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ANALYSIS OF INTERAGENCY NEEDS ASSESSMENT FOR ADULT AND
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The University of Oklahoma

Ph.D. 1983

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UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION

ANALYSIS OF INTERAGENCY NEEDS ASSESSMENT
FOR ADULT AND COMMUNITY EDUCATION

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN ADULT AND COMMUNITY EDUCATION

BY

JOHN N. HATFIELD
Norman, Oklahoma

1983

ANALYSIS OF INTERAGENCY NEEDS ASSESSMENT
FOR ADULT AND COMMUNITY EDUCATION

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.	iv
LIST OF ILLUSTRATIONS	ix
LIST OF TABLES.	x
Chapter	
I. THE PROBLEM.	1
Introduction	1
Significance of the Problem.	5
Statement of the Problem	7
Definition of Terms.	8
Limitations of the Study	12
Assumptions of the Study	12
Organization of the Study.	13
II. REVIEW OF SELECTED LITERATURE.	14
What Is A Needs Assessment?.	16
Where Does Needs Assessment Fit Into The Planning And Evaluation Model?.	17
Various Approaches to Needs Assessment	21
Comparisons and Contrasts Between Needs Assessments	23
Problems Connected with Needs Assessments.	28
Summary.	32

Chapter

III. METHODOLOGY.	35
Research Design.	35
Population of the Study.	35
Sampling Information	35
Instrumentation.	36
Validation of the Instrument	37
Reliability of the Instrument.	38
Data Acquisition	40
Treatment of the Data.	41
Summary of Methodology	42
IV. FINDINGS	43
Research Question 1.	43
Research Question 2.	45
Research Question 3.	47
Research Question 4.	49
Research Question 5.	51
Research Question 6.	62
Research Question 7.	64
Research Question 8.	66
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	68
Summary.	68
Conclusions.	69
Recommendations.	73

SELECTED BIBLIOGRAPHY	76
APPENDIXES.	81
A. CECLL BYLAWS	82
B. CECLL MEMBER AGENCIES.	93
C. CECLL "NEEDS ASSESSMENT INSTRUMENT".	95
D. CECLL JOINT RESOLUTION	98
E. PILOT STUDY AND TEST-RETEST CORRESPONDENCE	100

LIST OF ILLUSTRATIONS

Chart

1. Planning Tools Available for Performing Each of the Functions of a Systems Approach	18
2. Possible Needs Assessment Models and Their Suggested Relationship to a System Approach Model	19
3. Needs Assessment and Evaluation	21

LIST OF TABLES

1-1	Agreement Between Positive Responses of Local Agencies and Community on Total Items in Nine General Problem Areas	44
2-1	Agreement Between Local Agencies and Community Positive Responses on Total Items in Each of the Nine General Problem Areas	46
3-1	Agreements Between Local Agencies and Community Total Active Responses in Each of the Nine General Problem Areas	48
4-1	Agreements Between Local Agencies and Community Total Passive Positive Responses in Each of the Nine General Problem Areas	50
	Significant Relationships Between Local Agencies and Community Agreement to Positive Responses for Each Individual Item with Each of the Nine General Problem Areas:	
5-1	Arts and Culture.	53
5-2	Government.	54
5-3	Occupations	55
5-4	Child Rearing/Parenting	56
5-5	Consumer Economics.	57
5-6	Environment	58
5-7	Life Satisfaction	59

6-1	Agreement Between Positive Responses of the Community and Local Agency Projections on Required Child Care Services for Program Participation	63
7-1	Agreement Between Positive Responses of the Community and Local Agency Projections on Required Transportation for Program Participation.	65
8-1	Agreement Between Positive Responses of the Community and Local Agency Projections on Required Financial Aid for Program Participation.	67

ANALYSIS OF INTERAGENCY NEEDS ASSESSMENT
FOR ADULT AND COMMUNITY EDUCATION

CHAPTER I

THE PROBLEM

Introduction

Meaningful information is a requirement if planning is to bring about community change and improvement in the quality of living.¹ The literature indicates that many educators lack an understanding about the assessment process.² This lack of understanding may lead to the common error of not conducting a needs assessment. By basing decisions on guesses or hunches, definitive studies are omitted by educational planners.³ To be effective, educational planning needs accurate and relevant information obtained from a variety of sources, including information outside the system.⁴

Census data is readily available to educational planners but too often overlooked. Since federal and state agencies use census

¹Larry Nelson, Charles Ramsey, and Coolie Verner, Community Structure and Change (New York: MacMillan Co., 1960), pp. 403-404.

²Jack D. Minsey and Clyde LeTarte, Community Education: From Program to Process (Midland, MI: Pendell Press, 1972), pp. 65-66.

³Fred J. Brieve, A. P. Johnson, and Ken M. Young, Education-
al Planning (Worthington, Ohio: Charles A. Jones Publishing Co., 1973), p. 38.

⁴E. J. Ingram, "Educational Planning," Education Canada, 12:3 (September 1972): 29-30.

data extensively when making financial decisions, local institutions need to include this data as they plan their operations, special services and programs. Now that school districts with over 300 students can get remapped data from the U.S. Census Bureau, reflecting adjustments to the census tracts as they failed to coincide with school districts, educational planners have lost their excuse that census data is impractical.¹ Too often census data, when used, tends to be an analysis of economic and educational levels, age, sex, race and other factors which may be helpful in planning, but individual human interests and concerns are missing.²

An attempt must be made by educational planners and professionals in medicine, social work, mental health and housing that they re-examine their organization's goals, needs and operational systems in light of the people's needs. This is to be done through dialogue with the people who are to be served.³

Obtaining information directly from the people to be effected by any changes is critical for planners in the public sector.

¹Fredrick Dembowski and Janice Biros, "The Use of Census Data in Several Areas of Educational Planning," paper presented at the 66th Annual Meeting of the Association of School Business Officials, New Orleans, LA, October 26-30, 1980, p. 3-6.

²Minzey and LeTarte, Community Education: From Program to Process, p. 66.

³Robby Fried, Empowerment vs. Delivery of Services (Concord, NH: New Hampshire State Department of Education, 1980), p. 10.

...Americans are not well provided with public services or commodities which produce no profits for marketives. There is a recognized need for services such as an efficient mass transit system, a satisfactory police force, adequate medical care for all citizens and a good educational system. There is little protection against inflation for the retired person on a fixed income. Cities decay into slums while public parks and recreational areas are eroded away by private interests.... A re-definition of personal/societal needs must receive serious consideration in educational planning....¹

The need for meaningful data becomes more urgent as society grows older. The concern for lifelong learning considers learning as a continuous part of work and life.² According to Cyril Houle,³ all professionals in every field are to be responsible for lifelong learning. This zest for learning should be instilled as early as possible.

New information must be rapidly disseminated to people who need it for planning. Computer systems can efficiently and effectively be used to revise present information systems. Information can be stored, organized, and manipulated to produce printouts of data in a format that can be used in the planning process.⁴

¹John D. Pulliam and Jim R. Bowman, Educational Futurism In Pursuance of Survival (Norman, OK: University of Oklahoma Press, 1974), p. 78.

²Peter F. Drucker, The Age of Discontinuity: Guidelines to Our Changing Society (NY: Harper & Row, 1968), p. 324.

³Cyril Houle, Continuing Learning in the Professions (San Francisco, CA: Jossey-Bass, 1980), p. 22.

⁴William T. Knox, "The New Look for Information Systems," Designing Education for the Future, No. 1, ed. Edgar Morphet and Charles Ryan (NY: Citation Press, 1967), p. 223.

In the long run institutions will prosper and grow in direct proportion to the progress and growth of the community.¹ With input from census data, individual interests and concerns obtained from surveys, and other demographic data obtained from special interest groups and service organizations, one question still remains. Can educational planners obtain data that is meaningful so that proactive programs can be developed to help improve the quality of life of all people in the community?

To address the concern for meaningful planning data, the Community Education Consortium for Lifelong Learning (CECLL),² a formal interagency body with 26 agencies,³ in 1981-1982 designed and approved the CECLL "Needs Assessment Instrument"⁴ used in this study. Validation of the instrument was an interagency effort with representatives from higher education, public schools, vocational-technical centers, government agencies, civic and other non-profit organizations serving the greater Oklahoma City area. This study analyzes the collected needs assessment data which was to be used in program planning by CECLL member agencies.

¹Edmund de S. Brunner and Wilbur C. Hallenbeck, American Society and Urban and Rural Patterns (NY: Harper & Bros., 1955), p. 6.

²A copy of the CECLL Bylaws is in Appendix A.

³A list of the 26 CECLL agency members is in Appendix B.

⁴A copy of the CECLL "Needs Assessment Instrument" is in Appendix C.

Significance of the Problem

Development of interagency needs assessments and instruments which are valid and reliable and still reflect the uniqueness of the community can be a complex problem for metropolitan areas. Significant commitments of time, money, personnel, agreement to a management system, and an organizational commitment by various key agencies and community leaders is required. To gain high levels of accuracy, personnel will require training to establish and follow sound procedures. To increase validity, community representation must be present to counterbalance possible biased perceptions of the planners.¹

Practitioners who are involved in conducting needs assessments are not using the available research information that would increase the validity of the needs assessment instruments, procedures, and collected data.² The use of invalid needs assessments and practices limits community involvement and other organizational representatives, resulting in outcomes which often are not in the best interests of the community.³

The CECLL "Needs Assessment Instrument" addressed the problems of validity and reliability, using research information that was

¹Roger A. Bell, Elizabeth Lin, and George J. Warheit, Issues in Need Assessment Data Collection Strategies (Bethesda, MD: ERIC Document Reproduction Service, ED 148 208, 1977), p. 5.

²Belle Ruth Witkin, "Needs Assessment Kits, Models and Tools," Educational Technology, November 1977, p. 9.

³Roger Kaufman, "A Possible Taxonomy of Needs Assessments," Educational Technology, November 1977, pp. 60-64.

available without starting from scratch as Kaufman¹ recommended for some communities which wanted to retain their uniqueness. A search of the literature revealed that Florida was using a model needs assessment for adult education which was tied into state funding, limiting the needs assessment to seven general problem areas.² With modifications and eliminating an elaborate process used to identify priority needs, the CECLL "Needs Assessment Instrument" included community education concerns of Arts and Culture, and Occupations. Human Relations was changed to Life Satisfaction. Child Rearing was expanded to include Parenting.

The CECLL "Needs Assessment Instrument" contains a flexible format with nine general problem areas. Community responses to needs identified by organizational representatives are solicited along with individual write-in responses. A computerized format was built into the design to reduce the time lag between identification of needs and delivery of services.

With the growing needs of people in metropolitan areas, administrators are becoming more concerned with accountability regarding allocation of community resources. Valid and reliable data can help these decision makers with information which is representative of community needs and is relatively free of organizational biases.

¹Ibid.

²Richard W. Kemerer, "A Procedural Model for Determining Importance of Community-Wide Adult Education Needs" (Ph.D. dissertation, The Florida State University, 1980), pp. 227-233.

Statement of the Problem

This study was designed to determine whether local agencies which formally agree to help improve the quality of life of all people in the community through lifelong learning can use the CECLL "Needs Assessment Instrument" to obtain meaningful data for the decision making process in adult and community education in metropolitan areas.

Specifically, the study will answer the following research questions:

1. Do measurable similarities exist between the frequencies of responses of the local agencies and the community, regarding the total items in the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?
2. Does a significant relationship exist between the frequencies of responses of the local agencies and the community, regarding the responses in each of the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?
3. Does a significant relationship exist between the frequencies of responses of the local agencies and the community, regarding active participant type responses within each of the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?
4. Does a significant relationship exist between the frequencies of responses of the local agencies and the

community, regarding the passive information or assistance type responses within each of the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?

5. Does a significant relationship exist between the frequencies of the responses of the local agencies and the community, regarding each individual item listed in the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?
6. Does a significant relationship exist between the projections of the local agencies and the frequencies of responses of the community, regarding the need for child care to participate in lifelong learning activities?
7. Does a significant relationship exist between the projections of the local agencies and the frequencies of responses of the community, regarding the need for transportation to participate in lifelong learning activities?
8. Does a significant relationship exist between projections of the local agencies and the frequencies of responses of the community, regarding the need for financial aid to participate in lifelong learning activities?

Definition of Terms

1. Active response is a checked off or written response expressing a class or activity in which one would personally want to

participate. This could be a discussion group, lecture, community play or a structured course.

2. Adult education includes programs primarily designed for adults out of school and at least 18 years of age.

3. CECLL "Needs Assessment Instrument" is a mail out survey designed to elicit responses, both of an active and passive nature, from the sample.

4. Child care is an indication that one must have provisions for a child or children to be supervised while one is participating in an activity.

