extreme disappointment in the organization and the follow through by the leadership of KREA 2000 concerning his course.

The chair of the Educational Leadership and Policy Analysis (ELPA) department at East Tennessee State University had been contacted by staff in KREA 2000. As a result of this contact, Educator 3 met with representatives of KREA 2000 at the East Tennessee State University extension located in Kingsport. Their discussion focused on the type of course that would be offered to selected volunteers. "We talked about the fact it wouldn't be textbook oriented. My response was 'Yeah. We can do those things.'" KREA 2000 leaders explained scholarships to cover the cost of tuition would be offered for participating volunteers. After the meeting, Educator 3 reported to his superordinates



at East Tennessee State University about the discussion. A provision was made in his schedule to offer the course for the next term. However, a semester or more went by before East Tennessee State University heard anything else from KREA 2000. With some reservation on Educator 3's part, East Tennessee State University offered the course in the fall of 1994.

Six KREA 2000 volunteers signed up for the class. It was clear to Educator 3 that over half had come into the class with personal agendas that had little to do with KREA 2000's mission. A sensitive point with the class was that not all participants were receiving scholarships and had to pay their own tuition for the course.

To unify the group and provide the requested leadership training, Educator 3 had to restructure the course. "I switched the agenda because it appeared to me that getting into the community would help them understand. And then we formed this partnership and studied Washington School."

The KREA 2000 students visited Washington Elementary School, Kingsport's new and only multi-age designed elementary school. The students were to direct their study to what they observed and what goes on when an organization is changing and growing.

Educator 3 felt some of the students didn't think KREA 2000 was going in the right direction with what they were offering. He felt the process of selecting participants should have been more developed and that the promised scholarships should have been available to all.

While the frustration of Educator 3 was quite evident to the investigator, a member of the class, Educator 4, offered a more favorable review. In an interview on

April 5, 1996, Educator 4, an elementary music teacher, who has worked with KREA 2000 since the initial gathering of the community to discuss Goals 2000 and the formation of KREA, spoke of her involvement. She stated she had been asked to help with the community meetings because of her skill in communication. Participating in the leadership course was a natural extension of her previous role.

While disclosing her experiences in the course, she thumbed through a thick file. Using notes, articles and other materials acquired during the course, she reviewed topics and projects that were covered. She agreed with Educator 3's view that several participants came to the class with agendas that were dissimilar than the topics to be covered under leadership. Her opinions on the outcomes of the course differed from the professor's (Educator 3). Educator 4 felt she gained a great deal from the experience. She said that the previously mentioned participants did create problems for the professor in trying to keep the class focused on leadership, but the overall individual gains were as diverse as the participants. For her, it was beneficial and rewarding. She spoke fondly of her relationship with the professor and of his teaching and leadership style. She ended by saying, "Be kind. Remember, be kind, for everyone you meet is fighting a battle."

The investigator followed up the interviews with Educator 3 and Educator 4 by interviewing Educator 6. Educator 6 is employed by the University of Tennessee as the Director of the Kingsport programs. He is also employed by East Tennessee State University as the Assistant Dean for Off Campus Centers, Bristol, Kingsport, and Greeneville.

Educator 6 was initially involved with KREA 2000 as a member of the first advisory council. When questioned about the leadership class taught by Educator 3, he responded that the leadership of KREA 2000 was not very clear as to how that group of class participants would contribute to the KREA 2000 process. He said that in the beginning the leadership of KREA had been 100% behind the class and then "at some levels and for whatever reasons" their support waned. He indicated to the investigator that the support of the staff at Kingsport Tomorrow was exceptionally strong.

Early in 1995, the leaders of KREA 2000 were resolved that they would study the infrastructure of KREA by placing a loaned executive in one of the coordinator positions. During the interview with Business Representative 4, she explained that she was asked to work with KREA 2000 as a result of her previous experience with various community volunteer functions. She was to work 20 hours each week with KREA 2000 as well as continue to work at Eastman Chemical Company in the Treasury department. She explained her assignments.

The initial tasks were to be, at the end of the year, I would come up with a final analysis of the overall KREA 2000 program. There was concern, uh, on the part of the Chamber of Commerce, as well as Eastman Chemical Company, as to what real value KREA 2000 added to both organizations and is it something worth, um, continuing its involvement in? So, the overall task was to recommend to both organizations my final conclusions of the KREA 2000 program . . . . The infrastructure of the entire picture is somewhat weak. It is quite an array of disorganization. The pool of volunteers has not been properly addressed. Nor has

that resource been tapped. It all started in '92 that there were approximately 1500 volunteers as I understand that came to the kick off of KREA 2000. And everyone was excited and ready to work with this and this is absolutely great. Then, what happened after that time, it started declining in that most of the volunteers were never contacted after that initial meeting. So therefore, it has essentially died of a slow death in some areas. That is something that needs to be restructured and retap the volunteers. The other disorganization, per say, is everything from the paperwork to the overall view of the teams in some cases to whom essentially has the final say so on KREA 2000. There's an advisory council which currently has approximately 50 members and from those it's a process that some of those advisory council members have never attended a meeting and could essentially tell you nothing about KREA 2000.

