

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**

300 N. Zeeb Road
Ann Arbor, MI 48106

8314785

Parker, Delores Gregg

A SURVEY TO DETERMINE COMPLIANCE OF STATE FUNDED
COMMUNITY EDUCATION PROGRAMS TO RECOMMENDATIONS OF
THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

The University of Oklahoma

PH.D. 1983

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1983

by

Parker, Delores Gregg

All Rights Reserved

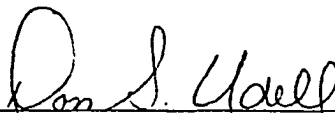
THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A SURVEY TO DETERMINE COMPLIANCE OF STATE FUNDED COMMUNITY
EDUCATION PROGRAMS TO RECOMMENDATIONS OF THE
OKLAHOMA STATE DEPARTMENT OF EDUCATION

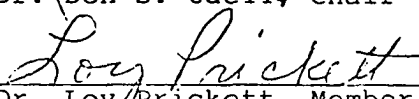
A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY IN ADULT AND COMMUNITY EDUCATION

By
Delores Gregg Parker
Norman, Oklahoma
1983

A SURVEY TO DETERMINE COMPLIANCE OF STATE FUNDED COMMUNITY
EDUCATION PROGRAMS TO RECOMMENDATIONS OF THE
OKLAHOMA STATE DEPARTMENT OF EDUCATION




Dr. Don S. Udell, Chair



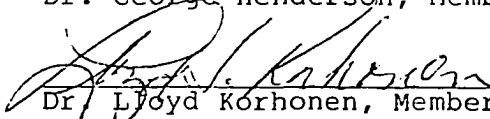
Dr. Loy Prickett, Member



Dr. Gary Green, Member



Dr. George Henderson, Member



Dr. Lloyd Korhonen, Member

A SURVEY TO DETERMINE COMPLIANCE OF STATE FUNDED COMMUNITY
EDUCATION PROGRAMS TO RECOMMENDATION OF THE
OKLAHOMA STATE DEPARTMENT OF EDUCATION

BY: DELORES GREGG PARKER
MAJOR PROFESSOR: DONALD S. UDELL, ED.D.

The purpose of this study was to determine if the ninety-three Community Education Programs which were funded by the State Department of Education in Oklahoma, were in compliance with the recommendations of the Oklahoma State Department of Education.

All community education programs in the State of Oklahoma were the study's population and sample. Ninety-three community education directors and twenty advisory council members were surveyed. The total sample was one hundred and thirteen.

The instrument chosen for the study was a mailed questionnaire consisting of nineteen items. For the purpose of this study it was necessary to select a random sample from the total population of advisory council members. Of the ninety-three directors and twenty advisory council members surveyed, 76 directors (84.4%) responded and 14 advisory council members (70%) responded, thus producing a 80% return. Since questionnaires were mailed to both community

education directors and advisory council members, two separate instruments were developed, utilizing basically the same questions with minimal modifications.

The data received from both groups was analyzed to determine the frequency and percentage of response items. The researcher compared the item responses of community education directors and advisory council members to determine similarities and differences of the two groups. Hypotheses one through ten were tested using percentages and frequencies. The chi-square was used as a support system when appropriate.

Differences in responses for directors and advisory council members were found on five items. The advisory council members' responses indicated a higher percentage believed their programs were directed by full-time employees, whereas, the director's responses suggested that programs were directed by persons in level of employment other than full-time positions. Directors and advisory council members reported differences in responses on the frequency of training for faculty and staff in community education. There was a difference in responses as to advisory council members attendance of professional meetings or conferences with local professional agencies; and the frequency of

collaboration with local agencies. The findings indicated a strong degree of difference between responses given by directors and advisory council members in reference to advisory council members being involved in organizing and planning programs.

DEDICATION

This study is dedicated to my family.

ACKNOWLEDGEMENTS

There are several people to whom I would like to express my appreciation and gratitude for their loyal support and sincere encouragement during this endeavor. First, for his personal support throughout the doctoral program in general and in the course of this research in particular, I would like to extend my sincere appreciation to the committee chairman, Dr. Don Udell. The members of the doctoral committee, Dr. Gary Green, Dr. George Henderson, Dr. Lloyd Korhonen and Dr. Loy Prickett, deserve more than mere gratitude for their scholarly assistance in bringing this research into reality. Ms. Billie Adcock, Director of Community Education, Oklahoma State Department of Education, was particularly helpful in the collection of data for this study.

Next, appreciation must be expressed to my husband, Charles Sr., my children, Charles Jr. and Charla, and my parents, Richard and Lessie Gregg, for providing the support that was needed to sustain my efforts during this project. Words cannot express the appreciation I have for Jocelyn Ellis, who labored many long tedious hours typing and providing me with moral encouragement throughout the writing of this study.

Finally, I thank God, who makes all things possible, for the courage and strength to keep on going.

TABLE OF CONTENTS

| | Page |
|--|------|
| DEDICATION | i |
| ACKNOWLEDGEMENTS | ii |
| LIST OF TABLES | iii |
| LIST OF FIGURES. | v |
| Chapter | |
| I. INTRODUCTION. | 1 |
| Need for the Study. | 3 |
| The Purpose of the Study. | 5 |
| Statement of the Problem. | 6 |
| Hypothesos. | 6 |
| Definition of Terms | 7 |
| Basic Assumptions | 9 |
| Limitations of the Study. | 9 |
| Organization of the Study | 10 |
| II. REVIEW OF SELECTED LITERATURE | 11 |
| Level of Citizen Participation | 16 |
| III. METHODOLOGY | 30 |
| Introduction. | 30 |
| Population. | 30 |
| Sample. | 30 |
| Instrumentation | 31 |
| Validity. | 32 |
| Reliability | 34 |
| Data Collection Technique | 34 |
| Treatment of the Data | 35 |
| Summary | 37 |
| IV. ANALYSIS AND INTERPRETATION OF DATA | 38 |
| Analysis of Survey Instrument | 38 |
| Summary | 62 |
| V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. | 63 |
| Summary of Study. | 63 |
| Conclusions | 65 |
| Recommendations | 68 |

Table of Contents Continued:

| | Page |
|--|------|
| BIBLIOGRAPHY. | 69 |
| APPENDIX A LETTER TO PANEL OF EXPERTS. | 72 |
| APPENDIX B PANEL OF EXPERTS. | 75 |
| APPENDIX C SURVEY INSTRUMENT - A DIRECTOR'S QUESTIONNAIRE. | 77 |
| APPENDIX D SURVEY INSTRUMENT - B ADVISORY COUNCIL CHAIRPERSON'S QUESTIONNAIRE. | 81 |
| APPENDIX E SURVEY HYPOTHESIS/QUESTIONNAIRE RELATIONSHIP. . | 85 |
| APPENDIX F SURVEY COVER LETTER - A SENT TO DIRECTORS | 87 |
| APPENDIX G SURVEY COVER LETTER - B SENT TO ADVISORY COUNCIL CHAIRPERSONS | 89 |
| APPENDIX H FOLLOW-UP LETTER. | 91 |
| APPENDIX I RECOMMENDATIONS | 93 |
| APPENDIX J REVIEW PANEL. | 96 |
| APPENDIX K RESPONSES COMPARISON OF SURVEY - A AND SURVEY - B. | 98 |

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Support From The Superintendent And Board Of Education. | 41 |
| 2. Advisory Council Members Represent The Demographic Make-up Of The Community. . . | 42 |
| 3. Programs Meet Identified Needs Within The Community | 43 |
| 4. Utilization Of Public School Resources. . . | 44 |
| 5. Status Of Director's Employment | 45 |
| 6. An Advisory Council Works With Community Education Program | 46 |
| 7. Duration Of Advisory Council | 47 |
| 8. Inservice Training Provided For Faculty And Staff | 48 |
| 9. Frequency Of Training For Faculty And Staff | 49 |
| 10. Frequency Of Advisory Council Meetings. . . | 51 |
| 11. Frequency Of Collaboration With Local Agencies. | 52 |
| 12. Advisory Council Members Involved In Organizing And Planning Programs. | 53 |
| 13. Advisory Council Members Evaluate Community Education Programs. | 54 |
| 14. Attendance Of Professional Meetings Or Conferences With Local Agencies | 55 |
| 15. Frequency Of How Often Advisory Council Members Should Attend Professional Meetings. | 56 |

List of Tables continued

| Table | Page |
|---|------|
| 16. Agencies Advisory Council Meetings Attended Meetings With. | 57 |
| 17. Procedures For Recording Meeting Attendance. | 59 |
| 18. Assessment Of Community Needs and Wants | 60 |
| 19. Maximum Use Of Combined Community Resources | 61 |

LIST OF FIGURES

| Figure | | Page |
|--------|--|------|
| 1. | Individual's Unique Pattern. | 13 |
| 2. | Five Levels of Citizen Participation in Education | 16 |

A SURVEY TO DETERMINE COMPLIANCE OF STATE FUNDED COMMUNITY
EDUCATION PROGRAMS TO RECOMMENDATION OF THE
OKLAHOMA STATE DEPARTMENT OF EDUCATION

CHAPTER I

INTRODUCTION

In recent years, the problem facing Oklahoma's state funded Community Education Program directors that causes the most concern organizationally, is complying with State Department of Education recommendations. According to Conway (1974) educators are faced with problems and changes within society which are multi-dimensional and complex. Americans are highly mobile, in both the physical and social sense. Conway continued to say that the pluralistic nature of society leads to clashes of values and viewpoints concerning racial, economic and social issues which are manifested in every community. The community education concept seeks to deal with these problems through the vehicle of the community school and other public and private agencies. Within every agency there should exist a mechanism for community involvement. The advisory council could serve as that vehicle.

According to Nance (1979) community involvement in

American education is not a new phenomenon. It has taken many forms since the Colonial Period. Woons (1973) stated that the most popular type of involvement has been through community-school organizations such as the Parent Teacher Organization, which dealt with academically related problems and social issues which have an effect upon public education. To best describe the current status of Community Education Advisory Councils, one must take into account the dramatic change in the concept over the past few years. Community education has moved from programs which were added on to the regular school schedule to a philosophical concept that has changed the role of many public schools. Some schools which were primarily responsible for the limited education of the children of our communities between the ages of five and eighteen have now perceived an additional responsibility of providing for the educational needs of all members of the community.

The human community was of deep concern to two men in the 1930's who pioneered the development of the community school idea. The vision of Charles Steward Mott and Frank J. Manley, led to the development of community education in Flint. Manley perceived that members of the community had unmet needs and under utilized resources and was able to

consolidate them. He reached out to others in his community to get their assistance and support. A newly formed group of citizens defined the problem, decided upon a plan of action and implemented it, and evaluated to see if they had solved the problem. This became a basic model for community education.

In this basic model each community member has power and should exert that power when needed. Each community member has a responsibility to express his/her concerns to local, state, and national government officials. One process which community education uses involves schools, local agencies, government officials, and community members in which they discuss, plan and implement ways of meeting the needs, wants, and concerns of the community.