5. Community is residents in a geographic area encompassed within or near the corporate limits.

6. Community education program is

...a program in which a public building, including but not limited to, a public elementary or secondary school, or community or junior college...is used as a community center operated...in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, health care, cultural, and other related community and human services for the community that the center serves in accordance with the needs, interests, and concerns of that community.¹

7. Community Education Consortium for Lifelong Learning (CECLL) is an organization of 26 local agencies interested in promoting lifelong learning and improving the quality of life of all people in the greater Oklahoma City area. Membership is reserved for non-profit groups who sign the Joint Resolution.²

¹Community Schools and Comprehensive Community Education Act of 1978. U.S. Code, vol. 20, sec. 3283.

²A copy of the CECLL Joint Resolution is in Appendix D.

8. Decision making is an integral part of the management process which involves analyzing meaningful data and allocating human, physical and fiscal resources according to a plan of action.

9. Financial aid is an indication that one must receive some funds to pay for all or part of the costs related to a program or activity before participating.

10. Lifelong learning is a concept which means that one continues learning through a lifetime in both formal and informal ways.¹

11. Local agencies include educational institutions, civic and cultural organizations, government agencies and non-profit groups, including religious associations.

12. Meaningful data is information which can be readily used for decision making in planning programs and supportive services based on the needs of residents.

13. Needs are gaps or discrepancies between where one is and where one wants to be. In this study interests and concerns are considered needs.²

14. Nine general problem areas include the following with accompanying definitions:³

Arts and Culture: Problems of experiencing and appreciating the various art forms and cultural heritages.

¹Houle, Continuing Learning, p. 8.

²George F. Aker and Richard W. Kemerer, How to Assess Needs for Community Instructional Services: A Guide for Adult Education Practitioners (Tallahassee, Fla.: Florida State University, August 1980), p. 1.

³Ibid., p. 24.

Government: Problems concerning city and county services. Civic responsibility.

Occupational Skills: Problems of changing careers and skill development.

Child Rearing/Parenting: Problems of raising healthy, happy and well-adjusted children.

Consumer Economics: Problems of effective saving, buying and investing.

Environment: Problems relating to the quality of air, water, land use, including appearance.

Life Satisfaction: Problems involved in getting along with others, resolving conflicts or combatting loneliness.

Health: Problems of maintaining physical and mental health, and of securing health care when needed.

Safety: Problems of protection from natural or people-made threats and hazards.

15. Passive response is a checked off or written response indicating a need to receive information or assistance without attending any class-like activities.

16. Quality of life is a concept that one needs to grow and feel a sense of importance and dignity beyond the everyday family and work responsibilities through lifelong learning.

17. Residents are people living in the geographic area of Oklahoma City.

18. Transportation is an indication that one must be provided transportation to and from where an activity is taking place.

Limitations of the Study

This study was limited to:

1. the present 26 CECLL member agencies.
2. the residents of Oklahoma City who were identified as households in the 1980 Census.
3. the data derived from the CECLL "Needs Assessment Instrument" during the spring of 1982.

The CECLL "Needs Assessment Instrument" was designed specifically for the Oklahoma City area and may require some adaptations to be practical and applicable to existing local conditions outside the Oklahoma City area.

Assumptions of the Study

1. Most metropolitan areas have a wide variety of service provider agencies and educational institutions which have information and personnel available for planning purposes. Oklahoma City was selected for this study since it fits the above criteria for metropolitan areas.
2. Most metropolitan areas have numerous local community and neighborhood committees and advisory councils which are interested in improving the quality of life in the community in some way. Oklahoma City has over 150 neighborhood associations and community advisories.
3. Most metropolitan areas have leadership capabilities sufficient to follow or modify a needs assessment instrument. The 26 CECLL member agencies have demonstrated

leadership capability through modifying a needs assessment instrument.

4. Most metropolitan areas have adequate agency support staff and computer services with which to conduct a needs assessment survey. Oklahoma City Public Schools, Metropolitan Library System of Oklahoma County, and South Oklahoma City Junior College provided staff and computer services for conducting the interagency needs assessment for the Oklahoma City area.

Organization of the Study

This study is divided into five chapters. Chapter I introduces the problem, covering the significance of the study, the statement of the problem, definition of terms, limitations of the study, basic assumptions and organization of the study. Chapter II presents a review of selected literature related to this study. Chapter III provides the methodological procedures including the design of the study, the population of the study, sampling information, instrumentation, validation of the instrument, reliability of the instrument, acquisition of data and treatment of the data. Chapter IV presents the findings of the study. Chapter V contains the summary, conclusions and recommendations for further research.

CHAPTER II

REVIEW OF SELECTED LITERATURE

The review of literature includes the results of a survey of current periodicals, journals and publications in the field of adult and community education related to needs assessments. Computerized literature searches of the Educational Resources Information Center (ERIC) and the Current Index to Journals of Education (CIJE) were conducted through Project SEEK (Sooner Exchange for Educational Knowledge). Also the Dissertation Abstracts and the Review of Educational Research have been surveyed.

In the last ten years, the term needs assessment has appeared as a requirement for state and federal grant applications.¹ These regulations contain not only assurances that a thorough needs assessment was conducted but that the population to be affected must be involved in the planning process. By attempting to ensure citizen participation in the needs identification process, many agencies have developed needs assessment surveys which are not valid or reliable in order to satisfy the bureaucratic requirements for proposals. Often the period of time allotted for agencies to respond to Request for Proposals has limited the quality of the surveys. Thirty to forty-five days to develop, field test, revise, implement, collect, analyze

¹U.S. Department of Health, Education, and Welfare, Office of Education, Direct Grant Programs, State-Administered Programs, and General Administrative Regulations, Federal Register, Friday, May 4, 1979, p. 26314.

and prioritize the survey results limit the amount of time remaining to write the full proposal and gain agency approval.¹

The literature suggests that there is an amount of confusion and disagreement as to what a needs assessment is and how it is to be planned and conducted. Generally, a needs assessment is a process used to identify and quantify the gaps or differences which exist between what is (present status) and what should be (future or desired state).² Some researchers have confused needs with desires, limiting the ways in which actual needs can be creatively addressed. Most needs assessments are considered to be part of a management process. Needs assessments tend to focus at least on goal clarification and sometimes on goal validation. Included in the process of needs assessment is the involvement of others--community representatives, learners, agencies, parents, educators.³

In this context needs assessment is a phase of planning and is not to be confused with data collection to establish goals. For community and adult education planners to be successful program planners, they will want to develop a solid information data base from needs assessment survey instruments which are valid and reliable.⁴

¹Paulette T. Beatty, A Process Model for the Development of an Information Base for Community Needs Assessment: A Guide for Practitioners (Bethesda, MD: ERIC Document Reproduction Service, ED 128 616, 1976), p. 3.

²Madeline J. Trimby, "Needs Assessment Models: A Comparison," Educational Technology, December 1979, p. 24.

³Kaufman, "A Possible Taxonomy," p. 61.

⁴Bell, Lin, and Warheit, Issues, p. 5.

Research on the validity and reliability is lacking in this field. Administrators and other leaders must become more aware and appreciative of needs assessment in their management systems. Few school systems are conducting valid needs assessments. Most are only using surveys to prove what they think they already know is best for the people. Resources, including the accumulated knowledge about needs assessments, must be included in the total planning process.¹

What Is A Needs Assessment?

A needs assessment basically attempts to find out what the present status or condition is, both of the people and of the institutions. A need can be described as the void or gap which exists between "what is" and "what should be".² Kaufman,³ who is considered to be a pioneer in the needs assessment field, said that a need can be best measured or evaluated if it is stated as a noun. As a verb, a need becomes a wish or a process, making evaluation more subjective than objective.

Stufflebeam, who is considered an authority in the field of evaluation, identified the following major parts of a needs assessment

¹Belle Ruth Witkin, An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels (Bethesda, MD: ERIC Document Reproduction Service, ED 108 370, 1975), pp. 19-29.

²Kaufman, "A Possible Taxonomy," p. 62.

³Roger Kaufman, R. Stakenas, and J. Wagner, "Needs Assessment, Program Development, Implementation, and Evaluation" (Occasional Paper Number 16, Center for Needs Assessment and Planning Learning Systems Institute, Florida State University, April 1980).

model: (1) Instrument, (2) Procedure, (3) Questions, (4) Conditions of Data Collection, (5) Characteristics of Persons Giving Data, (6) Interpretations of Results.¹

Where Does Needs Assessment Fit Into
The Planning and Evaluation Model?

Needs assessment is part of the evaluation and planning process for decision making. In a systems approach to management, needs assessment is the first stage of planning, as shown in Chart 1.

Needs can be derived from goals or goals can be based on the identified needs. It depends upon one's point of view and where the system or community is on the continuum of democratic development.²

Two differences of opinion are expressed by Stufflebeam and by Kaufman. Stufflebeam stated:

...Goal setting is too often an abstract activity that has no reality base....In many cases, it is just as well to forget about the goals, because they are simply rhetoric. We are more likely not to forget the goals if they are set on the basis of a needs assessment. Then we can use the goals to guide and assess instruction....Goals should be based on identified needs and then used as criteria for evaluating program plans...³

In Chart 2, Kaufman listed six types of assessments with each matched with a functional level of a systems approach. Each organization has to decide where it is on the continuum. It is possible that an organization may find that its policies, goals and objectives

¹Richard Brandt, "On Evaluation: An Interview with Daniel L. Stufflebeam," Educational Leadership, January 1978, pp. 250-251.

²Ibid.

³Ibid.

Chart 1¹

Planning Tools Available for Performing
Each of the Functions of a System Approach
(After Kaufman, 1970, 1971, 1972, 1976)

SYSTEM APPROACH FUNCTION	POSSIBLE PLANNING TOOLS ASSOCIATED WITH EACH FUNCTION
1.0 IDENTIFY PROBLEM BASED UPON NEEDS	NEEDS ASSESSMENT (ALPHA TYPE)
2.0 DETERMINE SOLUTION REQUIREMENTS AND IDENTIFY SOLUTION ALTERNATIVES	SYSTEM ANALYSIS, NEEDS ANALYSIS, BEHAVIORAL OBJECTIVE, FRONT-END ANALYSIS, PERFORMANCE ANALYSIS
3.0 SELECT SOLUTION STRATEGIES FROM AMONG ALTERNATIVES	SYSTEMS ANALYSIS, COST-EFFECTIVENESS ANALYSIS, PPS(E)S, SIMULATION, OPERATIONS RESEARCH/ANALYSIS, METHODS-MEANS SELECTION TECHNIQUES, GAMING
4.0 IMPLEMENT	PERT, CPM, MANAGEMENT BY OBJECTIVE, MANAGEMENT BY EXCEPTION
5.0 DETERMINE PERFORMANCE EFFECTIVENESS	TESTING, ASSESSMENT, AUDITING
6.0 REVISE AS REQUIRED	DISCREPANCY ANALYSIS (Similar to a needs assessment)

¹Kaufman, "A Possible Taxonomy," pp. 60-64.

Chart 2¹

*Possible Needs Assessment Models and
Their Suggested Relationship to a
System Approach Model*

System Approach Functions		Needs Assessment Type	Possible Characteristics	Possible Assumption Base
1.0	IDENTIFY PROBLEM BASED UPON NEEDS	ALPHA	External criteria, partnership-based, utility referent for survival and contribution (cf. Kaufman, 1968, 1969, 1972). Single emphasis upon "need" as an outcome gap.	Almost anything may be changed and questioned; there are no sacred cows; even laws can be added, deleted, modified.
2.0	DETERMINE SOLUTION REQUIREMENTS AND IDENTIFY SOLUTION ALTERNATIVES	BETA	Partnership-base, analysis of performance gaps within the system, analysis of process and solution gaps. Focus on outcome as well as process gaps (cf. Dodl, Dick <i>et al.</i> , 1975, Gagne, 1975, Sweigert, 1971).	Work is to be conducted within a context, usually organizational; and, for the most part, the rules and policies of the organization, as they now exist, are the ground rules for planned change.
3.0	SELECT SOLUTION STRATEGIES FROM AMONG ALTERNATIVES	GAMMA	Ranking of solution by partners. Cost-efficiency models, cost-effectiveness models, etc.	The existing goals and objectives are useful and appropriate, and the charge is to find the most efficient and effective manner to meet the objectives.
4.0	IMPLEMENT	DELTA	Determination of gaps in pre-specified performances. Management-by-objectives, management-by-exception, scheduling, etc. (cf. Branson, 1975, Odiorne, 1965, Reddin, 1970).	It is known what is to be done and how to do it, the important function here is to successfully administer the jobs to be done and the resources to help get the jobs accomplished.
5.0	DETERMINE PERFORMANCE EFFECTIVENESS	EPSILON	Determine discrepancies between results and objectives for the end-of-term/project/program for decisioning (cf. Provus, 1972; Scriven, 1967).	The jobs have been done, this function is to determine the gaps between the goals and objectives and the accomplishments.
6.0	REVISE AS REQUIRED	ZETA	En-route evaluation of both processes and progress towards outcomes (cf. Kaufman, 1972).	While the jobs are getting done, or after we have finished any segment of one or more jobs, discrepancies between our goals and objectives (usually en-route) are determined, and corrective action is instituted, or a decision not to change is accepted and implemented.