She explained that her responsibility as a co-coordinator focused on the advisory council, steering committee and any adjacent subcommittee such as finance and communications. The other co-coordinator had the responsibility of working with the goal teams and the implementation teams. When asked if she would support continuing shared of responsibility, she replied, "No, I would not. There needs to be a primary person, focusing on the day-to-day tasks of KREA 2000, who has an overall feel."

Another Eastman executive, Business Representative 3, explained on January 24, 1996 that the Kingsport Chamber of Commerce voted two years ago to provide a part-time person to work with KREA 2000. Kingsport Tomorrow had already been providing a part-time staff person, but were not getting the expected results.

We had another person go in to kind of shore it up and she was able to at least point out the problems . . . after receiving recommendations from the last loaned executive, the Chamber will provide a permanent part-time staff liaison to be a co-coordinator of KREA 2000. The point is, we will have somebody who is regular. We're not going to be changing in and out with a volunteer from business or industry every year. We'll have some continuity.

A local educator, Educator 5, expressed his views on the infrastructure of KREA 2000. "It has, has been probably a little bit fragile in that it's, it's trying to bridge many diverse groups . . . and I think the very things that make it fragile also make it have some potential."

Business Representative 5 explained that the day-to-day functions of KREA 2000 were carried out by two part-time staff people. He tries to meet with the staff at least on a monthly basis and conducts monthly steering committee meetings.

I've had days when I've spent the whole day with KREA where I've been going out one-on-one talking to the superintendents of the schools or going to meetings with organizations like the CHILDREN of Tri-Cities.

KREA 2000's budget for 95-96 is \$15,000. The chair (Business Representative 5) explained that KREA 2000 did not need a great deal of funding. He could foresee that as some of the goal teams became more involved, KREA 2000 might need more funds. But for now, with the Chamber providing a part-time staff person and Kingsport Tomorrow providing a part-time staff person, the current budget covers the basic office supplies and

some goal team expenses. Concerning funding, he said that if the organization and community have matching visions, it is not difficult to raise dollars.

I will say . . . I can't imagine there's a community anywhere in the country, the size of Kingsport, that has the amount of giving that Kingsport does. I'm not only talking about dollars. I'm talking about people's time, as well as dollars.

#### The Role of Collaboration in KREA 2000

In today's global society, collaboration is at the core of any flourishing organization. Just as teachers can no longer close their doors and lecture to the class, organizations cannot head down a pathway without asking for direction and acquiring companions. With dwindling budgets and increasing challenges, educators, businesses, and community agencies are obliged to seek harmony and consensus in the community (Melaville & Blank, 1991).

On February 13, 1996, the investigator interviewed the head librarian, Community Representative 5, for the Kingsport Public Library. He discussed his role in KREA 2000.

By virtue of my position at the library, as the librarian, as playing an intricate part of the educational environment of the community. I saw it as more of my duty as a head librarian to be acquainted with what Kingsport Tomorrow and KREA were doing.

Community Representative 5 said that KREA 2000 has the potential to bring together people in the educational field who might otherwise be separate. He envisioned

programs combining under KREA's umbrella for purposes of applying for block grant money.

My feeling is there is probably a need for more educational programs, rather than fewer. Uh, and so the idea is, how do we best attract the grants in particular that would help us support these types of programs that we need? And preparation for a global marketplace is something that's interested me a lot, uh, because I think the library might have a role to play in providing materials that could support the creation of a greater, a community with that kind of awareness.

Another community member, Community Representative 6, was also interviewed on February 13, 1996. Relatively new to the community, she shared that she had watched KREA's progress in the newspaper and Kingsport Tomorrow newsletters. She became involved with KREA 2000 through her work at the Literacy Council. As a team member of Goal 5, she was instrumental in launching the Job Fair concept, one that she had successfully experienced in Hilton Head, South Carolina. She said she felt KREA 2000 could be an independent and non-political organization that makes available forums to address educational issues. She said, "The much over used *it takes a village to raise a child* still applies."

Educator 1 was a primary force in the success of the KREA 2000 Regional Job Fair. The job fair was a first for the Kingsport area. More than 50 businesses, educational and social agencies set up booths in the civic auditorium. The business booths were manned with employers with real jobs and applications. Educational agencies showcased programs that potential employees may need to enter the job market. The social services

agencies were available to offer services to those in needs. One hundred percent of the participants felt the job fair was a successful endeavor and responded on their survey that they would participate again next year. This event brought together business, education and social agencies in a collaborative, community effort.

During her interview, Educator 1 also suggested that the real strength of KREA 2000 was that of an interagency collaborator.

It continually pulls groups of people together who are addressing similar issues, but who have not been working together. And it creates opportunities for those groups of people to work together so that each individual group becomes more effective and does a better job of meeting some of the needs. I think it has served as a wonderful linking and community agency to pull different groups of people and agencies together.