Need For The Study

This is the third year the State of Oklahoma has funded community education programs. Compliance or non-compliance to policies and procedures derived from the recommendations of the Oklahoma State Department of Education Form S-CE-82 influences the community education programs. (See Appendix I for Recommendations). As indicated by LeTarte (1976) many community education advisory council members were not performing duties which met the goals and objectives of the

community, and were not attending scheduled meetings regularly. Advisory councils were often composed of people chosen arbitrarily with little forethought as to total group composition or purpose. LeTarte (1976) contended that members met infrequently, often to discuss rather meaningless aspects of the community education program.

Beyond the area of advisory councils, other areas of compliance included community involvement, inservice training for faculty and staff, support from the superintendent and board of education, commitment from public school resources, a person employed as director, documentation and evaluation, utilization of community resources, and provision of services and programs to meet identified needs and wants of people of all ages.

Nance (1979) suggested that an important principle in the development of any activity was that one does not create organization before he/she knows what the problem is. That is, the organization formed should grow out of the function it is going to serve. He stated that many community education programs fail or do not achieve optimal efficiency because people do not understand some basic principals related to organization. LeTarte (1976) went on to say that the organization of an advisory council is a process. Nance (1979) saw the main goal as establishing a mechanism by

which citizens began to analyze their situation and determined future directions. He concluded that programs were by-products of rational decision-making.

The information obtained from the study provided insight into the apparent compliance of community education program directors to the recommendations. Prior to this study no research had been completed on the extent community education program directors were in compliance to policies and procedures derived from the recommendations of the Oklahoma State Department of Education.

The Purpose of the Study

Based upon the review of the literature in the area of Community Education (Davis et.al., 1978) and according to Adcock (1982), "All Community Education Programs should have an active council." Adcock further stated, "because so often people don't look at Community Education as being anything other than grants and don't think that there's a need for advisory councils to make decisions regarding what programs community residents will attend and what programs the community residents will not attend, because those are director orientated tasks. But if people are really going to participate in Community Education and assess the community's needs, problem, problem solving; giving the

community an opportunity to have some feedback other than programming is important." She indicated that there was no way a person could do that without an advisory council.

Statement of the Problem

The problem of this study was to determine if the Community Education Programs which were funded by the State Department of Education in Oklahoma were in compliance with the recommendations of the Oklahoma State Department of Education.

Hypotheses

The following were the hypotheses tested in this study:

1. There is evidence of support for the Community Education concept by the superintendent and Board of Education.
2. There is evidence of community involvement in planning and developing community education programs (e.g. citizen groups, municipal government, PTA's, higher education, youth groups, churches).
3. There is evidence of a commitment from public school resources for community education.
4. There is a person employed to direct the Community Education program.

5. There is organized representative participation (e.g. task force, steering committee, advisory boards).
6. There is evidence of inservice training of faculty and staff in community education.
7. There is documentation and evaluation of various community education projects.
8. There is utilization of various community resources.
9. There is provision of services and programs to meet identified needs and wants of people of all ages.
10. There is maximum use of community resources to provide a comprehensive educational program for the entire community.

Definition of Terms

The following definitions were used in this research:

Advisory Council - Is a group of concerned citizens appointed by a local board or elected by local community members to serve for a specific term. The council members should be the working machinery of an organization. They are the major interaction procedure of the organization where in they plan and promote the activities of the unit.

Active - Those Advisory Councils that meet on a regular monthly basis.

Meetings - According to Webster's Dictionary:

- "An act or process of coming together."
- "To come together for a common purpose."

Community Education - According to Don Udell:

"Is a process of encouraging lifelong learning experiences by involving a defined community in the identification of its needs, wants, and concerns and in the effective utilization and development of all existing human, physical, and financial resources within and outside of the community to satisfy these needs, wants, and concerns. Stated another way, it is a continuous and ever changing combination of activities that, through community involvement, documents needs, through community commitment, organizes opportunities to meet these needs, and through community cooperation, causes the benefits derived to be shared by the community."

Community - According to Webster's Dictionary:

- "An interacting population of various kinds of individuals (as species) in a common location."
- "A group of people with a common characteristic or interest living together within a larger society."

Local - According to Webster's Dictionary:

"Primarily serving the needs of a particular limited district."

Self-actualized - According to Abraham Maslow:

"It is a by-product of the action commitment of one's talents to some cause outside the self, such as the quest for beauty, truth, or justice."

Adult Education - According to C.O. Houle:

"The process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness. Any process by which individuals or groups, try to help men and women improve in these ways."

Community School Director - According to Wayne D. Ragsdale:

Refers to the person assigned the responsibility of directing the programs and activities in a community school as such, he/she is responsible for initiating and facilitating the increasing involvement of the community in these activities.

Community School - According to Wayne D. Ragsdale:

Is a school serving a grouping of residents in a community that makes its facilities available for citizens use; organizes the participation of citizens in assessing local conditions and needs, establishing priorities to meet their needs, program planning, identifying and utilizing resources; facilitating joint planning by local agencies; and initiating new and/or improve programs - in an effort to improve opportunities for all residents.

Basic Assumptions

In this study, the researcher assumed the following:

1. Community education programs in the State of Oklahoma are typical to those nationwide.
2. Respondents to the questionnaire would answer honestly and confidentially.
3. Persons involved in administering community education programs are typical to those nationwide.

Limitations of the Study

This study was limited to community education programs in the State of Oklahoma.

-Some of the cell sizes do not support the chi-square analysis of data. It was recognized by the researcher that the chi-square analysis would

not be effective when applied to cell sizes involving advisory council members and in some cases community education directors.

-However, chi-square was utilized and is presented with each table, it was decided the most effective treatment would be frequencies and percentages.

Organization of the Study

This study resulted in a current and comprehensive assessment of the directors and advisory council members of community education programs which were funded by the Oklahoma State Department of Education.

Chapter one of the study has introduced the process of developing a Community Education program. Basic assumptions about the study and definitions of terms to be used in the study were also identified within this chapter.

Chapter two consisted of review of literature.

Chapter three presented the methodology used in the study.

Chapter four addressed to analyzing the findings of the study in relation to the tested hypotheses.

Chapter five included the summary, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF SELECTED LITERATURE

LeTarte (1976) stated that a community council should be issue-based, rather than program-oriented. It should assist the educator in clearly understanding community thinking and concerns. It should be a communication bridge between the many diverse and opposing groups in a community, assuring two-way communication between school and community. He also suggested that good community councils incorporate several general concepts:

1. Adequate representation from all segments of the community. Any decision-making process should incorporate the thinking of the community in it, regardless of the time and effort required to assure this.
2. An opportunity for the community, through its representatives, to present its concerns and criticisms to educators in an open and positive setting.
3. An opportunity for an interchange of ideas. When community problems are presented to the educator for consideration by the educational establishment, an opportunity should be provided for the educator to present his/her concerns to community leaders for feedback into the entire community. The council should assure a process of give and take; in addition to opportunity for discussion of issues and points of view.
4. Establishment and support of strong community leadership. This is an essential part of community growth and should be encouraged whenever possible. Community councils should greatly strengthen and encourage existing informal leadership by providing

opportunities to accept leadership responsibilities.

5. Positive and cooperative efforts between existing public and private organization designed to serve the public interest. These should be considered an essential product of any good community council's efforts. As councils become involved in discussions of community problems and concerns, much of the discussion will extend into areas of concern outside of the responsibilities of education. This presents an excellent opportunity for involving other community agencies in the solution of problems of mutual concern.

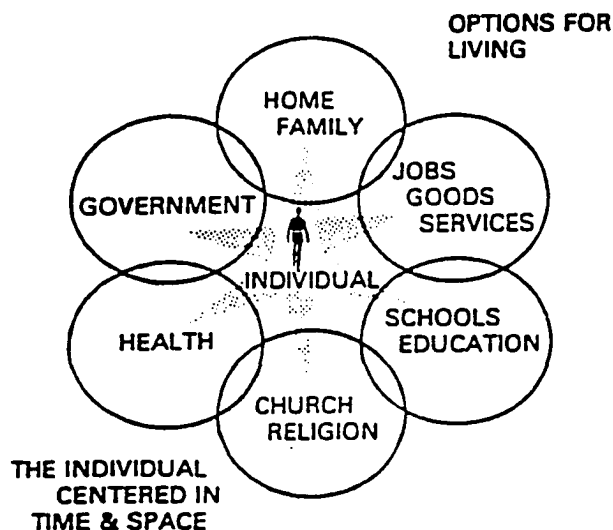
LeTarte (1976) summarized the above five general concepts by stating that councils should provide the opportunity to combine the thinking of educational and community leaders, and direct it toward solving important community problems. Once problems had been determined and assigned priorities, the next question became that of determining the best way to attack them.

Bush (1978) stated that to achieve quality education, it was necessary to provide the kind of community environment, including facilities, which would support a continuum of educational experiences for each individual from birth through life. According to Bush (1978) the quality of people determined the quality of life, and the quality of education determined the quality of people. He stated that too often, the community had been perceived as something fixed, like an era or a collection of resources. Sometimes people look at the resources somewhat apart from people or assumed that all

people had the same or similar life styles, with civic, economic, religious, health, family and educational interests. In fact, people are unique and consequently have unique life styles. When they live their unique life styles, they do in fact, each have a unique community. Fantini (1978) stated that a community in this sense must be perceived as something different for each individual, as shown in Figure 1. How an individual chooses to appropriate his time and energies determines his value system and consequently his life style.

FIGURE 1.

COMMUNITY — A Unique Pattern



Source: Fantini (1978), Individual's Unique Pattern.

According to Fantini (1978) community education broadens the context in which learning and development take place. It extends the boundaries of the schoolhouse. It makes the community the classroom. It also broadens our current conception of the teacher, viewing not only the professional certified teacher but parents, the peer group, the religious community, and cultural, scientific, and recreational agencies as partners in the socialization of the learner. Fantini (1978) summarized community education as bringing the socializing agents, the educators of youth, together and attempt to provide a more coordinated framework for socialization. In so doing, community education broadens the pattern of participants and participation on socialization in the community.

The community, with all of its human and material resources, became both the source and distributor of educational services. That is to say, assessing the needs of people and designing appropriate programs to actively involve the total community; the participants contribute to the procedure. Thus, education was viewed as the process of responding to community needs, to the end, where growth takes place. Fantini (1978) suggested that this means, in part, that all the people in the community could be served by education, the very young, the old, the middle-aged; and

parents, social and cultural groups, business and industry, the clergy, the human service agencies, and many others are all integral parts of the education system. They participate in two ways: as consumers with needs that can be addressed by educational services, and as producers who contribute directly to the education of others.

