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A STUDY OF THE FEASIBILITY OF A COMMUNITY SCHOOL
IN MISSOULA, MONTANA

by

Julie A. Garcia

B.S., San Jose State University, 1977

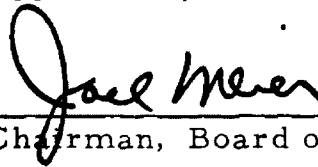
Presented in partial fulfillment of the requirements for the degree of

Master of Science

UNIVERSITY OF MONTANA

1981

Approved by:


Chairman, Board of Examiners


Dean, Graduate School

11-3-81
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ABSTRACT

Garcia, Julie A., M.S., September 1981

Recreation
Management

A Study of the Feasibility of a Community School in Missoula,
Montana (121 pp.)

Director: Joel F. Meier *Jm*

The purpose of this study was to determine the feasibility of a community education program at Whittier School in Missoula. The study examined the attitudes of citizens, administrators, and agency officials towards the community school concept, as well as specifics regarding the formation of Whittier as a community school. Three distinct questionnaires were developed for each group.

Analysis of the data gathered from the agency and administrator questionnaires evaluated percentages of respondents in each answer category. Those questions built on the Likert scale format were analyzed through a comparison of median values. The purpose of the questions was to determine the general attitudes of individuals towards community education as well as their attitudes towards specific community education programs. The purpose of the Whittier area resident questionnaire was not only to determine the respondent's attitude toward community education, but, also, to assess needs within the community. The chi square test of independence was used to determine whether or not any relationship existed between:

- (1) age and the attitude of respondents towards Whittier School as a community center; and,
- (2) age and the attitude of respondents towards the public school's responsibility of providing services to the general public.

The variables age and the attitude of respondents towards Whittier School as a community center were found to be significant at the .05 level of significance.

The results of this study indicated that:

- (1) Agency directors, administrators, and residents supported the concept of a community education program.
- (2) Agency directors and administrators stated that adult education should be the primary responsibility of the school in a community education program.
- (3) Residents were most favorable to having recreation programs in the community school.

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Chapter I

INTRODUCTION

The model of community education dates back to 1936.

In Flint, Michigan, early efforts in community education attempted to bridge the gap between classroom endeavors and the home environment. These achievements were guided by Frank J. Manley, a physical education instructor in Flint, and Charles S. Mott, the founder of the Mott Foundation. The Flint Community Schools expanded through the years to include, among other programs, children's health services (1938), adult education (1940), recreation (1947), and guidance (1947).

Community education is the expansion of the role of the local public school from that of education of children to a role of service to the entire community (16:7). There are seven elements which identify community schools (20:2284).

1. The local educational agency is substantially involved in administering and operating the program.
2. The regular attendance area of the school is served

by the community education program.

3. A school (or other public facility) becomes a community center for educational, recreational, health, cultural, and other community services.

4. Needs assessment is a continuous, systematic process.

5. Community education involves the maximum use of existing resources within the community.

6. Community schools are designed to meet the needs of all residents.

7. The community itself is actively involved in planning and implementing programs and services.

STATEMENT OF THE PROBLEM

The problem was to determine the feasibility of a community education program at a particular elementary school in Missoula. More specifically, the study examined the attitudes of citizens, administrators, and agency officials towards the community school concept in general, as well as particulars concerning the formation of a community school at Whittier School. The financial, and legal ramifications were examined and a recommendation made as to whether the community school is or is not feasible. A study of the existing situation for the delivery of human

services in Missoula and the history of community education in the Missoula area were important to the determination of the feasibility of the community school program at the elementary school.

QUESTIONS TO BE STUDIED

The following questions were studied:

1. What is the attitude of each group (residents, school administrators, and agency officials) toward the concept of community education?
2. What is the attitude of each group (residents, school administrators, and agency officials) towards conducting community education programs at Whittier?
3. What kinds of programs and services should be provided in a community school?
4. Is there a relationship between the desires of community residents and the programs and services agencies and administrators feel they ought to provide?

SIGNIFICANCE OF THE STUDY

The underlying significance of the study was to determine the feasibility of community education from three perspectives: administrators, agencies, and citizens. As evidenced by the work of a previously established group, the Community Education

Steering Committee, it appeared that there might be some support among Missoulians for community education. A review of the early efforts of the Community Education Steering Committee is necessary to gain a perspective on the present status of community education in Missoula.