In discussing collaboration, Community Representative 3 indicated that a major barrier in KREA 2000 in being able to collaborate with all groups effectively was the wariness of educators. "We in education many times are very suspicious of volunteers. We are also suspicious of industry doing some stuff for us."

She continued by saying that Eastman Chemical Company has had a difficult time getting into the region's schools to help students in the areas of science. Her interpretation of KREA 2000 was that it was a facilitator.

I think of it as a supportive organization to support what education should be about. I don't think that KREA is trying in any way to come into a school system or into a school either and ram a program down anybody's throat. I think that



they're in a position that they might make some suggestions and get some, you know, be willing to work on some ideas with the school people.

Community Representative 1 said KREA 2000 was designed to bring together the business community, the educators, the parents and the community at large.

KREA's role, in my opinion, is not so much to see projects out -- project outcomes. But to serve truly as a catalyst and to initiate, to facilitate, to coordinate, to bring entities together who can continue, uh, with educational improvement and educational reform.

She emphasized that in the future KREA 2000 could help prevent the duplication of services by acting as an interagency facilitator.

Educator 2 explained that one reason for her becoming actively involved with KREA 2000 was the possibility of collaboration.

It was reaching the community. We need to reach the community. I looked at it as an avenue for recruiting. So, I looked at it as a two fold purpose here, you know? What can we do for the community? And what can they do to help us get information out to the community on the adult high school?

She shared that the coordinator of KREA 2000 had helped her with a grant writing project. "She didn't actually do the writing, but it was through her guidance which would have been about a year and a half ago."

She emphasized that her involvement with KREA 2000 is grounded in how it can benefit Kingsport City Schools. She went on to discuss barriers to collaboration.

I still wish we could cut the turf battle out. I still see where this is mine. That's yours. Don't touch mine. I won't touch yours. Um, I still think that, you know, it's not KREA, it's just people. Uh, we need to cut that garbage out.

Community Representative 2 said she saw KREA 2000's role as one of a leader in the collaborative effort.

It really takes a voice in the community that can encourage that collaboration. Even if both sides have to give up a little bit. And also facilitate it happening, because it's so easy for each one of them to walk away from the table or never come to the table and it kind of takes somebody out there saying we expect for you to be at the table. And that's the important role that I see of kind of keeping everybody headed in the same direction to address the real needs and encouraging all the other different groups to collaborate. That's, that's the most important thing that KREA does.

The subject of breaking through barriers of collaboration arose in the investigator's interview with Business Representative 1. He said that breaking through the barriers has been as formidable a challenge as anything KREA 2000 has encountered.

I think it's pretty much universally agreed that education must work with business and the community to be successful and to make the changes that are needed to be competitive in the world marketplace. Of course, anytime that anybody comes to you and says we want to help you do what it is that you're being paid to do, there's always potential there for resentment, resistance. Uh, so, so that's a

challenge, you know, and getting and working with educators in a manner that conveys an attitude of helpfulness rather than an attitude of confrontation.

On February 2, 1996, the investigator conducted an interview with the Executive Director of CHILDREN of Tri-Cities. CHILDREN of Tri-Cities is a child care resource and referral service. The primary focus of the CHILDREN organization is developing a system of coordinated, quality child care to meet the needs of the Kingsport area. Because they are so concerned about the quality of early care in education, their goals closely match with the KREA 2000 number one goal - all children will start school ready to learn. She believed KREA 2000's chief role should be one of coordinating education in the community.

So often we have programs that are meeting one specific need. Somebody over here who may have a piece of that pie isn't aware that, you know, they don't even know each other exists. And KREA could be the, the, uh, umbrella that is able to, to, identify and facilitate collaboration and put people in touch with one another.

Community Representative 1 explained what she saw as KREA 2000's vision was that it brought diverse community groups together.

The value to me, of KREA, one value is that of having brought that broad group of thinking together around education. And so, if KREA 2000 can continue focusing on what the community viewed as being important through these recommendations and we show progress on those, then I think KREA's role will be, will have been realized.

### Summary

Data were gathered through qualitative methods of interviewing, observing, and reviewing documents. Although most individuals from all three groups (Business, Education, and Community) expressed positive comments concerning KREA 2000, similar barriers emerged relating to the focus and infrastructure of the organization.

The investigator had two important questions. The first question was: How did KREA 2000 begin? KREA 2000 began as a result of local educator inviting a businessman to a conference on America/Goals 2000. This businessman, Business Representative 1 was determined that the Kingsport community would become a part of the national movement. Through his strong leadership KREA 2000 developed. The second question was: How has it sustained itself? The businessman that had a vision of KREA 2000 had been the primary lifeline to KREA 2000 until Business Representative 5 became the chair of the steering committee. These two individuals have networked within the community to gather essential support for KREA 2000. Together they have encouraged other strong leaders to become involved in KREA 2000. The presence of strong leaders is matched by the presence of an exhilarated and prepared volunteer base.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of Chapter Five is to present a summary of this qualitative case study, to provide conclusions drawn from the findings reported in Chapter Four, and to present recommendations for the Kingsport Regional Education Alliance (KREA 2000). This study is an attempt to obtain information concerning the origin and development of KREA 2000.