¹Kaufman, "A Possible Taxonomy," pp. 60-64.

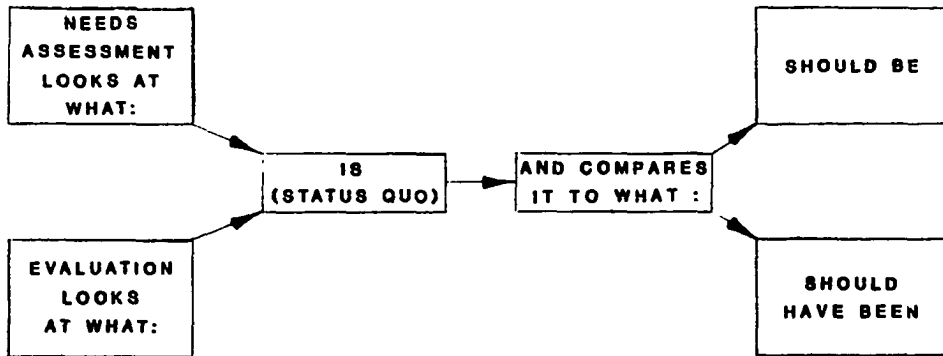
are valid and acceptable. If so, the organization may choose to begin at the Beta type of the needs assessment, directly working on determining the needs of the subjects or learners. By skipping the Alpha type, which sets up a community involvement and partnership to mutually agree upon the desired state or goals, the organization may endanger or limit the decision making process. This is meaningful when the present goals are not valid or are not recognized as being valid by the subjects or people affected by the decisions. The Alpha or beginning phase is the external needs assessment type which would make partners in the community with the institutions, both accepting the broad goals such as survival and becoming self-reliant and a contributing member in society. These desired outcomes would form the parameters from which personal, institutional and community needs would be identified in a needs survey.¹ A needs assessment procedure used to identify and set the importance on goals is not the same as stating needs in measurable terms which lead to standards of desired performance.²

Needs assessment is part of the evaluation process of decision making which is a prospective approach. When evaluation is used as a retrospective approach, it is being used for accountability.³ Chart 3 illustrates this distinction between needs assessment and evaluation for accountability.

¹Ibid.

²Witkin, "Needs Assessment Kits," p. 6.

³Brandt, "On Evaluation," pp. 251-252.

Chart 3¹**NEEDS ASSESSMENT AND EVALUATION**Various Approaches to Needs Assessments

The research has some conflicting views on how many types, approaches, techniques, or models are in existence. Witkin² identified three types: (1) discrepancy, (2) futurist, and (3) general; however, the majority are of the discrepancy type.

Bell, Lin, and Warheit³ identified five needs assessment approaches. They were concerned with the following three questions which a needs assessment steering committee must resolve:

- (1) How can the most valid and accurate data be obtained?
- (2) What are the practical limitations?
- (3) How can community support for the needs assessment be fostered?

¹Trimby, "Needs Assessment Models," pp. 24-28.

²Witkin, "Needs Assessment Kits," pp. 7-8.

³Bell, Lin, and Warheit, Issues, p. 5.

The five approaches are: (1) key informant, (2) community forum, (3) service utilization, (4) social indicators, (5) citizen survey.

A review of 40 needs assessment studies by Cross¹ identified three major reasons why needs assessments are conducted. (1) An institution offering programs has a desire to expand the educational market. In such cases, the needs assessment is similar to a market survey. (2) A government entity wants to have all various populations to have equal opportunity to participate in programs which are to be based on specific needs of the people. This assessment is more like a policy study than a market survey. (3) Others, often colleges and universities, are interested in research about adults and their attitudes on learning. This is reflective of survey research being conducted. All are concerned with better serving the public. However, to be effective one must understand the original purpose of a needs assessment model before selecting it to do something it was not designed to do. A state survey, which analyzes data by sex to gain a profile on women's interests, may not be meaningful data for providers of educational programs. All 40 needs assessments in this study included questions regarding demographic data which would have limited use in programming. Only one asked about subject matter interest. Subject matter interest, preferred ways of learning, and scheduling preferences often are meaningful data in helping to plan programs.

¹Patricia K. Cross, "The State of the Art in Needs Assessments," paper presented at the Conference on Lifelong Learning, Akron, Ohio, April 27, 1979 (Bethesda, MD: ERIC Document Reproduction Service, ED 181 032, 1979), pp. 1-15.

Comparisons and Contrasts
Between Needs Assessments

Trimby¹ developed a Needs Assessment Comparison Matrix, comparing the features of three popular discrepancy models (Kaufman, Coffing, and Lee) and Harless' deficiency model. All four of these models emphasize problem solving or decision making. The major differences exist in their basic goals. Kaufman's goal is basic human survival in the real world. Coffing's goal is to fulfill the unmet educational needs. Lee's goal is to provide continuous feedback with the system which is in a constant state of flux. Harless' goal is to build a problem solving performance model which sets, assesses, and designs solutions according to standards.

Futuring Model: Where the discrepancy model is mainly concerned with the present needs, the futurist model approaches the problem by attempting to plan according to projected future needs. By ignoring existing restraints, the futurist planners envision what the community or society could be like in 20 to 30 years. Once the future is projected, the planners work backwards, identifying significant changes that must occur if the future goal is to be achieved. Examples where the futuring models were used are the Atlanta Assessment Project, Palo Alto Project Redesign, and Dallas Project SWEP.²

General Model: By taking into consideration both the present and the future, the general model varies from the other two models. The Northwest Regional Educational Laboratory model has five

¹Trimby, "Needs Assessment Models," pp. 24-28.

²Witkin, An Analysis, pp. 50-54.

"clusters" encompassed in the planning and evaluation system:

(1) needs identification, (2) problem-policy transformation, (3) tactical program design, (4) tactical program evaluation, (5) monitoring. This model can be classified as a discrepancy type.¹

Communication-Media Method: Witkin² identified the use of a variety of methods which differed from the general discrepancy model. The mass media method, as employed by KOCE-TV in California, used video-taped panel discussions involving representatives of various interest and ethnic groups. Viewers were asked to react to the opinions expressed by the panel members. Other telecommunications were used for similar effects.

Focus Group Interview Method: Witkin³ expressed that this method differs from the mass media method by the depth of the topic discussed, usually focusing on a special problem or concern. Market researchers used this method first in determining the part their products played in the consumers' lives. In a basic two-hour session eight to twelve persons discuss the problem, led by two interviewers who tape the discussions. This method can reach large numbers across or within groups. Comparisons can be made from the results once the responses are synthesized.

CIPP Model: Stufflebeam, in an interview with Brandt,⁴ described his CIPP model, involving context, input, process, and

¹Witkin, "Needs Assessment Kits," pp. 5-17.

²Witkin, An Analysis, pp. 113-114.

³Ibid., p. 112.

⁴Brandt, "On Evaluation," p. 253.

product evaluation. The context evaluation part is the needs assessment process. The total model seeks to delineate, collect, and report relevant data that can assist in the decision making process. The CIPP model forms the basis for the Phi Delta Kappan (PDK) general model.

The UCLA-CSE Model: Witkin¹ cites this model as having a five step process as contrasted to Stufflebeam's four phases. The UCLA model steps are: (1) needs assessment, (2) program planning, (3) implementation evaluation, (4) progress evaluation, and (5) outcome evaluation. In the needs assessment step, objectives are stated and the existing programs are evaluated to see how well the programs are addressing the needs as stated in the objectives.

Key Informant Approach: This method is useful when the individual has extensive knowledge about what is going on in the community. A number of key informants would be selected from various segments of society, agencies, and institutions. A major problem with key informants is that they are usually not representative of the community. Vested interests can enter in the responses.²

Community Forum: This approach is broader in representation than the key informant approach. A steering committee develops a list of stimulating questions for the community to react to in a close setting. It does get the people involved but to a limited degree. It can be used as a starting point for the development of a needs assessment instrument. Planners should note that unless the people are

¹Witkin, "Needs Assessment Kits," pp. 5-17.

²Bell, Lin, and Warheit, Issues, p. 5.

constantly informed at the offset that their ideas will be considered only as suggestions along with a multitude of other data, the people will get their hopes up and will expect their ideas to be acted on immediately.¹

Service Utilization: Bell, Lin, and Warheit² noted this system gets information from the various service providers' files on past performance and services. This is helpful in determining the present status. It does involve the agencies in the community effort and may gain their support for any changes that may be recommended later. Often the data is not equal in nature of the services rendered. Some agencies count contact hours and others collect individual contacts without a time frame, making comparisons invalid.

Social Indicators Approach: This method, which Bell, Lin, and Warheit³ reported, is inferential in that it draws upon demographic and descriptive data in various public reports and records. The social indicators approach assumes that estimates of the community's social well-being can be calculated by looking for the relationships which exist between demographic descriptors and service usage. Based in epidemiological research and social area analysis, the social indicators approach can tap the large data base which is readily available at low costs. Extensive training is not required. There is a commonality of information collected nationally, allowing national

¹Ibid., p. 8.

²Ibid., p. 9.

³Ibid., p. 10.

comparisons and studies. The main disadvantage is the causes of events may not be the result of what is reported due to cultural and ethnic differences.

Citizen Survey Approach: This approach is considered to produce the most valid of all needs assessment techniques since it is capable of extracting information from individuals regarding their own personal and family needs. It can also be used to substantiate the findings of other needs assessments. It is flexible enough to permit sampling choices. The problem of ambiguous or difficult to understand type of questions can be overcome by writing the questions so they contain a base of information from which the person can draw when responding to the questionnaire.¹

Inductive Approach: In this approach, data is collected and analyzed prior to goal development. The Dallas model includes a ranking priority process. The Fresno model keeps open the area and conditions for consideration. However, the Fresno model's guidelines confuse goals, concerns, needs and problems. The Dallas model involves a large commitment in time and staff for implementation.²

Deductive Approach: Witkin³ indicated that this approach provides goals before data is collected. By using both immediate and future goals, a structure is developed from which new insights and innovations can occur. If goals are properly stated, the solutions

¹Ibid., p. 11.

²Witkin, An Analysis, p. 121.

³Ibid., p. 26.

are kept separate from goals. Too long of lists of vague goals can be a limiting factor.

Prepackaged Instruments and Kits: Witkin¹ believed that the strength of these packaged surveys was that they did provide a fairly firm guidance and structure for survey implementation. Costs are usually lower than those which must be developed locally. Battelle's model mixes institutional and learner goals. The UCLA-CSE kit has 106 goals, making the process long and tedious. Bucks County and ACNAM models lack procedures for establishing priorities. The Phi Delta Kappan kit is the only one which has people interfacing with each other. The others use written formats or goal prioritizing instruments.

Problems Connected with Needs Assessments

Attempting to obtain meaningful data through needs assessments can be difficult due to many factors. One must take into consideration that citizens have rapid shifts in their perceptions of needs. Media can create a demand that can be hard to sustain over a period of time. Expectations of citizens can be raised too high through surveys. Disillusionment can occur when programs and activities do not rapidly occur. Most needs assessments are only current for a short period of time. Future projections from out-of-date

¹Witkin, "Needs Assessment Kits," pp. 5-17.

information are only guessing at best. Therefore, assessing needs must be an ongoing process if data is to be usable.¹

Failure to assess one's own information needs leads to meaningless data or selection of an inappropriate needs assessment model. Lumping people into categories is another major error which depreciates the usefulness of data for programming based on needs. Needs assessments focus on current perceptions and lack the ability in themselves to identify new ideas or concepts. To be creative, needs assessments require sensitive interpretations to derive at the meaning hidden behind the data.²

The Center for Evaluation and Research at Rhode Island College contacted 73 sources attempting to develop a compendium of model needs assessments or instruments that could be used by local school districts. The following reflects the findings:³

1. State and local education agencies use needs assessments to identify problem areas and prioritize educational goals. Data is used to allocate funds.
2. Less than 20 percent of the education agencies rely totally on external sources for setting goals.

¹U.S. Department of Health, Education and Welfare, A Guide to Needs Assessment in Community Education, by Bowers and Associates of Reston, Virginia (Washington, D.C., Government Printing Office, 1976), p. 6.

²Cross, "The State of the Art," pp. 19-21.