Why did the group, originally called the Community Education Task Force, meet? Minutes of the May 1, 1979, meeting indicate that the Task Force wanted to develop a comprehensive delivery system to meet the needs of all community members. From this original idea came the widely recognized reasons for establishing a community education program: making greater use of school facilities, serving the needs of all community residents, providing a framework by which community members solve their own problems, and interagency collaboration (5:2). It is clear from the Committee's records that there have been many people in Missoula who were very interested in having a community education program.

The first recorded meeting of the Steering Committee was held on May 1, 1979 (5:1). Members of the committee included representatives from 22 agencies and schools.* Three possibilities were discussed early on for the purpose of initiating community

* A complete list of the original members of the Steering Committee can be found in appendix B.

education in Missoula (4:1). All parties agreed that community needs had to be determined; the problem arose in deciding how to determine these needs. One group within the Steering Committee suggested distributing questionnaires to all agencies in the Missoula area which provide services. In this way, those needs which had been previously recognized could be brought to the attention of the Committee so that a concerted effort could be made to solve those problems. The second possibility discussed by the Committee was to establish a pilot program on a small scale. In this way those services being advocated by the Committee would be established, disseminated, and evaluated on a small scale prior to being introduced to the community-at-large.

The Steering Committee decided on a third option. This option, called "Coordination," involved discovering what resources are available in the community and how to make these resources available to the people who need them. Six months were allocated to accomplish thirteen tasks needed to implement this option. These were:

1. Identify community resources and the appropriate contact person.
2. Meet to discuss ways of coordinating services.
3. Do a general needs assessment.
4. Identify a group leader (of the community resource group).

5. Determine how much time individuals can commit.
6. Identify staff needs.
7. Find a sponsor for the project.
8. Identify a mechanism for coordinating resources.
9. Check with Western Montana Teacher's Center.
10. Use information supplied by communities which have existing community education programs.
11. Review resource directories in Missoula.
12. Develop a definition of community education.
13. Contact neighborhood groups.

In early 1980, a questionnaire was designed to try to determine agencies which provide services in the Missoula area (Appendix C). The questionnaire was never released because the Committee decided that forming a clearinghouse would not be beneficial to its purposes. Although the Community Education Steering Committee ceased functioning, it is because of its earlier efforts and the interest of its members that this thesis now seems relevant.

PURPOSE OF THE STUDY

This investigation centered on one area of Missoula in order to study the attitudes of residents towards community education. The opinions of Missoula agency directors and school officials were

also sought. With the results of this study, it is hoped that school administrators and agency officials will be in a better position to make decisions concerning the implementation of community education in the Whittier area. If the school administration should decide to instigate community education, then the areas of interest will have been delineated by this study. On the other hand, if the study reveals that any or all of the significant groups were unfavorable to the idea of community education, then it would appear that a decision should be made not to implement a community education program.

DELIMITATIONS OF THE STUDY

The information obtained from this study applies only to the Whittier School area of Missoula, Montana. Whittier School was chosen because of the support of Mr. Ed Courtney, Whittier School principal, for community education and the unique setting of Whittier in Missoula. Whittier School is located on the Northside, separated from the downtown area by the railroad tracks and bordered on the north by the freeway. Furthermore, Whittier School area appears to be a lower income area. The groups surveyed were:

1. A random sample of sixty households located on the Northside, within the Whittier School area. Samples were drawn from the 1980 Missoula City Directory.

2. A random sample of thirty agencies and organizations operating in Missoula and listed in the Missoula Telephone Directory.

3. Ten selected school administrators from Missoula County, District One, and Whittier School. These included District One School Board members, the Superintendent of Schools from Missoula County, the Superintendent of Schools from District One, and the Principal of Whittier School.

LIMITATIONS OF THE STUDY

The following are limitations of the study:

1. There are inherent disadvantages in the use of telephone and mail questionnaires. One major problem in the administration of questionnaires is the misinterpretation of questions by respondents (13:299). In order to protect against this, pretests were conducted for all three questionnaires. A sample of five individuals was drawn from the agency population to receive the pretest. Five samples were likewise drawn from the population of residents in the Whittier area. Because of the small number of elements in the population of school administrators, Mr. Ed Courtney, principal of Whittier School, agreed to examine the administrator questionnaire. Adjustments were then made on all three questionnaires, prior to gathering data.

2. Although 80 percent (8 out of 10) of the samples in the administrator's survey responded, the population is too small to conduct extensive statistical tests. However, conclusions can be drawn from the information provided by school administrators.