Review of the literature revealed that few communities have developed a means of weaving services that impact education into a viable delivery system (Guthrie & Guthrie, 1993). Current research indicates that communities may become more responsive to children, youth, and families through expanded partnerships with schools (Hooper-Briar & Lawson, 1994c).

Ventures into community collaboration are complex. In most professions, practitioners work together for their mutual benefit. For example, if a person has a medical problem, a staff of medical personnel comes together to provide the best possible diagnosis and treatment. In contrast, public agencies dealing with the educational needs of children most often work in isolation, neither helping nor being helped by other agencies. In fact, it is entirely possible that these agencies at times hinder each other's progress. A formal structure providing needed strategies can expedite collaboration. This structure can help to develop the norms of cooperation and collaboration among all constituents

dealing with the educational needs of children. To discover the process of establishing and sustaining a community education coalition, the investigator conducted a qualitative case study of the Kingsport Regional Education Alliance (KREA 2000).

KREA 2000, founded in 1992, is a volunteer and community-based education coalition with the main leadership coming from the business world. This is a unique endeavor in that educators were not brought into the planning stages of KREA 2000 until the concept was formed.

The study of KREA 2000 took place over a period of six months. The investigator was a participant observer and had the full cooperation of KREA 2000 participants. Interviews with 18 KREA 2000 participants provided the primary data, with documents and observations contributing the support data.

#### Purpose and Procedures

The investigator had two main purposes of the study. The first was to investigate how KREA 2000 originated. The second purpose was to determine how KREA 2000 has evolved.

The investigator used case study research to investigate the activities, processes, and structures of KREA 2000. Qualitative data “appear in *words* rather than in numbers” (Miles & Huberman, 1984, p.21).

Purposeful sampling techniques were used to select participants for this case study. A total of 18 individuals, representing three categories, Business, Education, and Community, were interviewed. This process yielded data from six business

representatives, six education representatives, and six community representatives. Interviews were audio taped, transcribed, and then imported into the Q.S.R., Nud.ist power version, revision 3.0, text-based analysis software package. Field notes, observations, and published documents were also used in the analysis. Through qualitative data analysis, the investigator revealed four essential components of a successful community education coalition, (a) leadership, (b) communication, (c) infrastructure, and (d) collaboration.

### Conclusions

Findings of this study supported current literature concerning collaborative coalitions (Fertman, 1993; Heath & McLaughlin, 1989; Hooper-Briar & Lawson, 1994a; Kirst & McLaughlin, 1989; Lewis, 1992; Schorr & Schorr, 1989; Six, 1994). Based on these findings, the investigator reached the following conclusions:

1. The strength of initial leadership has an impact on the development of a community educational coalition. This initial leadership is the determinant of whether other influential persons will become involved. Without the power of influencers, a community education coalition will have difficulty being effective.

It is the opinion of the investigator that the Kingsport Regional Education Alliance would not be a reality if it had not been for the efforts of specific individuals in the business arena. KREA 2000 was the vision of one Eastman Chemical Company executive. He shared his vision with other influential persons, at Eastman Chemical Company and the

community. This core group of effectual individuals developed a plan to involve the community in this education coalition.

2. Communication to the community concerning the vision, mission, and goals of a community education coalition is necessary to maintain support. The initial community meetings where leaders explained the KREA 2000 organization and received citizenry input were vital in the establishment of this coalition. Many participants who helped with the establishment of KREA 2000 feel a commitment to the continuation and improvement of the organization. The 1994 and 1996 Reports to the Community (Kingsport Regional Education Alliance, 1994, 1996) also served to preserve business and community support for the project. Volunteers and contributors will not be willing to put in time and money to an organization that is not clearly defined and focused.

3. The organization and direction of volunteers are critical to the success of any coalition. KREA 2000 has sustained itself, in part, through the Kingsport Chamber of Commerce and Kingsport Tomorrow's commitment to education. It has also been sustained through a community of active volunteers. The business and educational agencies involved in KREA 2000 could not keep KREA projects going without the support of the volunteers. These volunteers are secured and directed by the leadership at Kingsport Tomorrow.

4. The infrastructure of a community education coalition is of primary concern. While the day-to-day tasks of running an organization is not paramount to the mission, they will prohibit progress if they are not dealt with efficiently. The staffing needs at the KREA office requires someone who can manage the database of volunteers, maintain



systematic records, direct inquiries and requests to the appropriate resource, and accommodate the business, community, and education communities with equitable zeal.

5. Collaboration is the primary goal in a community education coalition. The work of a community education coalition will compete with and block the progress of other organizations if it exists in isolation. An example of such an obstruction is the duplication of community assessments. The local school system might not get valid results from a community assessment if the coalition conducts one prior to the school system's. Another illustration of competition might entail a preschool program holding an educational fair for local parents. If the community-based education coalition is planning to hold a separate fair, neither organization will be able to reach as many parents with their segregated resources as they would if they combined their efforts. A community-based education coalition should act as a catalyst for change in education *through* other agencies. In the above scenario, the community-based education coalition should be a part of each of these organizations and be aware of the ventures for which each is planning. Acting as a linkage, the coalition would unite organizations such as preschools and public schools in common projects, thus expanding the target population and the utilization of resources.