Citizen participation in education occurs in many ways. An individual can participate by serving as a resource person, a volunteer, or tutor; writing letters to school staff members; making a phone call to the principal; or serving on a task force or committee. Collectively, citizens participate through advisory councils, informal social gatherings, or community action groups. Fantini (1978) listed six methods by which citizens participate and decisions are made:

1. CONSULTATIVE, in which educators confer with community organizations and citizens before making a decision;
2. ADVISORY, in which a citizen advisory committee and educators interact regularly, with decision-making remaining with a professional;
3. SHARED, in which community members and professionals have an equal voice in planning and policy-making;
4. COMMUNITY CONTROL, in which a large segment of decision-making power is held by laymen;
5. INDIVIDUAL OR FAMILY CONTROL, in which certain persons or families select an education program for a school; and

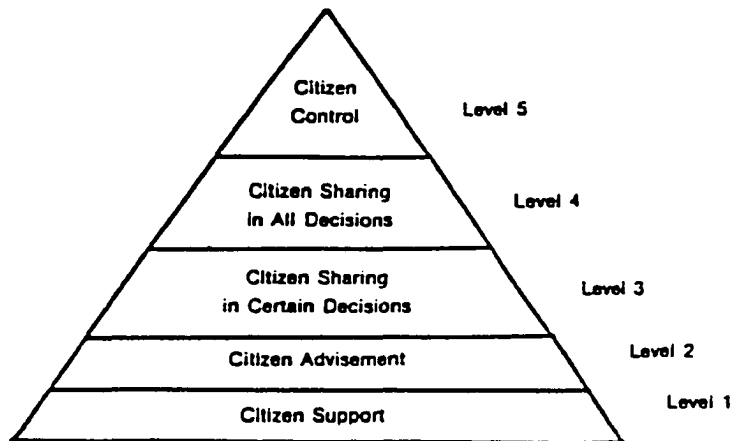
6. **LEGAL PARTICIPATION**, in which legal resources and participation in litigation are incorporated.

Davies (1973) further reduced citizen participation to 1) **GOVERNING BOARDS**, which had legal authority for program, budget, and personnel; 2) **DECISION-MAKING GROUPS**, which had authority only in specific decision-making areas; and 3) **ADVISORY COMMITTEES**, which simply advise.

Level of Citizen Participation

Levels of citizen participation vary in intensity and impact. Figure 2 represents a five-level pyramid of citizen participation in education:

FIGURE 2.
FIVE LEVELS OF PARTICIPATION



Source: Dubey (1970), Five Levels of Citizen Participation in Education

Dubey (1970) presented four reasons why citizen participation was important:

1. The irrelevance and inadequacy of programs,
2. Creation of a power base,
3. Improved service delivery, and
4. The value of participatory democracy.

He suggested that the main issues involved in citizen participation are:

1. Lack of consensus on goals,
2. The degree of participation of residents,
3. Their right to sanction policy, and
4. The credentials of the participants.

Dubey stated that the credentials of the participants had always been an important factor in determining who would be involved. Some authors argued that the middle class would always predominate, because the poor do not have the capacity for organizational activity, the leadership, the knowledge, or the awareness for participation. Belbush and Knecht (1967) suggested that uncritical acceptance of the ideology of citizen participation could raise unrealistic expectations and lead to illegitimate interferences in planning. Such a rationale provided in some instances for the exclusion of certain groups from the decision-making process.

The Community Advisory Council, as a representative community organization should have a specific purpose. According to Langton (1979) the question of appropriate limits of citizen participation would remain a critical issue. May (1974) agreed that there were or should be limits set upon the degree of participation or at least that roles should be clarified to the extent that little doubt remains as to the level of participation. Council members should be aware that in most instances they are there to advise and not to control.

Davies (1978) stated that even though the federal government contributed less than 8 percent of the total cost of running the public schools, federal legislation for education has had a large and spiraling impact. This impact, according to Davies, had taken two directions: initiatives to redistribute educational resources through compensatory education programs and initiatives towards group involvement in planning and carrying out such programs. He suggested that the early governmental efforts to encourage citizen participation were predicated on the assumption that program implementation or the quality of service delivery could be improved by the involvement of citizens affected by the activities of such programs. Some argued that citizen participation had only created additional obstacles to

program implementation and has had detrimental effects upon program objectives. On the other hand, Cole (1974) from an analysis of 26 programs concluded that involvement, at least in the participants judgement, achieved more favorable allocations of goals and services.

Frank (1978) dealt with community education as a concept; a concept which required analyzing, defining and planning for each community. The concept of community education then, while having broad general outlines, goals, and purposes, required that individual communities take these broad general outlines, goals and purposes in order to develop them into workable individual statements which reflected the uniqueness of each community. He defined community education as a concept which promoted the development and utilization of all resources including, but not limited to formal schools and other human service resources in order to bring about a self-actualized and humanistic community. The concept of community education had broader goals and objectives than the traditional schools as well as having a broader clientele base which it serves. According to Frank (1978) the research which complete to date on learning would lead persons to believe that learning takes place from birth to death. Learning does not begin at age five in

September and end at age eighteen in June. As indicated by Frank (1978) learning is an integrated function of man's survival. He indicated that people need to continue to learn, and people need to continue to be educated.

Frank (1978) suggested that when schools exist apart from the community:

- they stand as monuments to the school board;
- they stand as symbols of something to vote against in the future; and
- they stand empty, unused and economically unfeasible.

The school which is a part of the community, those facilities are an integral part of the total resources of a community. These facilities could be utilized in helping a community move towards becoming a self-actualized community. School-community cooperation is a two-way street. The school could help solve community problems and people of the community provide special resources for the instructional program of the school. Community Education could provide something exciting for every person, no matter what age. It could be a means of raising living standards for a family by providing training in different vocational classes, which would result in a better job. A teen club in a Community School, along with other social, recreational and learning activities, can give teenagers a place in society so they

will not feel alone, friendless, and even homeless. It gives the kids something interesting and exciting to do with their spare time, then juvenile crime and vandalism should decrease. A Community School can provide the neutral ground from which special interest groups can serve the community. The community becomes the classroom where the student obtain actual on-the-job experience. A community school can involve business groups, chamber of commerce, and many other local agencies in making these programs possible. Through community education people of all ages, races and ethnic origins can meet and gain respect for one another.

The Rocky Mountain Community Education Center in Provo, Utah described a Community School as doing the following:

- Extend its services around the clock and throughout the year.
- Include all people of all ages within the community as members of its student body.
- Is for the whole family. It builds individual and family strength.
- Uses all the resources of the school and community.
- Sets the environment for the community to get to know itself and its difficulties.
- Provides programs and counseling which can make an impact on unemployment.

- Furnishes supervised recreational educational, social, vocational and avocational opportunities.
- Provides a forum for the discussion of social problems.
- Furnishes facilities for health services.
- Serves as a catalyst for family, neighborhood and community economic planning.
- Provides initial leadership in planning and carrying out constructive community projects.
- Promotes democratic thinking and action.
- Constructs its curriculum and activities creatively and is less reliant upon traditional education patterns.
- Is genuinely life-centered as a social institution.
- Develops a sense of unity and solidarity in its neighborhood. Oneness of purpose overcomes community problems.
- Initiates programs of usefulness for persons of all backgrounds, classes, and creeds.
- The community is the classroom.
- The facilitators of community education are community school coordinators and directors.

Grant (1979) suggested that it is important to remember that a community school unlocks the doors before, during and after the regular school day so that the entire community can benefit. The schools belong to all the people, not merely the youth. A community school is better utilized at all times so that where there was darkness, there is now light.

Lauffer (1978) stated that as community education programs continue to spread across the country, the need for trained leadership becomes paramount. One of the concerns faced by new and experienced community educators is how to effectively utilize lay-citizen involvement.

As indicated by Adcock (1982) Community Advisory Councils are a must. They are the backbone of community education, they are the primary contact person or persons in the community. They provide the director more information than he/she can receive on his/her own. On the State Department level, there is no way one person can have as much expertise as the State Advisory Council has and are so willing to share. One of the main activities used to get community input is through Community Education Advisory Councils. It is one thing to get a council started but it is quite another to use them effectively.

Seay (1974) suggested that once programs were in operation, the group should begin evaluating their effectiveness in terms of the stated objectives. He stated as the evaluation continues and the program grows and develops, new problem priorities establish themselves and new program objectives become important. The entire process begins again. With each cycle, the community educator can expect greater community input into and involvement in the total

community education program. Seay (1974) indicated that this resulted in community education that identifies the problems and meets needs of the community, as the members of the community themselves perceive their problems and needs.

Nance (1979) stated that considerable importance in the establishment of community school advisory councils are: type of involvement, the selection process, membership, term of office, role and function.

I. Type of Involvement:

There was some difference of opinion as to the type and extent of that involvement. For instance, should the council concern itself with not only school problems but problems of broader social implications? If the council concerns itself with only school related matters, membership will reflect these priorities.

II. The Selection Process:

The process offered by Clark and Shoop (1974) seems to be one adhered to by most community educators. They recommended that methodology for selecting council members be delegated to an ad hoc committee consisting of a cross-section of community members. Since each community is unique, the process of selection must be thoroughly discussed in order to determine which form or modification would be most effective for that community. They also suggested

that this same ad hoc committee should also discuss and recommend: council organization, council composition, term of office, and operating procedures. Clark and Shoop (1974) go on to say that each council should be organized according to its scope and nature of business.

III. Membership:

As suggested by Nance (1979) particular attention should be given to the involvement of agencies, churches, local government, community service organizations, neighborhood associations, parents, teenagers, senior citizens, school administrators, teachers and several citizens at-large.

Billie Adcock (1982) stated that the size of an advisory council would rest with the person that is selecting or the person that is dealing with them. She continued by saying that some people have no problem whatsoever in dealing with ten people, but would have problems with twenty people and some people would have no problem with twenty. She felt as long as there is representation of your community, she does not think that number would have any importance. According to Nance (1979) usually the number of council members range from 15-20 members. Others become involved by serving on special task forces. In this way community involvement is expanded.

IV. Term of Membership:

Woons (1973) suggested that the initial council appointments should be made with one-third of the terms expiring in one year, one-third in two years, and one-third in three years. As terms expire, residents of the area served should be informed of these vacancies. Interested individuals may apply for council membership. Vacancies are filled by remaining council members usually through a nomination process. Woons suggested that no council member serve more than two terms or six years.

V. Role and Function:

Functions vary from council to council. According to Cox (1974) there are certain functions that are common: fact finding, planning, coordination and communications, activation of new resources, and evaluation.

1. Fact finding involves the establishment of a community, data base and bank for assessing and determining community needs, interest and resources.
2. Council members assist the community school program director in planning by helping to supply needed facts and information pertinent to sound planning. This may be accomplished through a survey or some other type of data gathering device.
3. Council members can assist the community school program director by talking to agencies, groups, and most important of all, to community members. When the public understands what the director is trying to accomplish they are likely to support his/her efforts.

4. The council should play an active role in acquiring information about untapped resources.
5. One of the most important functions of the council should be to assist in the evaluation of the total program. Evaluation should be on-going and continuous. The evaluation process should be based upon measurable goals and objectives.

LeTarte (1973) suggested that functions are related to problems to be solved. He suggested the following roles for council members:

- Defining community problems.
- Specifically establishing many of the causes of the problems.
- Determining what they would like to see accomplished in relationship to the recognized problems and concerns.
- Establishing some plans of action to solve some of these problems.
- Evaluating their efforts and determining whether or not they have succeeded.

It was a concern to see whether Oklahoma State funded Community Education Programs had formed active Advisory Council which:

- Serve as liaison between the community and the school systems;
- Advise on the direction of education within the local area;
- To advise and assist in the coordination of identifying local, business, and professions to make programs relevant to students' needs, manpower requirements and job opportunities within the community;

- Support at local level funding for various educational opportunities;
- Evaluate programs, services, and activities, and to distribute a report resulting from those evaluations;
- Participate in development of local and long-range plans, including those for facilities and equipment;
- Work closely with other advisory councils, and occupational specialists for specific programs, where they exist; to encourage such groups where they have not been formed; to keep the advisory council informed as to major activities, so as to eliminate duplication.