³Edward S. Kominski, "Needs Assessment in Education: More Discrepancy Than Analysis," paper presented at the Annual Meeting of the Evaluation Network, Aspen, Colo., 14 August 1978 (Bethesda, Md.: ERIC Document Reproduction Service, ED 161 161, 1978), pp. 1-19.

3. More than 80 percent conducted a deductive needs assessment--formulation of goals, information collected regarding attainment of goals, and discrepancies ascertained.
4. Few agencies used the inductive approach to needs assessment which includes identifying the current state of affairs, setting of goals, and measuring discrepancies.
5. More than 70 percent determined learner needs separately from institutional needs.
6. Approximately 25 percent of local school districts did not measure needs. Instead, they established priority educational goals.
7. Although 70 percent distribute survey questionnaires, only one-third contain both soft and hard data.
8. Over 70 percent use a Likert-type scale.
9. Almost all models or instruments focused on current conditions.
10. Less than ten percent used non-English versions of questionnaires.
11. Approximately 20 percent arrived at consensus using a form of the Delphi technique.
12. Several commercial kits provided detailed instructions for conducting the needs assessment.

Public institutions, especially school systems, are being held accountable for their actions more than ever before. Quality needs assessments must include a clear definition of needs,

instruments should be available in various languages and culturally sensitive, and soft and hard data should be collected to assist planners.

The technical quality must be improved, including the following of basic measurement principles to increase validity. The instruments should be field-tested to correct design flaws, and, finally, proper sampling of the population must be included.¹

Increasing the quality of educational planning may be difficult to achieve. Many vocational educational administrators fail to develop long-range plans which require needs assessment. This reluctance has been attributed to:

1. A lack of incentive to plan.
2. The power of local autonomy in the educational system.
3. Inadequate training of administrators in management and planning.²

Peter Drucker also has addressed this problem regarding the difficulty of change by institutions.

All of man's institutions--and for that matter, all men--are committed to what they are used to and reluctant to accept that which no longer needs doing or that which does not produce results...³

¹Ibid.

²J. Stanley Ahmann, Needs Assessment for Program Planning in Vocational Education, Information Series No. 154 (Columbus: Ohio State University - National Center for Research in Vocational Education, 1979), p. 24.

³Drucker, The Age of Discontinuity, p. 227.

Summary

With the rapidly expanding demand for simple, yet valid survey models, administrators may want to plan before undertaking a general needs assessment model or kit. Much depends upon what the administrator, steering committee, and community want to get out of the survey. If they are faced with a serious and complex problem, they may want to work on a manageable part of the problem rather than expend all their energies and resources on establishing broad, global goals. Kaufman¹ recommends that multiple needs assessment approaches should be considered. Significant data bases already exist and just need to be coordinated according to some agreed to plan. Limiting the needs assessment to just a citizen survey may not produce the community profile that is needed to bring about serious change in the problem situation. Many educational institutions stop when they complete the goal setting process without addressing the real community needs, thus allowing the status quo to continue.

The administrator needs to keep in mind that needs assessments are political and that decisions are made in light of all the best available data that can be brought to bear on the situation. The research data is accumulated to assist in the decision making process and not to dictate what should be the best solution to the problem. As administrators allow citizens to grow close to the decision making

¹Kaufman, "A Possible Taxonomy," pp. 60-64.

levels, only those enlightened administrators may be able to handle the possible stress of change.¹

Enlightened administrators do not try to do the job alone. They get a steering committee, involving people who are representative of various interest groups and populations. A carefully planned needs assessment utilizes the techniques and format which serves the purpose intended and produces the outcomes desired after some time and effort is expended by those who should be represented. This careful planning will pay off by providing the community with a strong data base which can be updated regularly. A valid and reliable foundation can help to bring about the needed changes to improve the quality of life in the community.²

The survey is not, and should not be, an end in itself. If the purpose is merely to assemble useful information for referral by anyone who cares to consult it, then the survey should be so planned and conducted. If it is to be part of an action program, then it should be so oriented, and only the material necessary should be solicited. Knowledge about the community has value if it is used only as an aid in the normal discharge of the duties of citizenship; or it may lead to more definite, enterprising action toward community betterment. In any case, the survey is not the end product; it is a tool to work with. The end product is a healthy, vital, growing community whose citizens are alert to its needs and possibilities and active in building the type of community they want.³

When administrators realize that the research in the literature can provide some practical assistance, and when they come to

¹Ferwick W. English, "The Politics of Needs Assessment," Educational Technology, November 1977, pp. 16-17.

²Kaufman, "A Possible Taxonomy," pp. 60-64.

³Roland L. Warren, Studying Your Community (Hartford, CN: Case, Lockwood & Brainard for the Russell Sage Foundation, 1955), p. 307.

realize that most problems lie within the people who have to live with the problems, then the words of Stufflebeam will take on new meaning. "...Evaluation is a communication process, a political process; it requires management skills."¹ Kaufman² would agree by making and keeping the people as partners in the needs assessment process.

¹Brandt, "On Evaluation," pp. 249-254.

²Kaufman, "A Possible Taxonomy," pp. 60-64.

CHAPTER III

METHODOLOGY

Research Design

A needs assessment was conducted involving local agencies who are members of the Community Education Consortium for Lifelong Learning (CECLL) and a systematic sample of a random sample of households in the Oklahoma City area.

Population of the Study

Community: This population included the Oklahoma City Metropolitan Area using the census tracts from the Polk Data.¹ The Oklahoma City population was established at 403,213 by the 1980 U.S. Census.

Local Agencies: This population included all 26 members of CECLL. Agencies represented in this population included educational, vocational, government, non-profit, libraries, civic organizations, both public and private. The total population was included in this study.

Sampling Information

A systematic sample of 496 was taken from a random sample of 1,994 households drawn from the Polk Data using the 1980 Census

¹Annual Review: Oklahoma City 1979-1980 (Detroit, MI: R.L. Polk & Co., 1980).

tracts.¹ To obtain a confidence level of 95 percent + / - five percent, a sample size of 384 is required. The formula used to estimate the sample size is:²

$$n = \frac{(x^2 N \phi (1 - \phi))}{(d^2 (N - 1) + x^2 \phi (1 - \phi))}$$

WHERE n = THE REQUIRED SAMPLE SIZE

x^2 = THE TABLE VALUE OF CHI-SQUARE FOR ONE DEGREE OF FREEDOM AND THE DESIRED CONFIDENCE INTERVAL -(USUALLY 90 OR 95%).

N = THE POPULATION SIZE OR SAMPLE SIZE OF THE SMALLEST SUB-GROUP TO BE PROPORTIONATELY REPRESENTED.

ϕ = THE POPULATION PROPORTION WHICH IT IS DESIRED TO ESTIMATE (.50 WILL GIVE MINIMUM SAMPLE SIZE).

d = THE DEGREE OF ACCURACY EXPRESSED AS A PROPORTION (.05 WITH CONFIDENCE INTERVAL OF 90% ; .025 WITH CONFIDENCE INTERVAL OF 95%) OR d (100-CONFIDENCE INTERVAL 0) + 2.

Using a random start, every fourth address was selected from the random sample. The 1981 City Directory and the State Zip Code Directory were used to establish zip codes for each residence in the systematic sample.

Instrumentation

The needs assessment instrument was designed through the CECLL Needs Assessment Committee. The instrument contains nine general problem areas, seven of which were drawn from the Kemerer model³ with Arts and Culture, and Occupations added. Support services of Transportation, Child Care, and Financial Aid were included to reflect the committee's concern with basic assistance the community would

¹Ibid.

²Chester A. Hauskin, "Estimating Sample Size," Journal of Research Services, vol. 3, no. 1 (Colorado State College, 1963), pp. 3-4.

³Kemerer, "A Procedural Model," pp. 227-233.

require to participate in lifelong learning activities provided by CECLL member agencies. In each of the nine general problem areas a check list format was used to stimulate thinking with blank spaces provided for expression of personal wants and needs not listed.

Validation of the Instrument

Construct validity was established as follows: A modified Delphi technique was used with the CECLL member representatives to establish the nine general problem areas. The information was mailed to the CECLL members prior to a regularly scheduled meeting with instructions to consider any additions or changes to the nine general problem areas based on those areas addressed by their respective agencies.

A second round of the modified Delphi brought a consensus for the present nine general problem areas. Representatives from 23 CECLL member agencies were divided into two groups on a self-selection basis. Each group received four of the major problem areas. The remaining problem was given to the group which finished first. Using a brainstorming technique, CECLL member agencies listed programs and services which could be addressed in the assigned problem areas. The items were prioritized and through consensus a final list of specific items was established for each of the nine general problem areas based on the criteria question, will this item produce meaningful information for planning purposes? Results of this meeting were the basis for the design of the instrument.

Content validity was increased as the same representatives from 23 CECLL member agencies, who are involved in research with their

individual institutions, responded to the draft instrument through a modified Delphi technique, agreeing to two types of responses: active and passive. This was important since CECLL agencies include programmers and service providers. The modified Delphi results also indicated that a Likert-type questionnaire would not produce meaningful nominal data based on individual preferences. A check-list format with four blank spaces for each category was selected. This would provide both hard and soft data which could be used in projecting new programs or the development of additional information sources.

Reliability of the Instrument

A pilot study was conducted to pretest the CECLL "Needs Assessment Instrument" and the methodologies to be employed. Doctors General Hospital¹ in Oklahoma City agreed to allow its employees to participate in the pilot study on company time. An evaluation was attached to each instrument requiring a written response on the following questions:

1. Approximately how long did it take you to complete the needs assessment?
2. Did you need any help to complete the needs assessment? If yes, what kind of help did you receive?
3. Other comments.

Out of the 45 instruments distributed by the department heads, 37 were completed and returned as instructed. This pilot study provided information which aided in the revision of the

¹Copies of correspondence granting approval of staff time, procedures for testing, and evaluation form are in Appendix E.

instrument. Instructions were more clearly defined and spaced so they stood out more visibly. The phrases leading into the problem areas were personalized, making the directions self explanatory and easier for respondents to write in items of personal interest or concern. A bold reminder was added across the top of the instrument stating, "Within the Next 12 Months..." This was added to make the responses more realistic and help prioritize choices. One category was printed incorrectly and was subsequently corrected.

The average time for completion of the instrument was 9.8 minutes with time ranging from three to 30 minutes. Instructions were readily understood and followed by all 37 respondents. Items selected were broadly represented through the instrument. High interest was reflected in the occupations and health major problem areas due to the setting where the pilot study was conducted. The results of the pilot study accurately measured the wants and concerns expressed by the respondents. For ease of data collection, individual items and response areas were numbered for computer cards.

The CECLL "Needs Assessment Instrument" was subjected to a test-retest per McNemar¹ to determine its reliability. Twenty-one of the original 37 in the pilot study from Doctors General Hospital were retested within six weeks of the pilot study. The McNemar test resulted in no significant changes at .05 level of significance, thus

¹Sidney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 63-64.

strengthening the reliability of the CECLL "Needs Assessment Instrument."

Data Acquisition

Local Agencies: The instrument was mailed out to the CECLL member agencies with a self-addressed and stamped envelope. Additional instructions directed the agency respondents to check off items they felt their client populations would want or need in lifelong learning opportunities. The CECLL member agencies were instructed to project percentages for people needing child care, transportation and/or financial aid. After a two-week delay, a follow-up phone call was made to remind the local agency to complete the instrument. All 26 agencies returned the completed instruments.

Community: The needs assessment instruments were mailed out to the systematic sample of 496. A master list was maintained with a number assigned to each selected address in the systematic sample. To assure a confidence level of 95 percent, the data acquisition plan included numbering each return envelope according to the number on the master list. As the completed instruments were returned, the numbers were checked off the master list. The instruments were mailed using first class postage. The instructions on the instrument requested a return within two weeks. Those not returned received a telephone contact requesting a response within one week. If telephone contact was not possible, a second instrument was sent with an urgent notice attached, complete with an enclosed stamped self-addressed return envelope. All acquired data was kept confidential and the instruments contained no names unless offered by the respondents requesting information.

By June of 1982, after receiving the final returns by mail, telephone interviews were made by a group of volunteers. For these contacts a script was prepared and followed by the volunteers who were familiar with CECLL.

The script included an introduction of the caller, purpose of the call, how the information was to be used, confidentiality of the respondent's name and information, and a request for the person to be a respondent. Once agreement was obtained, the volunteer read the CECLL "Needs Assessment Instrument" over the telephone and marked the items as indicated by the respondent. After completing the instrument, the volunteer thanked the respondent for his or her time. In case of in-depth questions, a referral was made to a CECLL member agency or staff person.

Treatment of the Data

The needs assessment data was computerized using the Statistical Package for the Social Studies (SPSS), which determined (1) frequencies, (2) percentage of response and (3) relationships between local agencies' total responses and the community responses using SPSS sub-programs. The Yates correction factor was used in computing χ^2 .