KREA 2000 has facilitated collaboration in the Kingsport region. One example of KREA-support collaboration was the regional job fair mentioned in chapter four. This endeavor brought together business people, educators and social service agents. Each group set up a display in the Kingsport Civic Auditorium and supplied representatives to accept applications, furnish information, or present options to those seeking employment

and support services. Degrees of collaboration varied. Some businesses met with educational and social agencies to discover how they might guide a potential employee who lacked requisite skills, education or services. Other businesses came, set up their display and kept to themselves.

KREA 2000 has had greater success with collaboration among agencies that are secure in their funding and standing in the community. Schools and private preschools have collaborated on a mentorship/partnering program that was a "win-win" situation for all. Fifteen preschool teachers were paired with fifteen kindergarten teachers for the school year 1995-1996. Many partners visited each other's classroom, participated in a pen pal activity with their students, and shared ideas for developmentally appropriate teaching methods and activities.

Head Start has been reluctant to collaborate with KREA on a meaningful level. Head Start's attendance and participation in KREA activities has been infrequent. The investigator has concluded the local Head Start program fears being evaluated or compared with programs offered elsewhere. With competition fierce for public dollars that are being steadily reduced, agencies such as Head Start seem anxious about their survival.

6. An underlying danger exists of KREA 2000 creating or supporting projects that fit the seven goals instead of supporting projects that work toward these goals. The business community has been explicit in the desire to be able to measure KREA's progress. With KREA's approach being that of a catalyst rather than a creator, opportunities to participate in measurable projects are not always under the direct control

of KREA. Opportunities need to be evaluated based on the benefit to the entire educational community and progression toward the attainment of the KREA goals. KREA leadership should guard against the temptation to support projects that simply fit, instead of projects that would move the community toward realizing KREA 2000 goals.

### Recommendations

Based on the findings from this study, the following recommendations are suggested for the Kingsport Regional Education Alliance (KREA 2000).

1. The Advisory Council of KREA 2000 should set up a channel of leadership that spans several years by creating chair elects, assistant chairs, etc. who will be prepared for the chair's position a step at a time. This would help to ensure that strong leadership would be available to KREA 2000 in the future.

2. The Advisory Council of KREA 2000 should become more proactive in the state and local funding decisions that relate to educational issues. While KREA 2000 strives to be politically neutral, the investigator feels that neutrality on educational issues is a luxury the coalition cannot preserve. Equity and funding issues cannot be ignored.

Communication regarding educational issues should be expanded through the quarterly *KREA NEWSLETTER*. One suggested method of increasing communication is to develop a newsletter liaison for each participating school corporation. This person would be responsible for gathering his or her system's contribution for the newsletter and would provide their system with information concerning KREA supported projects.

3. The KREA 2000 office should be staffed with a full time coordinator whose sole responsibility is working with KREA 2000. This coordinator must be receptive to

working with agencies and individuals who bring varying degrees of commitment and collaboration to KREA. It is critical that all agencies are persistently invited and involved in the process. A part-time clerical person should be employed to assist the coordinator with paperwork and organization.

The current part-time coordinator provided by Kingsport Tomorrow, Community Representative 2 rarely has difficulty finding volunteers to work on projects. This is due in part to the vast business network. The KREA 2000 database has many high-level business contacts who can provide either direct or indirect contribution to the effort. However, this requires time for communication and planning.

4. It is also recommended that KREA 2000 appoint a volunteer liaison to each agency involved. This liaison would become the KREA 2000 mentor to the agency, hopefully increasing the level of trust and willingness to collaborate.

5. Rather than creating independent KREA 2000 projects, KREA should concentrate on supporting initiatives, within and among the participant agencies, that are working toward the KREA 2000 goals. KREA's future will now depend on the support of the educators. The Kingsport Chamber of Commerce and Kingsport Tomorrow have put in place a structure that can serve as a stimulus for change. The investigator believes if educators do not come to KREA for assistance, for help with desired projects, with education issues, etc., KREA goals will not be fulfilled. KREA needs to create the opportunities for educators to develop networks so this community can make the best use of its resources.

The Kingsport region is fortunate to have individuals in business, education, and the community who are interested in devising new avenues for educational support. The challenge will be to remain focused on the goals, not trying to tackle all the problems at once, and working with a more defined focus to help uncover solutions to the larger problems.

The Steering Committee of KREA 2000 should select one or two matters on which to focus. This narrowing of efforts would prevent the "scattershot" approach KREA 2000 has been accused of in the past. It is the opinion of this investigator that the Steering Committee should assess the 1996 Report to the Community on the State of Education (Kingsport Regional Education Alliance, 1996) and determine where the greatest need and opportunity exists. Precise evaluation and measurement of KREA-sponsored activities should be established along with the planning of the activity. When participants and supporters do not see expected results, support may diminish.