For the purpose of this study the list of recommendations provided by the State Department of Education of Oklahoma for Community Education Programs was be used to determine compliance (For list of recommendations, see Appendix I). A program was considered as being in compliance if it accomplished all the following 10 items:

- Indicate evidence of support for the community education concept by Superintendent and Board of Education.
- Indicate evidence of community involvement in planning and developing community education (e.g. citizen groups, municipal government, PTA's higher education, youth groups, churches).
- Indicate evidence of a commitment from public school resources for community education.
- Has a person employed to direct the Community Education Program.

- Has organized representative participation from the community (e.g. task force, steering committee, advisory boards).
- Indicate evidence of inservice training of faculty and staff in community education.
- Has records of documentation and evaluation of the Community Education Project.
- Utilizes a wide range of community resources.
- Provides services and programs to meet identified needs and wants of all people of all ages.
- Uses to the maximum, the community resources to provide a comprehensive educational program for the entire community.

Lastly, assumptions of most importance could be as follows:

- People are capable of creating or shaping much of their own environment.
- People learn through interaction.
- People have a right to strive to create the environment which they desire.
- Motivation is created in people when they are associated with changes in their environment.
- People have the right to participate in decisions which affect their lives.
- People should have the opportunity to confront their problems as a group and solve them.
- There is a communication bridge between community institutions and the general public.

CHAPTER III

METHODOLOGY

Introduction

This study detailed a project in descriptive research which dealt with the extent of compliance with recommendations set by the State Department of Education. Only state-funded community education programs in the State of Oklahoma were surveyed.

Population

The population of the study consisted of the 93 community education programs which were funded by Oklahoma State Department of Education were surveyed.

Sample

According to Babbie (1973) a sample will be representative of the population from which it is selected, if all members of the population have an equal chance of being selected in the sample. The sample for this study consisted of 100% of the population of community education program directors thus 93 program directors were surveyed. A random sample of 20

advisory council members of the 93 community education programs were also mailed a questionnaire.

For the purpose of this study it was considered necessary to select a sample from the population of advisory council members. The detailed information sought through the research instrument required a representation of programs; therefore, the entire advisory council population was not surveyed.

Instrumentation

Data for this study were compiled from two questionnaires designed by the researcher. Questions were derived from recommendations set by the State Department of Education for community education programs. The research instruments designed for this study were able to identify those state-funded community education programs which were in compliance with the recommendations of the State Department of Education.

The research instruments designed for the survey were reviewed and approved by a panel of eight experts (For list of names see Appendix B). The panel consisted of experts in the field of Community Education. Each panel member was sent a cover letter explaining the purposes of the study, a copy of the questionnaire, a copy of the study's hypotheses,

a page that related the hypotheses and questions that were being asked, and a stamped, self-addressed envelope in which to return the instrument (For letter to Panel of Experts, see Appendix A, and for hypothesis/question relationship page see Appendix E). This panel was asked to check the questionnaires for clarity and appropriateness of instructions and questions. Feedback from the panel was used to modify the questions prior to administration.

Two questionnaires were administered, each consisting of 19 multiple-choice items; with the exception of items 5, 7, and 11, two identical surveys were developed. Because questions were mailed to both community education directors and advisory council members, it was necessary to modify the three items mentioned above so that each questionnaire related to the group responding. (For Survey Instruments, see Appendix C and D).

Validity

According to Van Dalen (1979) an appraisal instrument that measures what it claims to measure is valid. A measuring instrument does not possess "all-purpose" validity. To establish content validity, the researcher analyzed the content of the area that the instrument was to appraise and structured a representative instrument to measure the various aspects of that content. Before mailing

the instrument to community education directors and advisory council members, the validity of response items were reviewed by a panel of experts to rate test items as to their wording and clarification. The panel consisted of eight members who are experts in the field of community education.

Each panel member received a cover letter explaining the purpose of the study, a copy of the instrument, a copy of the study's hypotheses, a hypothesis/question relationship page, and a stamped, self-addressed envelope in which to return the instrument. Panel members were asked to evaluate the instrument according to the purpose of the study and the hypothetical statements and then to make recommendations for any necessary changes to make the instrument more precise and complete. The hypothesis/question relationship page was provided to indicate association between question items and hypotheses.

All comments made by the panel of experts were supportive of the questionnaire and all panel members were in agreement that the instrument would measure that for which it was constructed. (For a list of the panel of experts see Appendix B).

Reliability

The revised instrument was pretested by ten individuals who were selected because they possessed interest, knowledge and expertise both academically and practically in community education. The purpose for the reliability study was to pretest the instrument to determine whether or not changes would be necessary before conducting the actual research. The pretest provided a means for identifying and solving unforeseen problems in the administration of the instrument, such as the phrasing, length, and sequence of questions. Additionally, pretesting identified areas of deficiencies within question construction and provided insight regarding additional questions which were added to the instrument.

Members of the review panel were asked to make suggestions and recommendations in terms of wording improvement and the quality of each question. As a result of the pretest, revisions were made by replacing ambiguous words and rephrasing questions. Subsequently, after careful evaluation by the panel of experts and revisions made from the pretest, the instrument was completed. (For a list of review panel see Appendix J).

Data Collection Technique

The questionnaire was mailed to each of the 93 state

funded community education program directors and 20 advisory council members in the State of Oklahoma. Questionnaires were returned to the researcher in a stamped self-address envelope.

Directors and advisory council members not responding to the first mailing were sent a follow-up letter with another questionnaire and return envelope within two weeks, and a telephone call as a second follow-up was planned two weeks after the first follow up. (For Follow-up letter see Appendix H)

Treatment of the Data

For the purpose of the data collected for this study, the researcher utilized percentages and frequencies as the main treatment; however, a chi-square was implemented when cell size was over five.

The chi-square statistical method was used as a support treatment on the data collected. According to Downie and Heath (1974) chi-square can be used as a test of significance when there are data that are expressed in frequencies or data in percentages or proportion that can be reduced to frequencies. Downie and Heath (1974) stated that any continuous data may be reduced to categories and the data tabulated so that chi-square may be applied.

In this study the chi-square method was used as a support system to determine if a certain distribution differs from some predetermined theoretical distribution. As was indicated in the Limitations of the Study it was recognized by the researcher that in many cases the cell size was too small for the chi-square to be used; however, it was felt that it would be appropriate in some cases, therefore, the chi-square was utilized. Observed results were compared to frequencies expected, utilizing a contingency table. Observed frequencies are referenced with f_o and expected frequency are referenced with f_e . The hypotheses were tested using percentages and frequencies.

It was expected that the majority (75%+) of the respondents would answer "Agree", "Strongly Agree", "Neutral", "Yes", "Frequency", "Always", "Sometimes", "Occasionally", "Full-time", "Half-time", or "Quarterly" to each question. Each item received a "1" score for any of the above responses. It was expected that few (25% or less) would answer "No", "Rarely", "Never", "Strongly Disagree", or "Disagree". Each item received a "0" for any of these responses. The expected proportion were evaluated to determine if the observed proportion was different from the expected proportion. Without sufficient evidence from a previous study of

these state funded community education programs, the hypotheses were tested.

Summary

Chapter three explained the methodology used in the study.

The population was identified through contacting the Coordinator of Community Education in the Oklahoma State Department of Education.

The survey instrument was developed then reviewed and evaluated by a panel of eight experts. Following the review by the panel, a pretest was conducted to determine reliability and made necessary changes by rephrasing ambiguous words and rephrasing questions.

Data acquisition was in the form of a mailed questionnaire. Follow-up mailings were made to non-respondents who were identified by a coding system incorporated into returned questionnaires.

Chapter III, also, offered explanations of the methodology used in analyzing the data collected and in testing the hypotheses.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The purpose of this study was to survey identified directors and advisory council members of Oklahoma's Community Education Programs and to determine the extent of compliance to recommendations of the Oklahoma State Department of Education. Program information involved input from directors and advisory council members of community education programs which enabled the researcher to address the findings of the study. Ten hypotheses were constructed pertaining to the major concern of the study. This chapter was organized around the findings related to the ten hypotheses.

Analysis of Survey Instrument

The data analysis was computed by the use of chi-square SAS package at the University of Oklahoma, which constituted a computer tabulation of the frequency and percentage of response items to determine similarities and differences of the two groups. Two separate but identical instruments were developed (see Instrumentation, Chapter III) because of the difference in responsibilities. The sample from Group I

consisted of 76 directors (76 of 93 surveyed responded) and Group II consisted of 14 advisory council members (14 of 20 surveyed responded).

The purpose was to take the items identified as compliance to recommendations and compare by item the responses of community education directors and advisory council members. In analysis, the researcher utilized percentages and frequencies as means of treating the collected data; however, where applicable chi-square was used as a support mechanism.

The following categories were tested.

- Superintendent and Board of Education support for the community education concept
- Community involvement in planning and development of community education programs
- A commitment from public school resources for community education
- An employed person to direct the community education program
- Organizational representative participation
- Inservice training of faculty and staff in community education
- Documentation and evaluation of various community education projects
- Utilization of various community resources
- Services and programs to meet identified needs and wants of people of all ages

-Maximum use of community resources to provide a comprehensive educational program for the entire community

HYPOTHESIS 1: There is evidence of support for the Community Education concept by the Superintendent and Board of Education.

For the directors and advisory council members who responded to questions relating to hypothesis 1, the results were as follows in Table 1:

TABLE 1

Support From The Superintendent And Board Of Education

| Agreement Areas | Directors N=76 | | Adv. Council Members N=14 | |
|-----------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Yes | 42 55.3 | 46 | 13 92.9 | 9 |
| No | 30 39.5 | 26 | 1 7.1 | 5 |
| No Resp. | 4 5.3 | 4 | 0 | 0 |

$\chi^2 = 7.0$
 $df = 1$
 $a = .01$

Only 42 (55.3%) of the directors agreed that their Superintendent and Board of Education supported them in the Community Education concept.

13 (92.9%) of the advisory council members who were surveyed stated that there was evidence of support from their Superintendent and Board of Education for the Community Education concept.

HYPOTHESIS 2: There is evidence of Community involvement in planning and developing community education programs (e.g. citizen groups, municipal government, PTA's, higher education, youth groups, churches).

TABLE 2

Advisory Council Members Represent The Demographic Make-up of The Community

| Agreement Areas | Directors N=76 | | Adv. Council Members N=14 | |
|-------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Strongly Disagree | 2 2.6 | 2 | 0 0 | .3 |
| Disagree | 3 4.0 | 3 | 0 | .5 |
| Neutral | 16 21.1 | 16 | 3 21.4 | 3 |
| Agree | 14 18.4 | 15 | 4 28.6 | 3 |
| Strongly Agree | 30 39.5 | 31 | 7 50.0 | 6 |
| No Resp. | 11 14.5 | 9 | 0 0 | 2 |

$$\chi^2 = 3.9$$

$$df = 4$$

$$a = .01$$

57.9%(44 of 76) of the directors and 78.6%(11 of 14) advisory council members agreed that their advisory council membership represented the demographic make-up of its community.