The sub-program CROSSTABS was used to compute the exact probability of significant relationships between the various responses of local agencies and the community. CROSSTABS was used to identify empty cells in write-in items and cells with frequencies of less than five.

Summary of Methodology

The study involved the two populations--CECLL member agencies and a systematic sample of a random sample based on the Polk Data for the Oklahoma City area, using households identified in the 1980 Census. The CECLL "Needs Assessment Instrument" was evaluated for content and construct validity through an interagency organization using a modified Delphi technique. The instrument was subjected to a pilot study and a test-retest using McNemar test for reliability. The instrument was mailed out to the systematic sample and to the CECLL member agencies. Using the SPSS sub-program CROSSTABS, the returned data was processed to determine relationships of responses in the nine general problem areas and the supportive service categories.

CHAPTER IV

FINDINGS

A total of 402 of the community population responded to the CECLL "Needs Assessment Instrument" either by mail or through a telephone contact. Of this total, 186 gave at least one positive response while 216 responded that they were not interested at the time. In computing chi-square, only the 186 positive responses were compared with the local agency projections.

Of the 157 items listed on the CECLL "Needs Assessment Instrument" only 69 were tested. All write-in items were eliminated because the end was too small for a chi-square analysis. The testing of the 69 items revealed 52 agreements.

Research Question 1

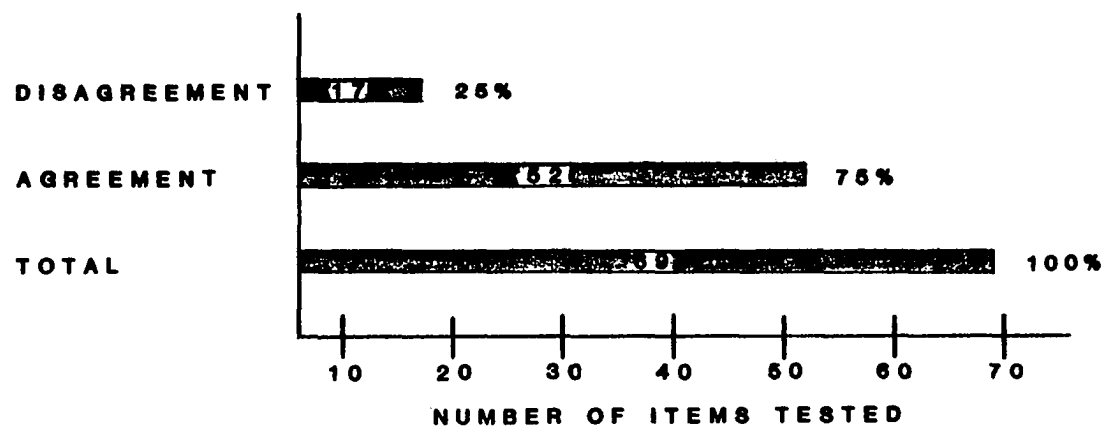
Do measurable similarities exist between the frequencies of responses of the local agencies and the community, regarding the total items in the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?

Significant agreement¹ was found in the total items responded to by local agencies and community in the nine general problem areas. The overall percentage of agreement of frequencies of positive responses was 75 percent, as reflected in Table 1-1.

¹Agreement means that there is no significant difference at .05 level of significance.

TABLE 1-1

AGREEMENT BETWEEN POSITIVE RESPONSES OF LOCAL AGENCIES AND
COMMUNITY ON TOTAL ITEMS IN NINE GENERAL PROBLEM AREAS



AGREEMENT = NO SIGNIFICANT DIFFERENCE AT .05 LEVEL OF CONFIDENCE
USING χ^2 TEST WITH YATES CORRECTION FACTOR.

Research Question 2

Does a significant relationship exist between the frequencies of responses of the local agencies and the community, regarding the responses in each of the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?

Significant agreements between local agency and community positive responses were identified in seven out of the nine general problem areas listed on the CECLL "Needs Assessment Instrument." Table 2-1 reflects frequencies of 52 agreements out of 69 items tested for 75 percent average agreement. The percentage of agreement column was added for clarity of understanding and comparison and to compensate for the unequal number of tested items in each general problem area.

Criteria for agreement was set at .05 level of significance.

TABLE 2-1

AGREEMENTS BETWEEN LOCAL AGENCIES AND COMMUNITY POSITIVE RESPONSES
ON TOTAL ITEMS IN EACH OF THE NINE GENERAL PROBLEM AREAS

NAME OF GENERAL PROBLEM AREA	FREQUENCY OF AGREEMENTS	# OF χ^2 TESTS FOR EACH GENERAL PROBLEM AREA	PERCENTAGE OF AGREEMENT
ARTS AND CULTURE	9	0	100
GOVERNMENT	6	8	75
OCCUPATIONS	5	12	42
CHILD REARING/ PARENTING	2	0	88
CONSUMER ECONOMICS	5	5	100
ENVIRONMENT	6	6	100
LIFE SATISFICATION	6	7	88
HEALTH	5	8	83
SAFETY	8	8	100

N=52

N=69

\bar{X} =75%

AGREEMENT = NO SIGNIFICANT DIFFERENCE AT .05 LEVEL

Research Question 3

Does a significant relationship exist between the frequencies of responses of the local agencies and the community, regarding active participant type responses within each of the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?

Significant agreements were identified between local agencies and community responses for active participation type items. Table 3-1 reflects 31 agreements above .05 level of significance out of 38 chi-square tests performed, for an average mean of 82 percent agreement. This is a seven percent increase over the 75 percent agreement reported in Table 1-1 by local agencies in predicting community interest in active participation in formal types of learning.

TABLE 3-1

AGREEMENTS BETWEEN LOCAL AGENCIES AND COMMUNITY TOTAL ACTIVE POSITIVE RESPONSES IN EACH OF THE NINE GENERAL PROBLEM AREAS

NAME OF GENERAL PROBLEM AREA	# OF AGREEMENTS ON ACTIVE POSITIVE RESPONSES TESTED	# OF X ² TESTS PERFORMED ON ACTIVE POSITIVE RESPONSES	PERCENTAGE OF AGREEMENT
ARTS AND CULTURE	7	7	100
GOVERNMENT	2	4	50
OCCUPATIONS	2	5	40
CHILD REARING/ PARENTING	1	2	50
CONSUMER ECONOMICS	2	2	100
ENVIRONMENT	4	4	100
LIFE SATISFICATION	3	3	100
HEALTH	4	5	80
SAFETY	6	6	100

N=31

N=38

\bar{X} : 82%

AGREEMENT = NO SIGNIFICANT DIFFERENCE AT .05 LEVEL

Research Question 4

Does a significant relationship exist between the frequencies of responses of the local agencies and the community, regarding the passive information or assistance type responses within each of the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?

Significant agreements were identified between local agencies and community responses for passive type information needs. Table 4-1 reflects 22 agreements above .05 level of significance out of 31 chi-square tests performed for an average mean of 71 percent agreement. This is a decrease of four percent over the 75 percent average mean agreement in Table 1-1.

TABLE 4-1

AGREEMENTS BETWEEN LOCAL AGENCIES AND COMMUNITY TOTAL PASSIVE POSITIVE RESPONSES IN EACH OF THE NINE GENERAL PROBLEM AREAS

NAME OF GENERAL PROBLEM AREA	# OF AGREEMENTS ON PASSIVE POSITIVE RESPONSES TESTED	# OF χ^2 TESTS PERFORMED ON PASSIVE POSITIVE RESPONSES	PERCENTAGE OF AGREEMENT
ARTS AND CULTURE	2	2	100
GOVERNMENT	4	4	100
OCCUPATIONS	3	7	43
CHILD REARING/ PARENTING	1	4	25
CONSUMER ECONOMICS	3	3	100
ENVIRONMENTS	2	2	100
LIFE SATISFICATION	4	4	100
HEALTH	1	3	33
SAFETY	2	2	100

N=22

N=31

\bar{X} : 71%

AGREEMENT = NO SIGNIFICANT DIFFERENCES AT .05 LEVEL

Research Question 5

Does a significant relationship exist between the frequencies of the responses of the local agencies and the community, regarding each individual item listed in the nine general problem areas as listed on the CECLL "Needs Assessment Instrument"?

Significant agreements between local agencies and the community on each individual item were identified. In Table 5-1 (Arts and Culture), all items were in agreement above .05 level of significance.

In Table 5-2, all items in Government were in agreement, except items #22 (How to Register to Vote) and #23 (Citizenship Training) measured a significant difference at .05 level.

In Table 5-3 (Occupation), five out of twelve items were in agreement. The following seven items measured significant differences:

- #38 (Job Interviewing Techniques)
- #44 (Welding)
- #45 (Typing)
- #52 (Child Care Services)
- #53 (Career Counseling Services)
- #55 (Availability of English as a Second Language)
- #57 (Services for Handicapped)

In Table 5-4, two of the six items in Child Care/Parenting showed significant agreement between local agencies and community. Four of the six items measured significant differences at .05 level as follows:

62 (Alternatives to Child Care Centers)

68 (Single Parents)

69 (Parents of Special Children)

70 (Step Parents)

In Tables 5-5 (Consumer Economics), 5-6 (Environment), and 5-7 (Life Satisfaction), local agencies and community were in agreement above the .05 level of significance.

In Table 5-8, five of the eight items in Health showed significant agreement between local agencies and community. Three items measured significant differences at .05 level as follows:

124 (Drug and Alcohol Education)

132 (Where Services Are Located)

133 (Health Screening Services Available)

In Table 5-9 (Safety), all eight items were in agreement between the local agencies and community responses.

TABLE 6-1

ARTS & CULTURE

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE GENERAL PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N=186	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N=26	χ^2 .05 LEVEL OF SIGNIFICANCE
1	29	19	NONE
2	24	85	NONE
3	27	81	NONE
4	23	39	NONE
6	33	42	NONE
10	26	46	NONE
11	22	31	NONE
16	29	46	NONE
17	55	42	NONE

NO SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-2

GOVERNMENT

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N:186	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N:26	$\chi^2_{.05}$ LEVEL OF SIGNIFICANCE
22	16	34	.03*
23	13	42	.001*
24	30	46	NONE
28	41	46	NONE
30	48	42	NONE
31	52	62	NONE
32	32	42	NONE
33	33	39	NONE

* SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-3

OCCUPATIONS

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N=186	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N=26	$\chi^2_{.05}$ LEVEL OF SIGNIFICANCE
38	24	46	.03*
39	23	35	NONE
44	8	27	.01*
45	13	39	.003*
46	33	46	NONE
51	33	54	NONE
52	23	58	.0004*
53	23	50	.001*
54	19	36	NONE
55	10	46	.00001*
56	22	31	NONE
57	27	54	.01*

* SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-4

CHILD REARING/PARENTING

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N:166	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N:26	$\chi^2_{.05}$ LEVEL OF SIGNIFICANCE
62	22	46	.01 ^x
63	34	50	NONE
68	19	54	.0003 ^x
69	14	58	.00001 ^x
70	16	46	.0006 ^x
71	23	42	NONE

^x SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-5

CONSUMER ECONOMICS

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N:186	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N:26	$\chi^2_{.05}$ LEVEL OF SIGNIFICANCE
76	48	58	NONE
77	83	62	NONE
82	53	64	NONE
83	87	23	NONE
84	31	31	NONE

NO SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-6

ENVIRONMENT

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N:180	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N:26	$\chi^2_{.05}$ LEVEL OF SIGNIFICANCE
89	38	46	NONE
90	48	42	NONE
91	38	50	NONE
92	31	27	NONE
97	33	35	NONE
98	39	31	NONE

NO SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-7

LIFE SATISFACTION

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N:186	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N:26	$\chi^2_{.05}$ LEVEL OF SIGNIFICANCE
103	37	42	NONE
104	37	58	NONE
105	30	31	NONE
110	17	27	NONE
111	18	81	NONE
116	45	54	NONE
117	45	58	NONE

NO SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-8

HEALTH

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N:186	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N:26	X ² _{.05} LEVEL OF SIGNIFICANCE
122	50	50	NONE
123	41	42	NONE
124	30	54	.02 ^x
125	32	42	NONE
126	41	39	NONE
131	30	46	NONE
132	27	54	.01 ^x
133	30	62	.003 ^x

^x SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

TABLE 5-9

SAFETY

SIGNIFICANT RELATIONSHIPS BETWEEN LOCAL AGENCIES AND COMMUNITY AGREEMENT TO POSITIVE RESPONSES FOR EACH INDIVIDUAL ITEM WITHIN EACH OF THE NINE PROBLEM AREAS

ITEM #	PERCENTAGE OF POSITIVE COMMUNITY RESPONSE N:186	PERCENTAGE OF POSITIVE LOCAL AGENCY RESPONSE N:28	$\chi^2_{.05}$ LEVEL OF SIGNIFICANCE
138	28	81	NONE
139	27	18	NONE
140	18	18	NONE
141	39	39	NONE
142	18	15	NONE
143	28	19	NONE
148	58	68	NONE
149	43	38	NONE

NO SIGNIFICANT DIFFERENCES WERE MEASURED AT .05 LEVEL

Research Question 6

Does a significant relationship exist between the projections of the local agencies and the frequencies of responses of the community, regarding the need for child care to participate in life-long learning activities?