6. KREA 2000 should sponsor educators in business leadership academies and business leaders in educational academies to diminish the cultural barriers of the two groups. Business leaders tend to focus on bottom lines while educators must deal with processes. Both groups could profit from understanding each other's point of view.

7. More business representatives should take an active role in the goal team efforts. Business leaders would have a greater understanding of KREA 2000 if they would commit time to KREA 2000 projects. The investigator recommends that each member of the steering team be an active member of one of the goal teams. This would also reduce filtered information coming from goal teams to the steering team.

## REFERENCES

## REFERENCES

Adler, L. (1993). Introduction and overview. Journal of Education Policy, 8 (5), 1-16.

America 2000: An Education Strategy. Washington, D.C.: U.S. Department of Education, 1991.

Appalachian Inter-Mountain Scholars. (1994). AIMS [Brochure].

Baker, L. (1994). Day-care disgrace. Progressive, 58 (6), 26-27.

Bennett, W.J. (1995). What to do about the children. Commentary, 99 (3), 23-28.

Carroad, D.L. (1994). Key child care and other federal programs for infants and toddlers. Children Today, 23 (2), 14-15.

Cetron, M., & Gayle, M. (1991). Educational renaissance: Our schools at the turn of the twenty-first century. New York, NY: St. Martin's Press.

Cline, R., & Small, R.C. (1994). The problem with U.S. education: Too much criticism, too little commitment. English Journal, 83 (7), 21-24.

Cunningham, W.G., & Gresso, D.W. (1993) Cultural leadership: The culture of excellence in education. Needham Heights, MA: Allyn & Bacon.

Cummings, T.G., & Worley, C.G. (1993). Organizational development and change. St. Paul, MN: West.

Davies, D. (1991). Schools reaching out: Family school and community partnerships for student success. Phi Delta Kappa, 72 (5), 376-382.

Decter, M. (1994). Welfare feminism. Commentary, 98 (1), 50-51.

- Donohue, J.W. (1994). Goals 2000: Educate America Act: Notes for a chronicle. America, 170 (21), 6-12.
- Drucker, P.F. (1989). The new realities. New York, NY: Harper & Row.
- Eastman Chemical Company. (1993). Putting children first [Brochure].
- Garwood, B: Author.
- Fertman, C. (1993). Creating successful collaborations between schools and community agencies. Children Today, 22 (2), 32-34.
- First Tennessee Development District, Directory of Manufacturers, 1994-1995.
- Funk, G., & Brown, D. (1994). From dissonance to harmony: Reaching business/education equilibrium. Phi Delta Kappan, 75 (10), 766-769.
- Gardner, S. (1989). Failure by fragmentation. California Tomorrow, 4 (4), 18-25.
- Gardner, S.L. (1992). Key issues in developing school-linked, integrated services. The Future of Children, 2 (1), 85-94.
- Garrison, R.W. (1995). From "just in time" to "all the time.": How community charters can serve children better. City Schools, 1 (2), 14-17.
- Gelles, R.J., & Strauss, M.A. (1988). Intimate violence. New York, NY: Simon and Schuster.
- Glaser, B. (1978). Theoretical sensitivity. Mill Valley, CA: Sociology Press.
- Goble, N. (1993). School-community relations: New for the '90s. PSBA Bulletin, 57, 8-12.
- Goetz, J.P., & LeCompte, M.D. (1984). Ethnography and qualitative design in educational research. Orlando, FL: Academic Press.



- Gonzalez, M.L. (1991). School-community partnerships and the homeless. Educational Leadership, 49 (2), 23-24.
- Guthrie, G.P., & Guthrie, L.F. (1991). Streamlining interagency collaboration for youth at risk. Educational Leadership, 49 (1), 17-22.
- Heath, S.B., & McLaughlin, M.W. (1989). Policies for children with multiple needs: Conditions of children in California. Berkeley: PACE
- Herbert, V. (1990). School-based collaborations in dropout prevention. NASSP Bulletin, 73, 84-88.
- Hill, M.S., & Hill, F.W. (1994). Creating safe schools. Thousand Oaks, CA:Corwin Press.
- Hittleman, D.R., & Simon, A.J. (1992). Interpreting educational research: An introduction for consumers of research. New York, NY: Macmillian
- Hooper-Briar, K., & Lawson, H. (1994a). Serving children, youth, families and communities through interprofessional collaboration and service integration: A framework for action. Oxford OH: The Danforth Foundation & The Institute for Educational Renewal at Miami Ohio.
- Hooper-Briar, K., & Lawson, H. (1994b). School-linked services for children and families. Oxford OH: The Danforth Foundation & The Institute for Educational Renewal at Miami Ohio.
- Hooper-Briar, K., & Lawson, H. (1994c). Expanding partnerships: Involving colleges and universities in interprofessional collaboration and service integration. Oxford OH: The Danforth Foundation & The Institute for Educational Renewal at Miami Ohio.

Horn, W.F. (1990). Head Start: Facing new challenges. Children Today, 19 (3), 4-5.