3. In the telephone survey of Northside residents, there were nine individuals who refused to take part in the study, seven females and two males. These non-respondents were replaced by further random sampling. In order to limit the effects of non-response, people who refused to answer the questionnaire were immediately asked to respond to their age category. By doing this, the effects of non-response could be evaluated. There were two refusals in the 40-49 age bracket, two refusals in the 50-59 age bracket, and five refusals in the 60 and over age bracket.

BASIC ASSUMPTIONS

For the purposes of this study it was assumed that a random sampling of Whittier residents and Missoula area agencies was surveyed. Furthermore, it was assumed that respondents answered questions truthfully and to the best of their ability. Questions asked were assumed to be accurate in gaining a knowledge of respondent attitudes. Peoples' perceptions of their needs may change over time; consequently, needs enumerated at the time the survey was administered may differ from respondents' needs at the

time of any program implementation.

DEFINITION OF TERMS

Community education program (Title VIII of ESEA):

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

Community school: That building which houses the major facets of the community education program.

Local educational agency: any agency or organization which in the broadest sense teaches people.

Chapter II

REVIEW OF THE LITERATURE

The purpose of this chapter is to give an overview of research and related literature in the field of community education. Studies in community education at this time are few. Much of the literature in the field points to the need for cooperation among agencies, administrators, and participants. The final section of this chapter reviews characteristics of questionnaires and telephone interviews.

AREAS OF NEEDED RESEARCH

The areas of needed research in the field of community education are many. A study by Kaplan (10:52) showed that community education practitioners perceived a need for research in the areas of citizen attitudes and interagency relationships, among others. The study further divided the research needs into six types: status research on citizen attitudes (e.g., how do citizens feel about community education?); relational research on citizen attitudes (e.g., how do community attitudes affect a community education program?); theoretical research on citizen attitudes (e.g., do

attitudes influence behavior?); theoretical research on interagency relationships (e.g., what models of interagency partnerships have been developed?); status research on interagency relationships (e.g., what agencies are involved in community education?); and relational research on interagency relationships (e.g., what differences exist between public and private agencies in regards to attitudes towards cooperation?). Although there are many areas that need to be examined in community education, the following sections show what work has been done, locally and nationally, in the area of cooperation among agencies, administrators, and participants.

COOPERATIVE PLANNING IN COMMUNITY EDUCATION

In a viable community education program, it has been found that community residents, school administrators, and agency representatives respond favorably to the community education idea. According to Carolyn Frojen, past State school board member, "In a Community Education school, the school people work closely with other agencies in the community in order to help bring their services to the people" (9:1).

Title VIII of the Elementary and Secondary Education Act defines explicitly the component parts of the community education process.

... a 'community education program' means a program in which a public building, including but not limited to, a public elementary or secondary school, or a community or junior college (or a related extension center), is used as a community center operated by a local educational agency in conjunction with other groups in the community, community organizations, and local government agencies, to provide educational, recreational, health care, cultural, and other related community and human services for the community that the center serves in accordance with the needs, interests, and concerns of that community (20:2284).

Furthermore, the school is most effective when community residents are involved in satisfying the educational needs of the community.

Findings of a study by Tasse (19:1) indicate that community involvement is a vital element of agency-school cooperation.

Community educators attempt to determine community needs through needs assessments. Three common methods of assessing needs are surveys, hearings, and interviews.

The process is based on the belief that it is the people themselves who know what their concerns are, and that they will not only willingly provide this information in the hope of having their concerns met, but that they will also support and participate in those programs and services which are developed to meet their needs (18:3).

In a study of school administrators' attitudes towards community involvement in California schools, administrators felt that the community should be involved in planning and communication and in making judgments and recommendations. Also, input from advisory committees, voluntary organizations, and individuals was

considered worthwhile (1:1). In a Utah study of state senators and representatives, mayors, county commissioners, presidents of boards of education, and the superintendents of schools, it was found that administrators felt that public school systems could feasibly provide community school programs and that their communities would and could support community schools. In this study of government administrators, school superintendents were found to be the most supportive of community education (5:2).

Officials representing the State Office of Public Instruction in Montana declare that the role of the school in community education is to be "directly and substantially involved in administering and operating the program" (4:App. 1).

The implementation of a community education program requires

a spirit of unity between public education and the public itself...through community education, schools and communities can work together to strengthen the learning environment of that community by identifying the resources to meet the educational, recreational, social and cultural needs of all community members...The Board believes that a cooperative effort between schools and community will manifest itself in conditions of quality in education (12:1).