Significant agreement above .05 level was measured between the responses of the local agency projections and community responses for child care services as a requirement for program participation. In Table 6-1 a significant F value was measured, requiring a T test formula with separate variance estimate to be used. No significant t in child care was measured.

TABLE 6-1

CHILD CARE

AGREEMENT BETWEEN POSITIVE RESPONSES OF THE COMMUNITY AND LOCAL AGENCY PROJECTIONS ON REQUIRED CHILD CARE SERVICES FOR PROGRAM PARTICIPATION

	COMMUNITY N=186	LOCAL AGENCY N=26
MEAN	11.8%	17.2%
F VALUE		4.20
2-TAIL PROBABILITY		0.00
SEPARATE VARIANCE ESTIMATE		
T-VALUE		1.37
DEGREES OF FREEDOM		60.16
2-TAIL PROBABILITY		0.175

T TEST MEASURED NO SIGNIFICANT DIFFERENCE <.05 LEVEL.

Research Question 7

Does a significant relationship exist between the projections of the local agencies and the frequencies of responses of the community, regarding the need for transportation to participate in lifelong learning activities?

Significant agreement above .05 level was measured between the responses of the local agency projections and community responses for transportation services for participation in community activities. In Table 7-1 a significant F value was measured at .05 level, requiring a T test formula with separate variance estimate to be used. No significant t was measured.

TABLE 7-1

TRANSPORTATION

AGREEMENT BETWEEN POSITIVE RESPONSES OF THE COMMUNITY AND LOCAL AGENCY PROJECTIONS ON REQUIRED TRANSPORTATION FOR PROGRAM PARTICIPATION

	COMMUNITY N:186	LOCAL AGENCY N:26
MEAN	8.1%	15.3%
F VALUE		2.65
2-TAIL PROBABILITY		0.003
SEPARATE VARIANCE ESTIMATE		
T-VALUE		1.83
DEGREES OF FREEDOM		47.83
2-TAIL PROBABILITY		0.06

T TEST MEASURED NO SIGNIFICANT DIFFERENCE < .05 LEVEL

Research Question 8

Does a significant relationship exist between projections of the local agencies and the frequencies of responses of the community, regarding the need for financial aid to participate in lifelong learning activities?

Significant difference at .05 level was measured between the responses of the local agency projections and community responses for financial aid as a requirement for participating in learning activities. Using the T test formula with separate variance estimate, t measured -2.63, p - .023.

TABLE 8-1

FINANCIAL AID

AGREEMENT BETWEEN POSITIVE RESPONSES OF THE COMMUNITY AND LOCAL AGENCY PROJECTIONS ON REQUIRED FINANCIAL AID FOR PROGRAM PARTICIPATION

	COMMUNITY N:186	LOCAL AGENCY N:26
MEAN	8.1%	18.1%
F VALUE		2.05
2-TAIL PROBABILITY		0.037
SEPARATE VARIANCE ESTIMATE		
T-VALUE		- 2.36
DEGREES OF FREEDOM		40.93
2-TAIL PROBABILITY		0.023 ^x

^x T TEST MEASURED A SIGNIFICANT DIFFERENCE <.05 LEVEL.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether meaningful data could be obtained from the CECLL "Needs Assessment Instrument" for use in planning adult and community activities and related support services in the greater Oklahoma City area.

The literature review presented in Chapter II covered various types of needs assessment, evaluation and decision-making models along with different approaches recommended by authorities in the field.

From the review of literature, it was determined that the CECLL "Needs Assessment Instrument" followed, in part, the recommendation that each community should start from scratch in designing an instrument to reflect its own uniqueness. CECLL used part of the needs assessment model presented by Aker and Kemerer in How to Assess Needs for Community Instructional Services. The CECLL "Needs Assessment Instrument" was expanded to include Arts and Culture and Occupations.

Construct validity was achieved through a modified Delphi technique with officials from CECLL member agencies. Reliability was increased through a pilot study and a test-retest using the McNemar test for significance of changes in a six week period of time.

The CECLL "Needs Assessment Instrument" was mailed to a random sample of households drawn from the 1980 Census. Follow-up telephone interviews were required to obtain adequate responses for a 95% + / - 5% confidence level. Out of the sample of 496, 402 responses were received from the community population. Of these responses 186 expressed an interest in a formal learning activity or for information to be used in unstructured learning. The 186 community responses were compared with 26 local agency projections of community needs, using SPSS and sub-programs to determine significant relationships.

Conclusions

The analysis of the data obtained from the CECLL "Needs Assessment Instrument" indicates that data from an interagency effort can provide meaningful information for program planning by local agencies and groups cooperating in the greater Oklahoma City area.

In the analysis of the needs assessment data, significant relationships or agreements were measured in seven of the nine general problem areas for \bar{x} of 75 percent at .05 level of significance. Further analysis revealed that an 82 percent agreement existed between the local agency projections and community positive responses for active participation in formal learning settings. This indicates that local agencies who are CECLL members are interpreting the majority of community needs for learning. Significant agreements were measured between the local agencies and the community responses for informal, non-structured learning in six out of nine general problem areas for

\bar{x} of 71 percent. This indicates that local CECLL member agencies are interpreting community needs for information outside structured settings.

Further analysis of the needs assessment data discloses that there is an overall tendency by the local agencies to over-estimate the magnitude of the community needs. The following significant differences were measured at the .05 level between the responses of the local agencies and the community in two of eight items in Government:

How to Register to Vote

Citizenship Training

These significant differences could reflect the local agencies' needs to gain public approval and passage of local millages. Oklahoma City has had an increase in Cambodians, Laotians, Vietnamese and Mexicans, which could have affected the perception of community needs by the local agencies serving this special population.

Significant differences were measured at .05 level in the following seven of the nine Occupation items:

Job Interviewing Techniques

Welding

Typing

Child Care Services

Career Counseling Services

Availability of English as a Second Language

Services for Handicapped

Oklahoma City did have a low unemployment rate of five percent in early 1982. This may have affected the responses of the community.

Significant differences were measured at the .05 level in the following four of the six Child Care/Parenting items:

Alternatives to Child Care Centers

Single Parents

Parents of Special Children

Step Parents

Without demographic data on the community respondents, it is difficult to explain the significant differences with any degree of accuracy.

Significant differences were measured at the .05 level in the following three of the eight Health items:

Drug and Alcohol Education

Where Services Are Located

Health Screening Services Available

The significant differences require further research to determine why they occurred. Data is lacking as to the degree community respondents may have received assistance or information on health items. Publicity on misuse of alcohol and drugs could have influenced the findings.

A significant difference at .05 level was measured between the local agency projections and community responses to Financial Aid support services. Further research is required to ascertain

if community resources are being over-allocated to certain programs or services beyond the expressed needs of the community in the Oklahoma City area.

The design of the CECLL "Needs Assessment Instrument" may need to be revised based on the analysis of the data. All write-in items were eliminated due to low cell count. Due to the limited response and the computerized format of the instrument, write-in items had little value in planning. Also, the instrument was limited to the English reading people, eliminating responses by limited English reading people residing in Oklahoma City.

The apparent flexibility of the CECLL "Needs Assessment Instrument" should allow each community to identify its own specific items under the nine general problem areas. By following procedures for validation and reliability, the CECLL "Needs Assessment Instrument" could prove to be helpful to communities interested in planning to match their programs and information resources with identified community needs without having to start from scratch.

In the opinion of this researcher, the interagency approach to designing and conducting needs assessment is worth the time, effort and costs involved. The CECLL "Needs Assessment Instrument" is a flexible tool which did provide the local agencies with a list of needs ranked by frequency count. The local agencies reviewed the list and decided which needs they had the resources to address. Some needs required only more publicity so people knew about the availability of resources to meet those needs. Others required long range planning due to the lack of funds.

Community responses to needs appeared to form a pattern of concern. Items which pertained to the individual and family had the highest frequency count. The next major pattern of responses was in the neighborhood needs and then concerns with the community at large.

Conducting a scientific needs assessment provides the decision makers with the data to document reasons why they want more or less funds allocated for adult and community education activities. Using intuition may have some validity, but it does not take the place of sound and reliable data that is updated on a regular basis. Adult and community educators must stop trying to do the job alone and recognize that problems are community problems and are resolved best through joint efforts of representatives from government, civic and religious groups, business and industry, and other educational organizations. With the advent of limited funding and shrinking community resources, adult and community educators must develop working trust relationships with other agencies which are committed to lifelong learning as a way to improve the quality of life for people in the community.

Recommendations

Based on the knowledge gained by this study, the following recommendations are made for further study:

1. A study should be conducted to determine acceptability of the nine general problem areas (as defined in the CECLL "Needs Assessment Instrument") by authorities in the field of adult and community education.

2. A study should be conducted to determine the length of time the identified community needs remain valid before they are addressed.
3. A study should be conducted to determine the extent to which institutions of higher education address needs assessment as part of administrative preparation.
4. A study should be conducted to determine cultural relevancy of the CECLL "Needs Assessment Instrument" for limited English speaking people in the metropolitan areas.
5. A study should be conducted to determine the influence of demographic data on active and passive responses by the community, using the CECLL "Needs Assessment Instrument."
6. A study should be conducted to determine the usefulness of the CECLL "Needs Assessment Instrument" when adapted to identify staff development needs.
7. A study should be conducted to compare the needs of the community with the local agency projections of community needs in the geographic four quadrants of the Oklahoma City area, using the CECLL "Needs Assessment Instrument."
8. A study should be conducted to determine how resources are allocated by local agencies and to determine the degree to which resources are being matched to identified community needs.

9. A study should be conducted to determine the degree of difficulty another community would encounter in adapting the CECLL "Needs Assessment Instrument" for use in another metropolitan area.

Finally, it is recommended that a population sample be taken from a source other than households in the census tracts. This researcher found numerous errors, listing parking lots, vacant lots, and abandoned homes as having heads of households. Validation of names and addresses was time consuming without having to cull out errant household listings.

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APPENDIXES

APPENDIX A

CECLL BYLAWS

BYLAWS
OF
COMMUNITY EDUCATION CONSORTIUM FOR LIFELONG LEARNING, INC.

ARTICLE I

Offices

The principal office of the corporation shall be located at 900 N. Klein, Oklahoma City, OK 73106, or at such other places as the Board of Directors may determine.

ARTICLE II

Membership

Section 1. The members of the corporation shall be one (1) class, with the following qualifications:

1. Non-profit, educational, civic, or governmental agencies, institutions or organizations in the greater Oklahoma City area having a commitment to lifelong learning.

Section 2. Any qualifying entity interested in becoming a member of the corporation shall submit a written and signed application on a form approved by the board of directors to the secretary of the corporation. Applicants whose applications are so approved shall become members of the corporation on payment of the required initiation fee and dues.

Section 3. Each member in good standing shall be entitled to one vote on each matter submitted to a vote of the members.

Section 4. The board of directors, by affirmative vote of two-thirds (2/3rds) of all the members of the board, may suspend or expel a member for cause after an appropriate hearing, and, by a majority vote of those present at any regularly constituted meeting may terminate the membership of any member who shall be in default of the payment of any regular dues.

Section 5. Any member may resign by filing a written resignation with the secretary, but such resignation shall not relieve the member from any obligation to pay any dues, assessment or other charges.

Section 6. Membership in this corporation is not transferable or assignable.

ARTICLE III

Meetings of Members

Section 1. Annual Meeting. An annual meeting of the members shall be held at the principal office of the corporation on the first Friday in the month of February in each year, beginning with the year 1983, at the hour of nine o'clock a.m., for the purposes of electing directors and for the transaction of such other business as may come before the meeting. If the day fixed for the annual meeting is a legal holiday in the State of Oklahoma, such meeting shall be held on the next succeeding business day. If the election of directors is not held on the day designated herein for any annual meeting, or at adjournment thereof, the board of directors shall cause the election to be held at a special meeting of the members as soon thereafter as is convenient.

Section 2. Special Meetings. Special meetings of the members may be called by the president, the board of directors, or not less than 20 percent of the members having voting rights, at a place designated by the board of directors. If no designation is made, the place of meeting shall be the principal office of the corporation in the State of Oklahoma, but if all the members shall meet at any time and place, either within or without the State of Oklahoma, and consent to the holding of a meeting, such meeting shall be valid without call or notice, and at such meeting any corporate action may be taken.