Intriligator, B.A. (1992). Establishing interorganizational structures that facilitate successful school partnerships. San Francisco, CA. Paper presented at the Annual Meeting of the American Educational Research Association.

Jehl, J., & Kirst, M. (1992). Spinning a family support web among agencies, schools. School Administrator, 49 (8), 8-15.

Jenkins, L. (1995, Winter) Update on implementation team. KREA 2000 Newsletter, 4, 3.

Kahn, R., & Connell (1957). The dynamics of interviewing. New York: John Wiley.

Kilbourne, L., Decker, L.E., & Romney, V.A. (1994a). Rebuilding the partnership for public education, Charlottesville, VA: Decker and Associates.

Kilbourne, L., Decker, L.E., & Romney, V.A. (1994b). Strengthening our schools: The role of coalitions. Charlottesville, VA: Decker and Associates.

Kingsport Chamber of Commerce (1994). Living in Kingsport [Brochure].

Kingsport City Schools (1994a). The future is in our classrooms [Brochure].

McFarlane, S: Author.

Kingsport City Schools (1994b). KCS facts and awards [Brochure]. McFarlane, S: Author.

Kingsport Regional Education Alliance (1994). Report to the community on the state of education.

Kingsport Regional Education Alliance (1996). Report to the community on the state of education.

Kirst, M., & McLaughlin, M. (1989). Rethinking children's policy. National Society for the Study of Education (NSSE) Yearbook, Chicago: University of Chicago Press.

Kirst, M.W., McLaughlin, M., & Massell, D. (1990). Rethinking policy for children: Implications for educational administration. In B. Mitchell & L. L. Cunningham (Eds.), Educational leadership and changing contexts of families, communities, and schools, Chicago: University of Chicago Press.

Kitzmilller, R. (1995). [drop out information]. Unpublished raw data.

Lawson, H.A. (1994). Educational leadership for school-linked, comprehensive services, Oxford OH: The Danforth Foundation & The Institute for Educational Renewal at Miami Ohio.

Lewis, A.C. (1994). Goals 2000 is not more of the same. Phi Delta Kappan, 75 (9), 660-661.

Lewis, A.C. (1993). Making collaboration happen. Phi Delta Kappan, 75 (4), 284-285.

Lewis, A.C. (1992). Some directions for the next four years. Phi Delta Kappan, 74 (4) 276-277.

Lincoln, Y.S., & Guba, E.G. (1985) Naturalistic inquiry. Newbury Park, CA: Sage.

Lister, R.J. (1985). Transition from school to work. Anaheim, CA: Paper presented at the Annual Convention of the Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 261 497).

Louv, R. (1990). Childhood's Future. Boston: Houghton Mifflin Co.

Melville, A., & Blank, M. (1991) What it takes: Structuring interagency partnerships to connect children and families with comprehensive services. Washington, DC: Education and Human Services Consortium. (ERIC Document Reproduction Service No. ED 330 378).

Marshall, C., & Rossman, G.B. (1990). Designing qualitative research. Newbury Park: Sage.

McMasters, R. (1995, Winter). From the president. KREA 2000 Newsletter, 4, 1.

Merriam, S.B. (1988). Case study research in education. San Francisco, CA: Jossey-Bass.

Miles, M.B. & Huberman, A.M. (1984). Qualitative Data Analysis: A Sourcebook of New Methods. Newbury Park, CA: Sage.

Patterson, E., & Nachman-Hunt, N. (1993). Education quotient: A rating of 500 U.S. school districts to help you locate the quality work force you need. Expansion Management, 8 (4), 18-24.

Patton, M.Q. (1990). Qualitative evaluation and research methods. Newbury Park, CA: Sage.

Payzant, T.W. (1992). New beginnings in San Diego: Developing a strategy for interagency collaboration. Phi Delta Kappan, 74 (2), 139-146.

Pires, L. (1988). New York state community school pilot project spring retreat report. (Rensselaerville, New York). Brewster, NY: Edwin Gould Outdoor Education Centers. (ERIC Document Reproduction Service No. ED 327 599).

Replegle, E. (1994). Community: What two programs show us about the right focus for Head Start. Children Today, 23 (2), 32-36.

Rist, M.C. (1992). One-stop shopping for student social services. The Executive Educator, 14, 18-24.

Schorr, L.B., & Schorr, D. (1989). Within our reach: Breaking the cycle of disadvantaged. New York, NY: Doubleday.

Senge, P.M. (1990). The fifth discipline: The art and practice of the learning organization. New York, NY: Doubleday.

Six, T.L. (1994). A measure of interagency collaboration between child-serving agencies in Virginia (Doctoral dissertation, University of Virginia, 1994). Dissertation Abstracts International, AAC 9425699.

Strauss, A., & Corbin, J. (1990) Basics of qualitative research: Grounded theory procedure and techniques. Newbury, London: Sage.

Tennessee Commission on Children and Youth. (1994) Kids Count: The State of the Child in Tennessee, 1994.

Tennessee Commission on Children and Youth. (1993) Tennessee Kids Count: The County Report.