TABLE 3

Programs Meet Identified Needs Within The Community

| | Directors N=76 | | Adv. Council Members N=14 | |
|-------------------|----------------|----------|---------------------------|----------|
| | Observed | Expected | Observed | Expected |
| Agreement Areas | N % | N | N % | N |
| Strongly Disagree | 1 1.3 | 1 | 0 | .2 |
| Disagree | 0 | 0 | 0 | 0 |
| Neutral | 14 18.4 | 16 | 5 35.7 | 3 |
| Agree | 20 26.3 | 17 | 0 | 3 |
| Strongly Agree | 36 47.4 | 38 | 9 64.3 | 7 |
| No Resp. | 5 6.58 | 4 | 0 0 | 8 |

$\chi^2 = 7.2$
 df = 4
 a = .01

The findings indicated that (56 of 76) 73.7 percent of the directors and (9 of 14) 64.3 percent of the advisory council members suggested that their programs met the identified needs of individuals with the community.

HYPOTHESIS 3: There is evidence of a commitment from public school resources for community education.

TABLE 4

Utilization of Public School Resources

| Agreement Areas | Directors N=76 | | Adv. Council Members N=14 | |
|-------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Strongly Disagree | 1 1.3 | 1 | 0 | 0 |
| Disagree | 5 6.6 | 4 | 0 | 0 |
| Neutral | 13 17.1 | 14 | 3 21.4 | 3 |
| Agree | 16 21.1 | 16 | 3 21.4 | 3 |
| Strongly Agree | 36 47.4 | 37 | 8 57.1 | 7 |
| No Resp. | 5 6.6 | 4 | 0 0 | 1 |

$$\chi^2 = 2.3$$

$$df = 4$$

$$a = .01$$

The results showed that (52 of 76) 68.5 percent of the directors and (11 of 14) 78.5 percent of advisory council members agreed that there was evidence of a commitment from public schools for the utilization of resources in community education programs.

HYPOTHESIS 4: There is a person employed to direct the community education program.

TABLE 5
Status of Director's Employment

| Type | Directors N=76 | | Adv. Council Members N=14 | |
|--------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Full-Time | 21 27.6 | 25 | 8 57.1 | 5 |
| Half-Time | 15 19.7 | 16 | 4 28.6 | 3 |
| Quarter-Time | 10 13.2 | 8 | 0 | 1 |
| *Other | 22 28.9 | 20 | 2 14.3 | 4 |
| No Resp. | 8 10.5 | 7 | 0 0 | 1 |

$\chi^2 = 7.9$
df = 3
a = .01

The above findings, in relation to the Community Education Program Director's employment status, suggested that there was a belief among (8 of 14) 57.1 percent of the advisory council members that their program directors were hired full-time; whereas, the directors, (22 of 76) 28.9 percent, stated that they were hired in other levels of employment from those that were listed on the questionnaire.

The following is a review of the "Other" level that was specified by the (22 of 76) directors:

* 6 - part-time = $\frac{1}{2}$ or less
 6 - part-time = more than $\frac{1}{2}$ time
 3 - addition to regular job
 5 - no additional pay
 2 - directs community curriculum
 Total = 22

HYPOTHESIS 5: There is organized representative participation (e.g. task force, steering committee, advisory boards).

TABLE 6
 An Advisory Council Works with Community
 Education Program

| Response | Directors N=76 | | Adv. Council Members N=14 | |
|----------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Yes | 58 76.3 | 61 | 14 100.0 | 11 |
| No | 18 23.7 | 15 | | 3 |
| No Resp. | 0 0 | | 0 0 | |

$\chi^2 = 4.1$
 $df = 1$
 $a = .01$

All advisory council members indicated that they were an participant representative, whereas (58 of 76) 76.3 percent of the directors agreed that there was an organized body of representatives for it's community education program.

TABLE 7

Duration of Advisory Council

| Level | Directors N=76 | | Adv. Council Members N=14 | |
|-------------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| One Year | 19 25.0 | 21 | 6 42.9 | 4 |
| Two Years | 14 18.4 | 14 | 2 14.3 | 3 |
| Three Years | 9 11.8 | 9 | 2 14.3 | 2 |
| Four Years | 10 13.1 | 9 | 1 7.1 | 2 |
| More Than Four Years | 17 22.4 | 17 | 3 21.4 | 3 |
| No Resp. | 7 9.2 | 6 | 0 0 | 1 |

$\chi^2 = 3.1$
 df = 4
 a = .01

In reviewing the responses from the directors and advisory council members, 19(25%) directors and 6(42.9%) stated that their community education programs were in the first year of existence.

HYPOTHESIS 6: There is evidence of inservice training of faculty and staff in community education.

TABLE 8

Inservice Training Provided For Faculty And Staff

| Response | Directors N=76 | | Adv. Council Members N=14 | |
|----------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Yes | 42 55.3 | 42 | 8 57.1 | 8 |
| No | 29 38.2 | 28 | 4 28.6 | 5 |
| No Resp. | 5 6.58 | 6 | 2 14.3 | 1 |

$$\chi^2 = 1.2$$

$$df = 1$$

$$a = .01$$

Table 8 suggested that over 50 percent of directors (42 of 76) and advisory councils (8 of 14) agreed that training was provided for faculty and staff in community education.

TABLE 9

Frequency of Training for Faculty and Staff

| Level | Directors N=76 | | Adv. Council Members N=14 | |
|------------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Monthly | 0 | 0 | 0 | 0 |
| Every Other Month | 0 | 0 | 0 | 0 |
| Quarterly | 5 6.6 | 5 | 1 7.1 | 1 |
| 2 or 3 Times A Year | 24 31.6 | 23 | 3 21.4 | 4 |
| *Other | 21 27.6 | 24 | 7 50.0 | 4 |
| No Resp. | 26 34.2 | 25 | 3 21.4 | 5 |

$$\chi^2 = 2.9$$

$$df = 4$$

$$a = .01$$

The directors and advisory council members were asked to respond to the frequency of inservice training provide for faculty and staff members in community education. Thirty-two percent of the director (24 of 76) stated that training was provided 2 or 3 times a year. Fifty percent of the advisory council members (7 of 14) indicated that training was provided in a different method than was listed on the questionnaire, therefore, they specified the following information concerning

training in the "Other (please specify)" area:

| | <u>Responses</u> |
|---------------------------------------|-----------------------|
| * - "Concepts being similated" | 1 |
| - "A new person being hired" | 1 |
| - "One time a year" | 2 |
| - "We're too new" | 1 |
| - "None are planned at this time" | 1 |
| - "At the beginning of each semester" | 1 |
| | Total = $\frac{1}{7}$ |

The following was indicated by directors in the "Other (please specify)" area:

| | <u>Responses</u> |
|---------------------------------------|------------------------|
| - "Usually annually" | 10 |
| - "None" | 2 |
| - "Individuals talk with instructors" | 1 |
| - "Individual assistance is provided" | 1 |
| - "Too new planned for future" | 2 |
| - "Training provided as needed" | 2 |
| - "Just when new program begins" | 1 |
| - "Usually at inservice time" | 1 |
| | Total = $\frac{1}{20}$ |

Comparatively speaking the directors had percentage wise less repsonses in the "Other (please specify)" area than did the advisory council members.

HYPOTHESIS 7: There is documentation and evaluation of various community education projects.

TABLE 10
Frequency of Advisory Council Meetings

| Level | Directors N=76 | | Adv. Council Members N=14 | |
|--------------------------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Weekly | 0 | 0 | 0 | 0 |
| Every Other Week | 0 | 0 | 0 | 0 |
| Monthly | 19 25.0 | 22 | 7 50.0 | 4 |
| Every Other Month | 9 11.8 | 9 | 2 14.3 | 2 |
| Quarterly | 11 14.5 | 10 | 1 7.1 | 2 |
| 2 or 3 Times A Year | 19 25.0 | 19 | 4 28.6 | 4 |
| Only When A New Program Begins | 3 3.9 | 3 | 0 | |
| No Resp. | 15 19.74 | 13 | 0 2.3 | 2 |

$\chi^2 = 6.4$
df = 6
a = .01

The responses of "monthly" and "2 or 3 times a year" were suggested by 50 percent of the directors (38 of 76) as being the meeting times for the advisory council members; whereas,

50 percent of the advisory council members (7 of 14) indicated that "monthly" meetings were more frequent.

TABLE 11

Frequency of Collaboration with Local Agencies

| Level | Directors N=76 | | Adv. Council Members N=14 | |
|---|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Frequently (More than once a week) | 11 14.5 | 14 | 6 42.9 | 3 |
| Occasionally (Once every two weeks) | 19 25.0 | 19 | 3 21.4 | 3 |
| Rarely (Less than once a month) | 39 51.3 | 37 | 5 35.7 | 7 |
| No Resp. | 7 9.21 | 6 | 0 0 | 1 |

$\chi^2 = 7.1$
 $df = 2$
 $\alpha = .01$

Directors and advisory council members were asked to respond to the frequency of collaboration with local agencies. Table 11 provides the criteria for the level of frequency, in addition to the responses. The two groups differed in their opinion of frequency of collaboration with local agencies. 39 (51.3%) directors indicated "Rarely." 6 (42.9%) advisory council members stated "Frequently."

TABLE 12

Advisory Council Members Involved In Organizing And
Planning Programs

| Agreement Area | Directors N=76 | | Adv. Council Members N=14 | |
|-------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Strongly Disagree | 4 5.3 | 3 | 0 | 0 |
| Disagree | 4 5.3 | 5 | 2 14.3 | 1 |
| Neutral | 25 32.9 | 22 | 1 7.1 | 4 |
| Agree | 15 19.7 | 16 | 4 28.6 | 3 |
| Strongly Agree | 19 25.0 | 22 | 7 50.0 | 4 |
| No Resp. | 9 11.8 | 8 | 0 0 | 1 |

$\chi^2 = 96$
 $df = 4$
 $\alpha = .01$

The advisory council members suggested by their responses, (7 of 14) 50 percent strongly agreed that they were involved in organizing and planning community education programs. The directors responded with (25 of 76) 32.9 percent indicating a "neutral" level of agreement to advisory council members involved in organizing and planning programs.

TABLE 13

Advisory Council Members Evaluate
Community Education Programs

| Responses | Directors N=76 | | Adv. Council Members N=14 | |
|-----------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Yes | 50 65.8 | 52 | 12 85.7 | 10 |
| No | 20 26.3 | 19 | 2 14.3 | 3 |
| No Resp. | 6 7.9 | 5 | 0 0 | 1 |

$$\chi^2 = 2.5$$

$$df = 1$$

$$a = .01$$

The findings indicated that directors 50 (65.8%) advisory council members 12 (85.7%) both responded that advisory council members were involved in evaluating community education programs. This is based on the percentages shown in Table 13.

HYPOTHESIS 8: There is utilization of various community resources.

TABLE 14

Attendance of Professional Meetings Or
Conferences With Local Agencies

| Agreement Areas | Directors N=76 | | Adv. Council Members N=14 | |
|-------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Strongly Disagree | 12 15.8 | 11 | 1 7.1 | 2 |
| Disagree | 9 11.8 | 9 | 2 14.3 | 2 |
| Neutral | 24 31.6 | 20 | 0 | 4 |
| Agree | 10 13.16 | 13 | 5 35.7 | 2 |
| Strongly Agree | 15 19.7 | 18 | 6 42.9 | 3 |
| No Resp. | 6 7.89 | 5 | 0 0 | 1 |

$\chi^2 = 12.4$
df = 4
a = .01

As shown, the two groups differed in their responses for one area of agreement in advisory council members attending professional meetings or conferences with local professional agencies. 24 (31.6%) directors indicated "Neutral." 6 (42.9%) advisory council members stated "strongly agree."