Section 3. Notice of Meetings. Written or printed notice stating the place, day and hour of any meeting of members shall be delivered either personally or by mail, to each member entitled to vote at such meeting, not less than 10 nor more than 15 days before the date of such meeting, by or at the direction of the president, or the secretary, or the officers or persons calling the meeting. In case of a special meeting or when required by statute or by these bylaws, the purpose or purposes for which the meeting is called shall be stated in the notice. If mailed, the notice of a meeting shall be deemed to be delivered when deposited in the United States mail addressed to the member at his address as it appears on the records of the corporation, with postage thereon prepaid.

Section 4. Informal Action by Members. Any action required by law to be taken at a meeting of the members, or any action that may be taken at a meeting of members, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all the members entitled to vote with respect to the subject matter thereof.

Section 5. Quorum. Members holding fifty percent (50%) of the votes that may be cast at any meeting shall constitute a quorum at such meeting. If a quorum is not present at any meeting of members, a majority of the members present may adjourn the meeting from time-to-time without further notice.

Section 6. Proxies. At any meeting of members, a member entitled to vote may vote by proxy executed in writing by the member or by his duly authorized attorney in fact. No proxy shall be valid after two months from the date of its execution, unless otherwise provided in the proxy. All written proxies must be submitted in advance to the secretary.

ARTICLE IV

Board of Directors

Section 1. General Powers. The affairs of the corporation shall be managed by its board of directors. Directors must be residents of the State of Oklahoma and must be representatives of members of the corporation.

Section 2. Number, Tenure, and Qualifications. The number of directors shall be eight (8). Directors shall be elected at the annual meeting of members, and the term of office of each director shall be until the next annual meeting of members and the election and qualification of his successor.

Section 3. The board of directors shall elect officers annually at a meeting to be held on the first Tuesday in April of each year. The board of directors may remove any officer at any time by a two-third (2/3rds) vote of all board members. Any vacancy in office may be filled by the president with approval by the board of directors.

ARTICLE V

Committees

Section 1. Finance Committee. At the first annual meeting, the finance committee will be established by the board. The president will nominate four members to be approved by the board for membership on the finance committee. In the initial year, two persons will be appointed for one-year terms and two will be appointed for two-year terms. Finance committee members will serve two-year term appointments thereafter. The finance committee members will be appointed from agencies who are the major contributors of funding to support the annual budget. The treasurer shall be the chairman of the finance committee.

Duties of the finance committee shall be to:

1. serve as the clearinghouse for all grant proposals submitted by the consortium or its members when the application is in the name of the corporation;
2. assume a supportive role in obtaining fiscal resources to support corporation objectives;
3. make budget recommendations to the board of directors.

The finance committee will meet as often as necessary to conduct business. Any vacancy occurring in the committee by death, resignation, withdrawal from membership, or otherwise shall be filled by majority vote of all the remaining members of the committee. Any person so elected shall serve for the remainder of the term of his predecessor.

Section 2. Other Committees. Other committees not having and exercising the authority of the board of directors in the management of the corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be members of the corporation, and the president of the corporation shall appoint the members thereof. Any members thereof may be removed by the person or persons authorized to appoint such members whenever in their judgment the best interests of the corporation shall be served by such removal.

ARTICLE VI

Executive Director

1. The executive director shall be the chief staff officer of the corporation and shall be responsible for implementing the policies of the corporation.
2. The executive director shall assist the board of directors in determining professional staff positions and shall recommend professional staff to the board of directors for approval.
3. The executive director shall be responsible for all management functions of the corporation including the employment and discharge of secretarial, and clerical personnel in such positions as the board of directors shall authorize and within the framework of the approved budget.
4. The executive director shall be responsible for daily and long-range planning, fiscal operations and long-range financial development within the framework of policies and procedures established by the board of directors.
 - a. The executive director shall work in close liaison with the president on all policy matters.
 - b. The executive director shall work in close liaison with the treasurer and finance committee on all fiscal matters.

5. Under the direction of the president the executive director shall serve as a spokesperson for lifelong learning at national and state forums and shall provide liaison with governmental agencies and other associations and organizations, both public and private.
6. The executive director shall be responsible for promoting and managing membership services.
7. The executive director in consultation with the board of directors may retain outside legal counsel, public relations counsel, and other consultants for the corporation.
8. The executive director shall recommend to the board of directors for its approval the selection of an outside certified public accountant for the association.
9. The executive director shall have the right to have prior notice of all meetings of the corporation and the board of directors and shall serve ex officio to them.
10. Other duties, responsibilities and privileges of the executive director shall be determined by the board of directors.

ARTICLE VII

Contracts, Check, Deposits and Funds

Section 1. Contracts. The board of directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or may be confined to specific instances.

Section 2. Checks, Drafts, or Orders. All checks, drafts, or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation, and in such manner as shall from time-to-time be determined by resolution of the board of directors. In the absence of such determination by the board of directors, such instruments

shall be signed by the treasurer or an assistant treasurer and countersigned by the president or a vice-president of the corporation.

Section 3. Deposits. All funds of the corporation shall be deposited from time-to-time to the credit of the corporation in such banks, trust companies, or other federally insured depositories as the board of directors may select.

Section 4. Gifts. The board of directors may accept on behalf of the corporation any contribution, gifts, bequest, or devise for any purpose of the corporation.

ARTICLE VIII

Books and Records

The corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its members, board of directors, committees having and exercising any of the authority of the board of directors, and the membership committee, and shall keep at the principal office a record giving the names and addresses of the members entitled to vote. All books and records of the corporation may be inspected by any member, or his agent or attorney for any proper purpose at any reasonable time.

ARTICLE IX

Fiscal Year

The fiscal year of the corporation shall begin on the 1st day of July in each year and end at midnight on the 30th day of June of the following year.

ARTICLE X

Dues

Section 1. Annual Dues. The board of directors shall determine from time-to-time the amount of annual dues payable to the corporation by members and shall give appropriate notice to the members.

Section 2. Payment of Dues. Dues shall be payable in advance on the 1st day of September in each year. Dues of a new member shall not be prorated.

Section 3. Default and Termination of Membership. When any member is in default in the payment of dues for a period of six (6) months from the beginning of the period for which such dues became payable, its membership may thereupon be terminated by the board of directors as provided hereinabove.

ARTICLE XI

Corporate Seal

The board of directors shall provide a corporate seal, which shall be inscribed: Community Education Consortium for Lifelong Learning, Inc.

ARTICLE XII

Waiver of Notice

Whenever any notice is required to be given under the provisions of the articles of incorporation or the bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII


Amendment of Bylaws

These bylaws may be altered, amended, or repealed, and new bylaws may be adopted by a majority of the directors present at any regular meeting or at any special meeting, if at least ten (10) days' written notice is given of intention to alter, amend or repeal or to adopt new bylaws at such meeting or vote of the members at any regular or special meeting or as the case may be.

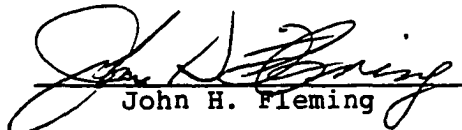
APPROVAL OF DIRECTORS

The foregoing bylaws were read and discussed, section by section, by the directors, who have authority to adopt bylaws which shall remain effective until legally amended or repealed.

Following such discussion, they were duly approved at a meeting held in Oklahoma City, Oklahoma, on the 17th day of December, 1982.



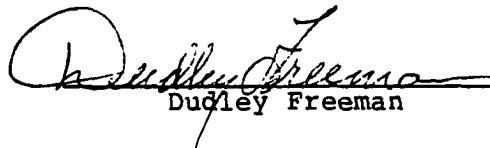
Bruce B. Owen



John H. Fleming



Lee B. Brawner



Dudley Freeman



Mary Truss



Dean Underwood



Jack Isch



Carla Paul

APPENDIX B

CECLL MEMBER AGENCIES

CECLL MEMBERSHIP

1. AREA VO-TECH DISTRICT #22
2. AREAWIDE AGING AGENCY
3. ARTS COUNCIL OF OKC
4. CELEBRATIONS
5. CENTRAL STATE UNIVERSITY
6. CITY-CO HEALTH DEPT.
7. CITY OF OKLAHOMA CITY
8. COMMUNITY ACTION PROGRAM
9. COMMUNITY COUNCIL OF CENTRAL OKLA.
10. FRANCIS TUTTLE VO-TECH CTR.
11. JUNIOR LEAGUE OF OKC
12. LEAGUE OF WOMEN VOTERS OF OKC
13. MENTAL HEALTH ASSN. OF OK CO.
14. METROPOLITAN LIBRARY SYSTEM
15. NEIGHBORHOOD DEV & CONSERV CTR.
16. OKLAHOMA CITY PUBLIC SCHOOLS
17. OKLAHOMA CITY UNIVERSITY
18. OKLAHOMA HISPANIC CULTURAL CTR.
19. OSCAR ROSE JUNIOR COLLEGE
20. RETIRED SENIOR VOLUNTEER PROGRAM
21. SO. OKC. CHAMBER OF COMMERCE
22. SO. OKC JUNIOR COLLEGE
23. UNITED CHURCH MINISTRIES
24. YMCA
25. YOUTH SERVICES, INC.
26. YWCA

APPENDIX C

CECLL "NEEDS ASSESSMENT INSTRUMENT"

SHARING YOUR WANTS AND CONCERNS

Dear Resident:

We are asking for your help in completing a survey of education/information needs and interests. This survey is being conducted by the Community Education Consortium for Lifelong Learning (CECLL), an organization made up of the following:

- | | | | |
|---|---|--|--|
| Area-wide Aging Agency
Arts Council of OKC
Celebrations
Central State University
City of Oklahoma City
City-County Health Department
Community Action Program | Community Council of Central OK
Junior League
League of Women Voters
Mental Health Assn. OK Co.
Metro Library System of OK Co.
Neighborhood Development and
Conservation Center | OK City Public Schools
OK City University
OK Hispanic Cultural Center
Oscar Rose Junior College
RSVP
So. OKC Chamber of Commerce
So. OKC Jr. College | United Church Ministries
Vo-Tech District #21
Vo-Tech District #22
YMCA
YWCA
Youth Services for OKC, Inc. |
|---|---|--|--|

The purpose of CECLL is to better meet community educational/informational needs and interests through its member organizations sharing their resources and information. The purpose of this survey is to provide CECLL with current information about the community needs and interests so that the members can better provide service to you and others.

We have enclosed a self-addressed, stamped envelope for your convenience in returning your completed survey form to us. **YOUR HELP IS NEEDED AND APPRECIATED.** If you wish further information about CECLL or the survey you may call us at (405) 272-5564 or write. Your information will be kept confidential.

TO SHARE YOUR WANTS AND CONCERNS . . .

- We ask that you carefully consider the nine major subject areas indicated in this needs assessment.
- Place check marks beside any subjects or services that interest you.
- Use the blank lines to write in any additional topics or services that you would use within the next 12 months.

1. If you check or write in items you are interested in taking, you are stating that you are interested in actively participating in learning experiences that would be held in some community location such as a public library, school building, church, or city park facility. These activities could be short lectures, informal discussion groups, workshops or institutes that meet several times, or structured courses such as those provided by colleges and universities.

2. If you check or write in items you want to become more aware of, you are indicating that you would like to receive information or assistance without attending any class-like activities. The information could be provided by mailing printed material to you, advising you of sources of information or assistance that you may take advantage of by telephone, or that you may visit.

WITHIN THE NEXT 12 MONTHS . . .

HEALTH

I want to participate in learning more about:

- 42) First-aid and CPR training
- 43) Physical fitness
- 44) Drug and alcohol education
- 45) Disease prevention
- 46) Nutrition and diet
- 47) _____
- 48) _____
- 49) _____
- 50) _____

I want to become more aware of:

- 51) How to choose a health service
- 52) Where services are located
- 53) Health screening services available
- 54) _____
- 55) _____
- 56) _____
- 57) _____

SAFETY

I want to participate in learning more about:

- 58) Drug safety
- 59) Traffic safety
- 60) Job safety
- 61) Home safety
- 62) Hunting safety
- 63) Water sports safety
- 64) _____
- 65) _____
- 66) _____
- 67) _____

I want to become more aware of:

- 68) Sources of help in times of crisis
- 69) Signs of child abuse
- 70) _____
- 71) _____
- 72) _____
- 73) _____

Please check any of the services below that you would need if you were to participate in any of the activities you have checked.