The Secretary's Commission on Achieving Necessary Skills (1991). What work requires of schools: A scans report for America 2000. U.S. Department of Labor.

- U.S. Department of Education (1992). The national education goals (SuDoc Number: ED 1.2:R 13).
- Webb, C.A. (1995). A chronicle of Goals 2000. English Journal, 84 (1), 119-120.
- Whiting, J.T. (1993). The new American schools development corporation. Phi Delta Kappa, 74 (10), 777-779.
- Zigler, E., & Muenchow, S. (1992). Head Start: The inside story of America's most successful educational experiment. New York: Basic Book.

## **APPENDICES**

**APPENDIX A**

**INTERVIEW GUIDE**



**GENERAL INTERVIEW GUIDE**

**TOPIC 1: Individual's introduction to KREA.**

**TOPIC 2: Individual's Role in KREA - past and present**

**TOPIC 3: Purpose of KREA - individual's own interpretation**

**TOPIC 4: Future of KREA - individual's own interpretation**

**APPENDIX B**  
**AUDIT AGREEMENT**

May 15, 1996

Cheryl Lawson, Assessment Coordinator  
Kingsport City Schools  
1800 Legion Drive, Kingsport, TN 37664

Dear Ms. Lawson:

Thank you so much for agreeing to audit my case study I am conducting. My purpose in writing this letter is to formally confirm our agreement and to present a framework for the audit trail and report.

You will be provided the following items for examination: a copy of my prospectus, audio tapes of interviews, transcriptions of interviews, field notes, preliminary analysis, and a copy of chapter 4.

The goal of an inquiry audit is to determine dependability and confirmability and to review credibility measures of an investigation (Guba & Lincoln, 1985). As you review the items mentioned above, please respond to the following questions:

**Dependability:**

1. Are all data accounted for?
2. Were all reasonable areas explored?
3. Did the inquirer find negative as well as positive data?

**Confirmability:**

4. Are the findings grounded in the data? Can a linkage be established between the findings and the raw data?
5. Are the inferences logical? Determine the appropriateness of the category labels and the quality of the interpretations.
6. Is there evidence of investigator bias?
7. Was Confirmability ensured through triangulation?

**Credibility:**

8. Is referential adequacy provided?
9. Is there evidence of member checks?
10. Is there evidence of triangulation?

Thank you again for agreeing to serve as the auditor for my investigation. If you have any questions, please feel free to contact me.

Sincerely,

Lynn Reed

**APPENDIX C**  
**AUDIT REPORT**

**To:** Dr. Marie Hill, Chair, Doctoral Committee, ETSU  
Doctoral Candidate: D. Lynn Reed  
**From:** Cheryl A. Lawson, Assessment Coordinator, Kingsport City Schools  
**Subject:** External Audit Report  
**Date:** June 7, 1996

The external audit procedures have been completed and the following report is submitted. The audit was conducted from June 1, 1996 through June 6, 1996.

According to agreed upon criteria, the audit addressed the dependability, confirmability, and credibility of the tapes and hard copy transcriptions. Since the tapes focused on qualitative data analyses, I also compared categorical (classifications) of data with classifications outlined by the researcher to determine congruence of categorical coding for validity purposes.

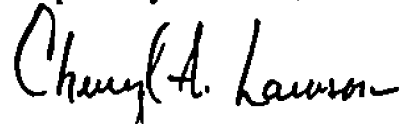
Areas addressed in the audit:

Dependability: Data from the selected samples were accounted for and all reasonable areas were explored. Both negative and positive comments were noted.

Confirmability: Findings are grounded in the data.

The data gathering process, transcriptions, and categories were dependable, confirmable, and credible.

Respectfully submitted,



Cheryl A. Lawson  
Assessment Coordinator, Kingsport City Schools

## VITA

### D. LYNN REED

**Personal Data:**      **Date of Birth:**    March 12, 1958  
                                 **Place of Birth:**    Bloomington, Indiana  
                                 **Marital Status:**    Married

**Education:**            **Edgewood High School, Ellettsville, Indiana, May 1976**  
                                 **Indiana State University, Special Education, B.S., December 1979**  
                                 **Indiana University, Special Education, M.S., August, 1988**  
                                 **East Tennessee State University, Doctorate in Education in the**  
                                 **department of Educational Leadership and Policy Analysis, Ed.D.,**  
                                 **August, 1996**

**Professional**            **1980-1981, Special Education Teacher, Kokomo Township**  
**Experience:**            **Community School Corporation**  
                                 **1981-1986, Special Education Teacher, Lebanon Community School**  
                                 **Corporation**  
                                 **1986-1987, Special Education Teacher, Brown County Community**  
                                 **School Corporation**  
                                 **1987-1992, Special Education Teacher, Kingsport City Schools**  
                                 **1992-present, Special Populations Coordinator, Kingsport City**  
                                 **Schools**

**Professional**            **Phi Delta Kappa**  
**Affiliations:**            **Alpha Delta Kappa**  
                                 **Tri City Area Technical Education Coordinating Council**