TABLE 15

Frequency of how often Advisory Council Members
Should Attend Professional Meetings

| Level | Directors N=76 | | Adv. Council. Members N=14 | |
|------------------------|--------------------|---------------|----------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Monthly | 3 4.0 | 3 | 0 0 | 0 |
| Every Other Month | 2 2.6 | 2 | 0 0 | 0 |
| Quarterly | 2 2.6 | 3 | 2 14.3 | 1 |
| 2 or 3 Times A Year | 39 51.3 | 40 | 9 64.3 | 8 |
| Other | 18 23.7 | 17 | 2 14.3 | 3 |
| No Resp. | 12 15.79 | 11 | 1 7.14 | 2 |

$\chi^2 = 6.2$
df = 4
a = .01

The results suggested that both groups' majority of responses fell into the "2 or 3 times a year" level, as to how often advisory council members should attend professional meetings. 39 (51.3%) directors and 9 (64.3%) advisory council members.

The following are specifics which 18 directors, 23.7 percent, indicated in the "Other" level.

| | <u>Responses</u> |
|--|------------------|
| - "Their choice, as needed" | 6 |
| - "One time per year" | 5 |
| - "Funding for out-of-town professional meetings is a problem" | 1 |
| - "No interest from the community" | 1 |
| - "No current on-going program" | 5 |
| Total = | <u>18</u> |

TABLE 16

Agencies Advisory Council Members
Attended Meetings With
Local Professional Agencies

| Open-Ended Responses | Directors N=76 | | Adv. Council Members N=14 | |
|----------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| | 39 51.3 | 41 | 10 71.4 | 8 |
| No Resp. | 37 48.7 | 35 | 4 28.6 | 6 |

$\chi^2 = 1.9$
df = 1
a = .01

The following were the responses 39 directors, 51.3 percent, gave in relationship to the agencies their advisory council members attended professional meetings with local agencies.

| | <u>Responses</u> | <u>Rank Order</u> |
|---|------------------|-------------------|
| - "Information no longer available" | 5 | 5 |
| - "Workshops" | 1 | 9 |
| - "Public School, and Dept. of Human Services" | 9 | 2 |
| - "Local Community Education Recreational Programs" | 4 | 6 |
| - "Chamber of Commerce" | 2 | 8 |
| - "Rotary" | 1 | 9 |
| - "City Council" | 6 | 4 |
| - "Senior Citizens Board of Directors" | 3 | 7 |
| - "Ministerial Association" | 2 | 8 |
| - "O.C.E.A. Workshops by State Department" | 15 | 1st |
| - "O.C.E.A. Board meetings" | 1 | 9 |
| - "O.C.E.A.-O.K. SPRA Workshops" | 3 | 7 |
| - "Futeristic Workshop in Tulsa" | 2 | 8 |
| - "OSU Community Education Meeting" | 7 | 3 |
| - "Rogers State College" | 1 | 9 |
| - "Red Cross" | 1 | 9 |
| - "N.C.E.A" | 3 | 7 |
| - "O.U." | 1 | 9 |
| - "Law Enforcement" | 2 | 8 |
| - "S.O.C.J.C." | 1 | 9 |
| - "Oscar Rose Jr. College" | 1 | 9 |
| - "OEA" | 1 | 9 |
| - "Delta" | 1 | 9 |

Fifteen (19.7%) directors indicated the State Department of Education as being the most professional meeting frequented by the advisory council members.

The advisory council members responses were as listed:

| | <u>Response</u> | <u>Rank Order</u> |
|----------------------------------|-----------------|-------------------|
| - "State Department Conferences" | 4 | 1st |
| - "City Council" | 1 | |
| - "School Board" | 2 | |
| - "Rotary" | 1 | |
| - "Parks & Recreation" | 2 | |
| - "Ministerial Alliance" | 1 | |

The State Department conferences were listed as professional meeting that were attended by the majority of advisory council members.

TABLE 17

Procedures For Recording Meeting Attendance

| Response | Directors N=76 | | Adv. Council Members N=14 | |
|----------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Yes | 47 61.8 | 50 | 12 85.7 | 9 |
| No | 22 28.9 | 20 | 2 14.3 | 4 |
| No Resp. | 7 9.21 | 6 | 0 0 | 1 |

$\chi^2 = 3.3$
 $df = 1$
 $\alpha = .01$

HYPOTHESIS 9: There is provision of services and programs to meet identified needs and wants of people of all ages.

TABLE 18
Assessment of Community Needs and Wants

| Level | Directors N=76 | | Adv. Council Members N=14 | |
|----------------------------------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Prior to each offering of course | 15 19.7 | 16 | 4 28.6 | 3 |
| Once Per Semester | 14 18.4 | 13 | 1 7.1 | 2 |
| Once Per Year | 34 44.7 | 34 | 7 50.0 | 7 |
| Never | 0 | 0 | 0 | 0 |
| Other | 4 5.3 | 5 | 2 14.3 | 1 |
| No Resp. | 9 11.8 | 8 | 0 0 | 1 |

$\chi^2 = 4.6$
df = 4
a = .01

The findings suggested that 34 (44.7%) directors and 7 (50%) advisory council members agreed that need assessments were conducted once a year to determine the needs and wants of the community prior to providing programs.

HYPOTHESIS 10: There is maximum use of community resources to provide a comprehensive educational program for the entire community.

TABLE 19

Maximum Use of Combined Community Resources

| Response | Directors N=76 | | Adv. Council Members N=14 | |
|----------|--------------------|---------------|---------------------------|---------------|
| | Observed N % | Expected N | Observed N % | Expected N |
| Yes | 50 65.8 | 52 | 12 85.7 | 10 |
| No | 20 26.3 | 19 | 2 14.3 | 3 |
| No Resp. | 6 7.9 | 5 | 0 0 | 1 |

$\chi^2 = 2.5$
 $df = 1$
 $\alpha = .01$

The finding showed 65.8 percent (50) of the directors stated that instructors of each program provided them with a list of each class participants' attendance. The advisory council members responses 12 (85.7%) indicated that they were in agreement with combined community resources effort. Table 19 showed that over fifty percent of both groups agreed that there was a maximum use of community resources to provide a comprehensive educational program for the entire community.

Summary

Chapter IV has presented the analysis and interpretation of the data. The data analysis was a computer tabulation of the frequency and percentage of response items. This was accomplished in order to determine similarities and differences of the two groups. Differences in responses for directors and advisory council members were found on five items. The advisory council members' responses indicated a higher percentage believed their programs were directed by full-time employees. Directors and advisory council members reported differences in responses on the frequency training for faculty and staff in community education. There was a difference in responses as to advisory council members attendance of professional meetings or conferences with local professional agencies; and the frequency of collaboration with local agencies. The findings indicate a strong degree of difference between responses given by directors and advisory council members in reference to advisory council members being involved in organizing and planning programs.

Hypotheses one through ten were tested using percentages and frequencies.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Study

The purpose of this study was to determine if the ninety-three Community Education Programs which were funded by the State Department of Education in Oklahoma, were in compliance with the recommendations of the Oklahoma State Department of Education.

The study's population and sample consisted of 100 percent of community education programs in the State of Oklahoma. Ninety-three community education directors and twenty advisory council members were surveyed. The total sample was one hundred and thirteen.

The instrument chosen for the study was a mailed questionnaire consisting of nineteen items. For the purpose of this study it was considered necessary to select a random sample from the total population of advisory council members. The detailed information sought through the questionnaire required a representation of programs, therefore, the entire advisory council population was not surveyed. Since questionnaires were mailed to both community education directors and advisory council members, two separate instruments

were developed, utilizing basically the same questions with minimal modifications. (For Additional references see Appendix C and D).

Of the ninety-three community education directors surveyed, seventy-six responded, thus producing 84.4 percent return. Twenty advisory council members were mailed questionnaires and fourteen (70%) responded. A total for both directors and advisory council were 113 (80%) responding.

The data analysis was a computer tabulation of the frequency and percentage of response items to determine similarities and differences of the two groups. The researcher compared the item responses of community education directors and advisory council members. Hypotheses one through ten were tested using percentages.

Analysis of data indicated a significant relationship between responses of the two groups which are listed:

1. Hypothesis one stated that there is evidence of support for the community education concept. Tests showed that difference did exist, therefore, hypothesis one was rejected.
2. For the second hypothesis, there is evidence of community involvement in planning and developing community education programs. Testing of hypothesis two was accepted.

3. Hypothesis three stated that there is evidence of a commitment from public school resources for community education. Analysis of the data provided evidence to accept the hypothesis.
4. There is a person employed to direct the community education program. Tests performed indicate that difference did not exist and the hypothesis was accepted.
5. The fifth hypothesis stated that there is organized representative participation. Data analysis showed no difference, therefore, the hypothesis was accepted.
6. Hypothesis six indicated that there is evidence of inservice training of faculty and staff in community education. The hypothesis was accepted.
7. The seventh hypothesis, there is documentation and evaluation of various community education projects. The evidence accepted the hypothesis.
8. There is utilization of various community resources. Differences did not exist and the hypothesis was accepted.
9. The ninth hypothesis stated that there is provision of services and programs to meet identified needs and wants of people of all ages. Hypothesis nine was accepted.
10. There is maximum use of community resources to provide a comprehensive educational program for the entire community. The hypothesis was accepted.

Conclusions

The major thrust of this study was to determine the extent of compliance of Oklahoma Community Education Programs are to recommendations of the Oklahoma State Department of

Education. It was concluded from the analysis of data that there were similarities within the majority of community education programs. Conclusions were drawn from percentages and frequencies and not from chi-squares.

Subsequently, analysis of the data comparison of directors and advisory council members responses, and the ten hypothetical statements have led the researcher to conclude that the community education programs are in minimal compliance to the recommendations of the Oklahoma State Department of Education.

The following are suggested to improve community education program compliance as recommendation to the State Department of Education:

- Monthly meetings composed of State Coordinator and Director. These meetings would allow a two way communication between coordinator and director to disseminate information concerning past, present, and future objectives of the program.
- An on site monitoring system developed for the purpose on evaluating current community education programs progress.
- Separate monthly meetings composed of State Coordinator, Director, and advisory council chairperson.
- Separate monthly meetins composed of State Coordinator, Director, Advisory Council Members, Superintendent, Board of Education representative, and local agencies.