- | | |
|---|--|
| <input type="checkbox"/> 74) Child Care | <input type="checkbox"/> 76) Financial Aid |
| <input type="checkbox"/> 75) Transportation | <input type="checkbox"/> 77) Other _____ |

01 For recording purposes, please complete your zip code 73 _____

If you would like to receive information on programs developed from your responses, please provide the information below:

Name	Phone
Address	City, State, Zip Code

Please return completed survey in self addressed envelope. Thank you for your participation.
Please return survey in two weeks.

WITHIN THE NEXT 12 MONTHS...

ARTS AND CULTURE

- I want to participate in learning more about:
- ___ 01) Various religious beliefs
 - ___ 02) Art forms of the Southwest
 - ___ 03) Cultural activities of the Southwest
 - ___ 04) Arts and culture of groups of nationalities (Native American, Hispanics)
 - ___ 05) _____
 - ___ 06) _____
 - ___ 07) _____
 - ___ 08) _____
- I am interested in taking lessons in:
- ___ 09) Oil painting
 - ___ 10) Country and Western dance
 - ___ 11) Guitar
 - ___ 12) _____
 - ___ 13) _____
 - ___ 14) _____
 - ___ 15) _____
- I want to become more aware of:
- ___ 16) Intercultural activities in OK
 - ___ 17) Historical events and sites in OK
 - ___ 18) _____
 - ___ 19) _____
 - ___ 20) _____
 - ___ 21) _____

GOVERNMENT

- I want to participate in learning more about:
- ___ 22) How to register to vote
 - ___ 23) Citizenship training
 - ___ 24) Organizing a neighborhood association
 - ___ 25) How to make changes through the local government
 - ___ 26) _____
 - ___ 27) _____
 - ___ 28) _____
 - ___ 29) _____
- I want to become more aware of:
- ___ 30) Our state and federal representatives
 - ___ 31) How to reach the right government agency
 - ___ 32) Structure of local government
 - ___ 33) Legal jargon used
 - ___ 34) _____
 - ___ 35) _____
 - ___ 36) _____
 - ___ 37) _____

OCCUPATIONS

- I want to participate in learning more about:
- ___ 38) Job interviewing techniques
 - ___ 39) Work attitudes
 - ___ 40) _____
 - ___ 41) _____
 - ___ 42) _____
 - ___ 43) _____
- I want training in:
- ___ 44) Welding
 - ___ 45) Typing
 - ___ 46) Computers
 - ___ 47) _____
 - ___ 48) _____
 - ___ 49) _____
 - ___ 50) _____
- I want to become more aware of:
- ___ 51) Job openings
 - ___ 52) Child care services
 - ___ 53) Career counseling services
 - ___ 54) Availability of basic skills and development classes
 - ___ 55) Availability of English as a second language class
 - ___ 56) Services for unemployed
 - ___ 57) Services for handicapped
 - ___ 58) _____
 - ___ 59) _____
 - ___ 60) _____
 - ___ 61) _____

CHILD REARING/PARENTING

- I want to participate in learning more about:
- ___ 62) Alternatives to child care centers
 - ___ 63) Child development
 - ___ 64) _____
 - ___ 65) _____
 - ___ 66) _____
 - ___ 67) _____
- I want to become more aware of special parenting techniques for:
- ___ 68) Single parents
 - ___ 69) Parents of special children
 - ___ 70) Step-parent
 - ___ 71) Teenage parents
 - ___ 72) _____
 - ___ 73) _____
 - ___ 74) _____
 - ___ 75) _____

CONSUMER ECONOMICS

- I want to participate in learning more about:
- ___ 76) Tax preparation
 - ___ 77) Tax shelters
 - ___ 78) _____
 - ___ 79) _____
 - ___ 80) _____
 - ___ 81) _____
- I want to become more aware of:
- ___ 82) Personal money management
 - ___ 83) Insurance laws
 - ___ 84) Credit regulations
 - ___ 85) _____
 - ___ 86) _____
 - ___ 87) _____
 - ___ 88) _____

ENVIRONMENT

- I want to participate in learning more about:
- ___ 89) Alternate sources of energy
 - ___ 90) Improving neighborhood environments
 - ___ 91) Techniques of energy conservation
 - ___ 92) Management and control of natural resources
 - ___ 93) _____
 - ___ 94) _____
 - ___ 95) _____
 - ___ 96) _____
- I want to become more aware of:
- ___ 97) Conservation measures
 - ___ 98) Pollution problems
 - ___ 99) _____
 - ___ 100) _____
 - ___ 101) _____
 - ___ 102) _____

LIFE SATISFACTION

- I want to participate in learning more about:
- ___ 23) Problem solving techniques
 - ___ 24) Stress management techniques
 - ___ 25) Speed reading
 - ___ 26) _____
 - ___ 27) _____
 - ___ 28) _____
 - ___ 29) _____
- I want to participate in recreational activities including:
- ___ 30) Tennis
 - ___ 31) Community theatre
 - ___ 32) _____
 - ___ 33) _____
 - ___ 34) _____
 - ___ 35) _____
- I want to become more aware of:
- ___ 36) Leisure time activities available
 - ___ 37) Self-improvement activities
 - ___ 38) _____
 - ___ 39) _____
 - ___ 40) _____
 - ___ 41) _____

APPENDIX D

CECLL JOINT RESOLUTION

JOINT RESOLUTION

WHEREAS, the greater Oklahoma City metropolitan area has an abundant supply of programs, services and activities, and

WHEREAS, open communications and joint planning can help reduce unnecessary duplication of service, lower overall program costs, and improve the quality and effectiveness of activities aimed at meeting the needs of the public, and

WHEREAS, the signers of the resolution have agreed to provide the necessary support services and resources to implement jointly planned ventures to improve the quality of life in the community, and

WHEREAS, Community Education involves a defined community in the identification of its needs, wants, and concerns and is the effective utilization and development of existing human, physical, and financial resources within and outside the community to satisfy these needs, wants, and concerns;

BE IT RESOLVED that the following signer(s) of this resolution have given their commitment to the creation of the Community Education Consortium for Lifelong Learning and will serve to make this Consortium an effective mechanism to help improve the quality of life in the greater Oklahoma City metropolitan area.

Date

Agency or Institution

Signer

APPENDIX E

PILOT STUDY AND TEST-RETEST CORRESPONDENCE

COMMUNITY
EDUCATION
CONSORTIUM
FOR LIFELONG LEARNING

101

January 8, 1982

Donald Carney, Administrator
Doctors General Hospital
Robinson & N. W. 13th
Oklahoma City, OK 73103

Dear Mr. Carney:

The Community Education Consortium for Lifelong Learning (CECLL) is in the process of planning a community assessment of educational needs. The present plan has a timeline to field test the questionnaire by January 25 and to conduct the assessment during February, 1982.

In the past you and Don Faught have supported such community efforts on a personal basis by participating in the Community Education Forum conducted last March at Oklahoma City University. I am again asking for your support to assist CECLL in field testing the brief questionnaire. However, what I need to have is an institution like Doctors General to allow 50 or more of its staff to complete the questionnaire to determine whether or not the instrument needs any further revision prior to the actual community assessment.

I understand that AMI home office in Houston must approve this request. If approval is received prior to January 25, CECLL will provide you with a computerized print-out of the field test results plus an analysis of the written items. This data may be helpful to Doctors General in planning staff development activities.

Since CECLL has been honored as a national model for interagency cooperation, I can also acknowledge Doctors General as a contributing agency in the manual for Community Needs Assessment. This manual will be distributed nationally during the fall of 1982.

I appreciate your support in the past and look forward to working together to help improve the quality of life in the Oklahoma City area.

Enclosed is a draft of the instrument to be field tested. I estimate that it can be completed within 5-10 minutes. Please contact me if you need further information.

Sincerely,



John N. Hatfield
CECLL Supervisor
272-5584

JNH/bh

Enclosure:

February 8, 1982



Mr. John Hatfield
Supervisor
Community Education Consortium
for Lifelong Learning
Oklahoma City, Oklahoma

Dear John:

Thank you for allowing Doctors General Hospital to be an institution in your field test project for CECLL. We are honored to be involved in this community-wide program.

Your printed questionnaire, along with your typewritten one requesting responses to the time necessary to complete the formal one, was distributed at a department manager's meeting earlier this year. A request was made that these managers ask staff persons to complete both questionnaires and return them to me no later than February 1.

As discussed in a telephone conversation with you, the number received by the designated date was less than anticipated. As a result, inquiries were made and the current number of responses enclosed reaches 37. Of these, a limited number do not reflect a mailing address or indication of the person completing the form. As a result, you may wish to either eliminate these in your study or include them in a category of their own. In the same manner, of those showing the names, you are receiving a cross-representation of our hospital staff, with samplings from all specialty areas.

Once again, thank you for involving our hospital in this project. Should you have questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads 'T. Don Faught'.

T. Don Faught
Director
Public Relations and Marketing

TDF:s

COMMUNITY
EDUCATION
CONSORTIUM
OR LIFELONG LEARNING

103

February 11, 1982

T. Donald Faught
Doctors General Hospital
Robinson & N. W. 13th
Oklahoma City, OK 73103

Dear Don:

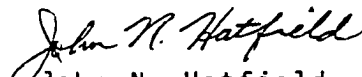
May I take this opportunity to thank you personally and Doctors General Hospital for the excellent cooperation and community service rendered in field-testing the CECLL community needs assessment instrument. The 37 responses indicated that the staff had no difficulty in completing the instrument within an average of 10 minutes.

I'm attaching in rank order, the tabulation of the results. With further analysis, it may be possible to extract those items which can be developed into a staff development plan.

Since the Field-test is part of a national model, Doctors General will be acknowledged as a key contributor. When the Manual is completed, I'll send you multiple copies for your internal use.

Again, Don, I want to thank you and Mr. Carney for your invaluable assistance as CECLL attempts to coordinate efforts in improving the overall quality of life in the Oklahoma City area.

Sincerely,


John N. Hatfield
CECLL Supervisor

JNH/bh

Attachment: 1

cc: Mr. Carney

COMMUNITY
EDUCATION
CONSORTIUM
FOR LIFELONG LEARNING

104

March 9, 1982

Mr. T. Donald Faught
Director of Public Relations
Doctors General Hospital
1407 N. Robinson
Oklahoma City, OK 73103

Dear Don:

Regarding the CECLL "Needs Assessment" instrument, it has been one month since the employees at Doctors General completed the survey. Since this instrument is unique in its design, it has already received national attention.

Dr. Annmarie Shirazi, Director of Staff Development for South Oklahoma City Junior College, has been selected to present a paper on our needs assessment at a national conference in New York City during May, 1982. Doctors General will be acknowledged for its contributions and support.

Although the instrument has been validated by professional researchers, who are CECLL members, a question of reliability remains. By having the same people complete the instrument again would satisfy this question and strengthen the use of the needs assessment.

May I again request your assistance? I'm enclosing 29 revised instruments to be completed by the employees whose names appear on each instrument.

Your instructions should indicate that they are to complete the questionnaire as they did previously. I estimate the time for completion to be three to five minutes.

Please call me when you have received the completed instruments, hopefully within one week.

Sincerely,



John N. Hatfield
CECLL Supervisor

cc: Donald Carney

To Those Listed Below Date: March 9, 1982

From T. Don Faught *T Don Faught* cc: Donald G. Carney
Public Relations John Hatfield

Subject Needs Assessment Questionnaire

Some of you, along with some of your staff members, cooperated recently in completing a "needs assessment" questionnaire from the local Community Education Consortium for Lifelong Learning (CECLL) organization.

Attached is a copy of the letter which explains the questionnaire and how your assistance is appreciated.

Additionally, CECLL is asking further assistance (third paragraph of attached letter) from the same persons who completed the questionnaire initially. Namely, these persons are being asked to complete it again.

The organization has filled in the names of those persons who cooperated in the first assessment.

Your cooperation is being asked again to provide the attached questionnaire to those participating previously, ask them to complete it and return it either to you or to Public Relations no later than Tuesday, March 16.

Thank you for your assistance.

TDF:s

Lula Melker, RN
Gina Preston, RD
Joe Reason
April Williams
Stella Willingham, ART
Pat Wahl, RN
Bob Williams
Raymon Montgomery
Kenneth Self
Polly Bader

106
CECLL NEEDS ASSESSMENT
FIELD TEST
DOCTORS GENERAL HOSPITAL

Please take a few minutes to complete the following questionnaire about the CECLL Needs Assessment Instrument.

1. Approximately how long did it take you to complete the needs assessment?

15 Min.

2. Did you need any help to complete the needs assessment?

 yes no

If yes, what kind of help did you receive? _____

3. Other comments. _____

The results of this needs assessment will be available at Doctors General Hospital within three (3) weeks.

Please return this sheet and your completed needs assessment form to the Staff Development Office at Doctors General Hospital.

THANK YOU FOR YOUR TIME AND ASSISTANCE.