- A monitoring system developed to evaluate programs periodically during the year to determine program's compliance to recommendation of the State Department of Education. A meeting should be scheduled for State coordinator and Director to review the results of evaluation; then modifications and projected dates would be determined. Documentation of the meeting and evaluation could be accomplished by sending a letter of the results to advisory council members, Superintendent, board of education and local agencies.
- Provide a method whereby a need assessment can be conducted each semester to determine the training needs of faculty, staff members, advisory council members, and program directors.
- Provide a system to orientate new program directors and advisory council members on planning and providing goals and objectives for their community education programs.
- Develop a system to measure the representation of community demographics on advisory councils.
- Provide a visible linkage between state department, community director and local members of the community concerning the community education program's progress. This could be accomplished in a newsletter, fliers, inserts in community member's utility bills, and the local newspaper.
- Provide a plan so all directors would meet at least once a year, other than the annual state community education conference, to review and compare information about their programs.
- Provide a method so all advisory council chairpersons would meet at least once a year, other than the annual state community education conference, to share and compare progress of their community education programs.

Recommendations

Additional research should be conducted in each of the following:

- A study including a larger percentage of advisory council members
- Another study should be conducted involving Superintendent and Board of Education members
- Additional research to determine the effectiveness of programs
- Additional research to determine the effectiveness of full-time directors as opposed to part-time directors
- Additional research to determine the representation of advisory council members of state funded community education programs
- Additional research to determine the training needs of advisory council members
- Development of a community education program evaluation tool

BIBLIOGRAPHY

Books

- Babbie, Earl R. Survey Research Methods. Belmont, California: Wadsworth Publishing, Inc., 1973.
- Berdie, D. and Anderson, J. Questionnaires: Design and Use. Metuchen: Scarecrow Press, Inc., 1974.
- Cohn, Edgar S. and Passet, Barry A. Citizen Participation: Effecting Community Change. New York: Praeger, 1971.
- Fantini, M.; Gittell, M; and Magat, R. Community Control and the Urban School. New York: Praeger, 1970.
- Frank, Roland G. Planning For Community Education: A Lay Citizen's Guide. Midland, MI: Pendell Publishing Co., 1978.
- Glass, Gene V., and Stanley, Julian C. Statistical Methods In Education and Psychology. New Jersey: Prentice-Hall Inc., 1970.
- Grant, Carl A. Community Participation in Education. Allyn and Bacon, Inc., 1979.
- Hays, William L. Statistics. New York: Holt, Rinehart and Winston, 1973.
- Lauffer, Armand. Social Planning at the Community Level. Englewood Cliffs, N.J.: Prentice-Hall, 1978.
- LeFarte, Clyde E. Community Education: From Program To Process. Midland, MI: Pendell Publishing Co., 1976.
- Nance, Everette E. The Community Council: Its Organization and Function. Midland, MI: Pendell Publishing Co., 1979.
- Seay, Maurice F. Community Education: A Developing Concept. Midland, MI: Pendell Publishing Co., 1974.

Shoop, Robert J. Developing Interagency Cooperation.
Midland, MI: Pendell Publishing Co., 1976.

Siegel, Sidney. Nonparametric Statistic For the Behavior Sciences. New York: McGraw-Hill Book Co., 1965.

Articles

Anderson, John, and Berdie, Douglas. "Effects on response rates of formal and informal questionnaire follow-up technique." Journal of Applied Psychology 2 (1975): 255-257.

Austin, David M. "Resident Participation, Political Mobilization, or Organization, or Organizational Cooptation?" Public Administration Review 32. Special Issue (September 1972): 409-420.

Bush, Donald O. "Planning For Community Education." Community Education Journal 6 (December 1978): 14.

Clark, P., and Shoop, R.J. "Community Advisory Councils: Composition and Selection Procedure." Community Education Journal 4 (May-June 1974): 43.

Cook, Dale L., and Cookingham, Frank G. "Interagency Action: Cooperation, Coordination, Collaboration." Community Education Journal 7 (January 1980): 3-4.

Cox, J. "Functions and Responsibilities of Community Advisory Councils." Community Education Journal 4 (May-June 1974): 30.

Decker, Larry E., and Paso, Barbara H. "Community Human Resource Centers." Community Educational Journal 4 (November-December 1974): 8,20.

Fantini, Mario D. "Community Education: Participants and Participation." Community Education Journal 6 (December 1978): 3.

Le Tarte, Clyde E. "Your Community Councils." Community Education Journal 3 (September 1973): 38.

Nance E., and Sugar, M. "Bridging the Gap: Community Councils and Government." Community Education Journal 4 (May-June 1974): 34.

- Parson, Steve R. "Community Education and Cooperative Extension." Community Education Journal 5 (September-October 1975): 21-22.
- Udell, Don S. "Community Education: A Life-Long Learning Process." Educational Considerations (Spring 1977): 13-15.
- Woons, George. "The Community School Council." Community Education Journal 3 (September 1973):

Miscellaneous

- Udell, Don S. The Technology of Community Education. Norman, OK: Educational Publication, Inc., (1979).
- Webster's New Collegiate Dictionary, (1977).
- Interview with: Ms. Billie Adcock, Coordinator of Community Education. Oklahoma State Department of Education. (October 1982).
- SAS Package - University of Oklahoma City Computer Center, Norman, Oklahoma. (1983)

APPENDIX A
LETTER TO PANEL OF EXPERTS

January 5, 1983

Dear

I am a doctoral student at the University of Oklahoma and in the process of writing my dissertation entitled, "A Survey to Determine the Compliance of State Funded Community Education Programs to Recommendations of the Oklahoma State Department of Education." Within this process I am at the point of conducting a statewide survey of state funded Community Education Programs.

My sample consists of ninety-three community education directors and twenty randomly selected advisory council members across the state of Oklahoma. The questionnaire will be distributed to directors and advisory council members of these programs. Before I can distribute this questionnaire, I feel that I must seek the advice of a panel of experts. Since I constructed the questionnaire, your feedback is needed to verify its validity. I realize that your time is at a premium; however, if you are willing to be a member of this panel, I believe that I would truly be advised by your expertise.

Enclosed please find a copy of the questionnaire, of which I designed. Also enclosed is a copy of the study's hypothetical statements, a copy of the hypothesis/question relationships, and one self-addressed, stamped return envelope.

Please read the hypothetical statements; then go through the questionnaire and indicate what might be done to make the questionnaire a more accurate or complete instrument. Please note the survey hypothesis/question relationship page listing each hypothetical statement and the number of the questionnaire question that relates to each hypothesis.

Again, I realize that you are busy; however, I believe that this type of research is greatly needed. I would appreciate it if you would return the questionnaire within the next week. If you would like a copy of the results of

74

this study, please make a note on the enclosed material and you will receive a copy shortly after the completion of the study.

Thank you very much for your time and effort.

Sincerely yours,

Delores Parker

ENCLOSURE

APPENDIX B
PANEL OF EXPERTS

PANEL OF EXPERTS

Ms. Billie Adcock, Coordinator
Community Education
Oklahoma State Department of Education
Oklahoma City, OK

Dr. Dudley Freeman, Dean
South Oklahoma Jr. College
Oklahoma City, OK

Dr. Deke Johnson, Director
Community Education
Oklahoma State University
Stillwater, OK

Mr. Tom Lightfoot
6500 Westrock Dr.
Oklahoma City, OK

Dr. Clinton Longacre
Tulsa University
Tulsa, OK

Mr. Weldon Perrin, Superintendent
Ardmore Public Schools
Ardmore, OK

Dr. Phil Sellers, Superintendent
Noble Public Schools
Noble, OK

Dr. Don Udell
Adult & Community Education
Oklahoma University
Norman, OK

APPENDIX C
SURVEY INSTRUMENT - A
DIRECTOR'S QUESTIONNAIRE

A Survey Of
State Funded Community Education Programs
Director's Questionnaire

Program Number: _____

INSTRUCTIONS:

Please indicate your response to each item on this questionnaire by marking the appropriate box or by supplying a short written response where required. Upon completing all items, please return questionnaire in the enclosed self-addressed stamped envelope. (For those questions utilizing the scale, the following apply: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree;

1. Does your Community Education Program have an Advisory Council?

_____ Yes

_____ No

2. Do you agree that the Advisory Council consist of members that represent the demographic make-up of the community of which it serves? (ex: sex, race, age, & etc.)

1 2 3 4 5

3. Is there available printed material provided by Superintendent of school and/or the Board of Education, in your program that states the duties and responsibilities of the community education director?

_____ Yes

_____ No

4. How often does the advisory council meet?

_____ Weekly

_____ Every other week

_____ Monthly

_____ Every other month

_____ Quarterly

_____ 2 or 3 times a year

_____ Only when a new

_____ program begins

10. How often do you collaborate with local agencies to provide programs for members?
- Frequently (more than once a week)
 Occasionally (once every two weeks)
 Rarely (less than once a month)
11. Does the instructor of each program provide you with a list of each class participants' attendance?
- Yes No
12. Do you agree that the advisory council members are involved in organizing and planning programs?
- 1 2 3 4 5
13. Do you agree that there are programs provided to meet identified needs of people of all ages within your community?
- 1 2 3 4 5
14. How often are need assessments conducted prior to providing programs?
- Prior to each offering of courses
 Once per semester
- Once per year
 Never
 Other (please specify) _____
15. Do the advisory council members evaluate community education programs?
- Yes No
16. How long has your Advisory Council been in existence?
- One Year Three years
 Two years Four years
 _____ More than four years

THANK YOU FOR YOUR ASSISTANCE

APPENDIX D
SURVEY INSTRUMENT - B
ASVISORY COUNCIL CHAIRPERSON'S QUESTIONNAIRE

A Survey Of
State Funded Community Education Programs
Advisory Council Chairperson's Questionnaire

Program Number: _____

INSTRUCTIONS:

Please indicate your response to each item on this questionnaire by marking the appropriate box or by supplying a short written response where required. Upon completing all items, please return questionnaire in the enclosed self-addressed stamped envelope. (For those questions utilizing the scale, the following apply: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree;

1. Does your Community Education Program have an Advisory Council?

_____ Yes

_____ No

2. Do you agree that the Advisory Council consist of members that represent the demographic make-up of the community of which it serves? (ex: sex, race, age, & etc.)

1 2 3 4 5

3. Is there available printed material provided by Superintendent of school and/or the Board of Education, in your program that states the duties and responsibilities of the community education director?

_____ Yes

_____ No

4. How often does the advisory council meet?

_____ Weekly

_____ Every other week

_____ Monthly

_____ Every other month

_____ Quarterly

_____ 2 or 3 times a year

_____ Only when a new

_____ program begins

10. How often do you collaborate with local agencies to provide programs for members?
- Frequently (more than once a week)
 Occasionally (once every two weeks)
 Rarely (less than once a month)
11. Does the instructor of each program provided the director with a list of each class participants' attendance?
- Yes No
12. Do you agree that the advisory council members are involved in organizing and planning programs?
- 1 2 3 4 5
13. Do you agree that there are programs provided to meet identified needs of people of all ages within your community?
- 1 2 3 4 5
14. How often are need assessments conducted prior to providing programs?
- Prior to each offering of courses
 Once per semester
- Once per year
 Never
 Other (please specify) _____
15. Do the advisory council members evaluate community education programs?
- Yes No
16. How long has your Advisory Council been in existence?
- One Year Three years
 Two years Four years
 _____ More than four years

THANK YOU FOR YOUR ASSISTANCE

APPENDIX E
SURVEY HYPOTHESIS/QUESTION RELATIONSHIP

Hypothesis/Question Relationships

1. There is evidence of support for the Community Education concept by the superintendent and Board of Education. (Question #3)
2. There is evidence of community involvement in planning and developing community education programs (e.g. citizen groups, municipal government, PTA's, higher education, youth groups, churches). (Question #2 & 13)
3. There is evidence of a commitment from public school resources for community education. (Question #6)
4. There is a person employed to direct the Community Education program. (Question #5).
5. There is organized representative participation (e.g. task force, steering committee, advisory boards). (Question #1 & 6)
6. There is evidence of inservice training of faculty and staff in community education. (Question #7)
7. There is documentation and evaluation of various community education projects. (Question #4, 10, 12, & 15)
8. There is utilization of various community resources. (Question #8 & 9)
9. There is provision of services and programs to meet identified needs and wants of people of all ages. (Question #14 & 15)
10. There is maximum use of community resources to provide a comprehensive educational program for the entire community. (Question #6, 11, & 16)

APPENDIX F
SURVEY COVER LETTER - A
SENT TO DIRECTORS

January 20, 1983

Dear Program Director,

I am a doctoral student at the University of Oklahoma and in the process of writing my dissertation entitled, "A Survey to Determine the Compliance of State Funded Community Education Programs to Recommendations of the Oklahoma State Department of Education." Within this process I am at the point of conducting a statewide survey of state funded Community Education Programs.

Your assistance is vital for the success of this investigator's study. Would you please help by completing the enclosed brief questionnaire as accurately as possible and return it in the enclosed, stamped, addressed return envelope before January 31, 1983?

Community education program directors will not be referred to in the study. To insure anonymity, please do not sign your name to the questionnaire. The number on the questionnaire is the only link between the investigator and the respondents and will be used only in the event that follow-up letters become necessary. If you would like a copy of the results of this study, please make a note on the enclosed questionnaire and you will receive a copy of the results shortly after the completion of the study.

Thank you very much for your time and effort.

Sincerely yours,

Delores Parker

ENCLOSURE

APPENDIX G
SURVEY COVER LETTER - B
SENT TO ADVISORY COUNCIL CHAIRPERSON

January 31, 1983

Dear Advisory Council Chairperson:

I am a doctoral student at the University of Oklahoma and in the process of writing my dissertation entitled, "A Survey to Determine the Compliance of State Funded Community Education Programs to Recommendations of the Oklahoma State Department of Education." Within this process I am at the point of conducting a statewide survey of state funded Community Education Programs.

Your assistance is vital for the success of this investigator's study. Would you please help by completing the enclosed brief questionnaire as accurately as possible and return it in the enclosed, stamped, addressed return envelope before February 15, 1983.

Community education advisory council chairpersons will not be referred to in the study. To insure anonymity, please do not sign your name to the questionnaire. The number on the questionnaire is the only link between the investigator and the respondents and will be used only in the event that follow-up letters become necessary. If you would like a copy of the results of this study, please make a note on the enclosed questionnaire and you will receive a copy of the results shortly after the completion of the study.

Thank you very much for your time and effort.

Sincerely yours,

Delores Parker

ENCLOSURE

APPENDIX H
FOLLOW-UP LETTTER

Dear

I am writing in regard to a questionnaire I sent you approximately three weeks ago. The questionnaire requested specific information about your community education program.

I have not received the requested information. I realize your time is very valuable; however your input is desperately needed for this study. I have enclosed an additional questionnaire and ask if you would please take just a few minutes to fill it out and return to me in the stamped self-addressed envelope.

Your cooperation is greatly appreciated.

Sincerely,

Delores Parker

ENCLOSURE

APPENDIX I
RECOMMENDATIONS

Oklahoma State Department of Education
Dr. Leslie Fisher, Superintendent

INSTRUCTIONS FOR COMPLETING THE APPLICATION
FOR COMMUNITY EDUCATION FUNDS

Forms S-CE-82 is to be used to apply for a grant from the Oklahoma State Department of Education (SDE) for Community Education funds provided by the Oklahoma Legislature.

The Oklahoma SDE will make grants to local educational agencies (LEAs) on a competitive basis. The applications submitted will be reviewed by a committee made up of individuals knowledgeable in Community Education practices. Grants will be awarded to LEAs upon recommendation by the review committee and official action by the State Board of Education.

A comprehensive Community Education program should include K-12 curriculum enrichment, recreation, adult education, community services, vocational programs, health programs and academic programs.

Coordination and cooperation among individuals, groups and organizations to avoid unnecessary duplication is essential.

In developing the application, attention should be given to the following factors which the SDE/State Advisory Council on Community Education consider important in the total Community Education process:

1. Evidence of support for the Community Education concept by the superintendent and Board of Education.
2. Evidence of community involvement in planning and developing Community Education (e.g. citizen groups, municipal government, PTA's, higher education, youth groups, churches).
3. Evidence of a commitment from public school resources for Community Education.

4. A person employed to direct the Community Education program.
5. Organized representative participation (e.g. task force, steering committee, advisory boards).
6. Evidence of inservice training of faculty and staff in Community Education.
7. Documentation and evaluation of the Community Education project.
8. Utilization of a wide range of community resources.
9. Provision of services and programs to meet identified needs and wants of people of all ages.
10. Maximum use of community resources to provide a comprehensive educational program for the entire community.

APPENDIX J
REVIEW PANEL

REVIEW PANEL

Mr. James Athone
Oklahoma City, OK

Dr. William Graves
Norman, OK

Dr. Katrina Bright
Oklahoma City, OK

Mr. Charles Hall
Oklahoma City, OK

Mrs. Rebecca Case
Oklahoma City, OK

Mrs. Joyce Jacobs
Oklahoma City, OK

Mr. Joe Castro
Norman, OK

Dr. Paul Kline
Norman, OK

Ms. Jocelyn Ellis
Del City, OK

Dr. Lee Morris
Norman, OK

APPENDIX K
RESPONSES COMPARISON OF SURVEY - A AND SURVEY - B

RESPONSE COMPARISON OF SURVEY - A AND SURVEY - B

| Question | A | | B | |
|--------------------------------|---------------------|------|--------------------------------|------|
| | Directors N=76 N | % | Adv. Council Members N=14 N | % |
| 1. Yes | 58 | 76.3 | 14 | 100 |
| No | 18 | 23.8 | 0 | 0 |
| 2. Strongly Disagree | 2 | 2.6 | 0 | 0 |
| Disagree | 3 | 3.9 | 0 | 0 |
| Neutral | 16 | 21.0 | 3 | 21.4 |
| Agree | 14 | 18.4 | 4 | 28.6 |
| Strongly Agree | 30 | 39.5 | 7 | 50.0 |
| 3. Yes | 42 | 55.3 | 13 | 92.8 |
| No | 30 | 39.5 | 1 | 7.1 |
| 4. Weekly | 0 | 0 | 0 | 0 |
| Every Other Week | 0 | 0 | 0 | 0 |
| Monthly | 19 | 25.0 | 7 | 50.0 |
| Every Other Month | 9 | 11.8 | 2 | 14.3 |
| Quarterly | 11 | 14.5 | 1 | 7.1 |
| 2 or 3 Times A Year | 19 | 25.0 | 4 | 28.6 |
| Only When A New Program Begins | 3 | 3.9 | 0 | 0 |
| 5. Full-Time | 21 | 27.6 | 8 | 57.1 |
| Half-Time | 15 | 19.7 | 4 | 28.6 |
| Quarter-Time | 10 | 13.1 | 0 | 0 |
| Other | 22 | 28.9 | 2 | 14.3 |

| Question | A Directors N=76 | | B Adv. Council Members N=14 | |
|---------------------------|---------------------|------|--------------------------------|------|
| | N | % | N | % |
| 6. Strongly Disagree | 1 | 1.3 | 0 | 0 |
| Disagree | 5 | 6.6 | 0 | 0 |
| Neutral | 13 | 17.1 | 3 | 21.4 |
| Agree | 16 | 21.0 | 3 | 21.4 |
| Strongly Agree | 36 | 47.4 | 8 | 57.1 |
| 7. Yes | 42 | 55.2 | 8 | 57.1 |
| No | 29 | 38.2 | 4 | 28.6 |
| 8. Monthly | 0 | 0 | 0 | 0 |
| Every Other Month | 0 | 0 | 0 | 0 |
| Quarterly | 5 | 6.6 | 1 | 7.1 |
| 2 or 3 Times A Year | 24 | 31.6 | 3 | 21.4 |
| Other | 21 | 27.6 | 7 | 50.0 |
| 9. Strongly Disagree | 12 | 15.8 | 1 | 7.1 |
| Disagree | 9 | 11.8 | 2 | 14.3 |
| Neutral | 24 | 31.6 | 0 | 0 |
| Agree | 10 | 13.2 | 5 | 35.7 |
| Strongly Agree | 15 | 19.7 | 6 | 42.9 |
| 10. Monthly | 3 | 3.9 | 0 | 0 |
| Every Other Month | 2 | 2.6 | 0 | 0 |
| Quarterly | 2 | 2.6 | 2 | 14.3 |
| 2 or 3 Times A Year | 39 | 51.3 | 9 | 64.3 |
| Other | 18 | 23.7 | 2 | 14.3 |
| 11. (Open-ended Response) | 39 | 51.3 | 10 | 71.4 |
| 12. Yes | 47 | 61.8 | 12 | 85.7 |
| No | 22 | 28.9 | 2 | 14.3 |

| Question | A Directors N=76 | | B Adv. Council Members N=14 | |
|-----------------------------------|---------------------|------|--------------------------------|------|
| | N | % | N | % |
| 13. Frequently | 11 | 14.5 | 6 | 42.9 |
| Occasionally | 19 | 25.0 | 3 | 21.4 |
| Rarely | 39 | 51.3 | 5 | 35.7 |
| 14. Yes | 50 | 65.8 | 12 | 85.7 |
| No | 20 | 26.3 | 2 | 14.3 |
| 15. Strongly Disagree | 4 | 5.3 | 0 | 0 |
| Disagree | 4 | 5.3 | 2 | 14.3 |
| Neutral | 25 | 32.9 | 1 | 7.1 |
| Agree | 15 | 19.7 | 4 | 28.6 |
| Strongly Agree | 19 | 25.0 | 7 | 50.0 |
| 16. Strongly Disagree | 1 | 1.3 | 0 | 0 |
| Disagree | 0 | 0 | 0 | 0 |
| Neutral | 14 | 15.6 | 5 | 35.7 |
| Agree | 20 | 26.3 | 0 | 0 |
| Strongly Agree | 36 | 47.4 | 9 | 64.3 |
| 17. Prior To Each Course Offering | 15 | 19.7 | 4 | 28.6 |
| Once Per Semester | 14 | 18.4 | 1 | 7.1 |
| Once Per Year | 34 | 44.7 | 7 | 50.0 |
| Never | 0 | 0 | 0 | 0 |
| Other | 4 | 5.3 | 2 | 14.3 |
| 18. Yes | 50 | 65.8 | 12 | 85.7 |
| No | 20 | 26.3 | 2 | 14.3 |
| 19. One Year | 19 | 25.0 | 6 | 42.9 |
| Two Years | 14 | 18.4 | 2 | 14.3 |
| Three Years | 9 | 11.8 | 2 | 14.3 |
| Four Years | 10 | 13.2 | 1 | 7.1 |
| More Than Four Years | 17 | 22.4 | 3 | 21.4 |