The definition of community education developed by the Missoula Community Education Steering Committee, recognizes that the participation of citizens in the needs assessment process is necessary in order to have a successful program. A community

school is defined as "a school serving a grouping of residents that... organizes the participation of citizens in assessing local conditions, setting of priorities and program planning" (5:2).

Just as school-community relationships are important, so, too, are agency-school relationships. Title VIII of the ESEA explicitly charges the schools and community agencies to work together.

The school shall provide in collaboration with other public and nonprofit agencies educational, recreational, cultural, and other related community and human services, in accordance with the needs, interests, and concerns of the community through the expansion of community education programs (20:2284).

The Montana Office of Public Instruction promotes maximum use of existing resources within the community.

"Cooperative arrangements with public and private community-oriented agencies are encouraged as a means of making the most of existing skills and services" (4:App.1). By utilizing existing resources, waste and duplication can be reduced and possibly eliminated. Not only should the community school enter into agreements with agencies, but agencies must cooperate amongst themselves, as well. Some communities have formed interagency councils. For example, in Comal School District, Texas, one of the first tasks of the council was to assess what kinds of services

were available from which county agencies. In an ongoing process, the Interagency Council keeps up-to-date records of available resources (23:23).

Joint planning by the school and local agencies was deemed essential by the Community Education Steering Committee in Missoula. "A need for coordination with existing community services and school programs to avoid duplication" was recognized on May 23, 1979 (5:1).

Results of the Tasse study showed that agency-school cooperation improved existing services, supplied services not generally provided by the school, made the public more aware of available services, and made services more accessible to community residents (19:1).

Parson (14:17) describes how recreation agencies and community schools can work together to prevent duplication of activities, facilities, and programs. Most community education programs implement recreational activities to meet the leisure needs of the community. In many areas, school facilities are adequate to house recreation programs without impeding daily school instruction. In areas incorporating the Recreation/School Community Education Model, the recreation agency may contribute a portion of the community school's operating budget, mainly in personnel costs. In return, the recreation agency gains access to needed facilities.

In 1971, the John F. Kennedy School and Community Center was built in a poverty-stricken area of Atlanta, Georgia. Planning of the facility was done by eighteen government and social service agencies. Incorporated into the facility are a middle school for 1,000 students, offices of the Atlanta Housing Authority, Family and Children Services, Social Security, Economic Opportunity Atlanta, centers for senior citizens and the mentally retarded, and city-run recreation programs. Participation is geared toward individual agencies housed in the cooperatively run facility (15:29).

To provide services in a community education setting there must be cooperation between the education agency and local service agencies, if the needs and desires of the residents are to be adequately met. The education agency acts as a liason by determining needs and matching those needs to the services provided, facilitating the delivery of services, enriching existing programs, involving the community in decision making, and making resources more readily available to the public. Community schools promote community participation and increased involvement by citizens.

COMMUNITY EDUCATION IN MONTANA

The Montana Center for Community Education was established at Montana State University in September, 1976. Six

months later, the Libby Public School District officially endorsed community education. The Community Education Office in Libby is presently coordinating programs in four areas: adult education, youth and senior citizen programs, adult basic education, and the community school program (4:3).

Although community education was formally introduced in Bozeman in 1975, it was not until 1976 that consolidation of programs under the direction of the Bozeman Public Schools was made (4:2). The five original programs were: adult education, evening high school, senior citizens' program, youth and adult employment training programs, and adult basic education. Eleven new programs have since been added. These include: community councils, home/school communications, youth enrichment programs, volunteer resources, and education seminars. Libby and Bozeman are just two of nineteen cities and towns in Montana that have community education programs.

Funding for community education projects is possible through a variety of sources. In Bozeman, the support for programs comes from a one mill adult education permissive levy, fees charged to participants, adult basic education state and federal grants, Community Education Department funds, and vocation education funds (4:3). In Libby, most financial support for community education comes from tuition-based adult education and a one mill adult

education levy. Additional money is provided by School District 4 and the Mott Foundation Grants (4:4). The Broadview Community Education Program raises approximately \$2,800 from a one mill tax levy. In the present year, participants are charged \$5 per class (4:1).

In 1979, concurrent to the work of the Community Education Steering Committee in Missoula, the Montana Office of Public Instruction conducted a statewide survey on community education (11). A copy of this questionnaire can be found in appendix C. Surveys were sent to the superintendent of schools, or related individual, in every school district in the state. Four hundred thirty-nine questionnaires were sent and 234 responses were received, a 53 percent rate of response.

The survey listed ten advantages of community education and respondents were asked to indicate if each advantage would benefit their districts. Results showed that 63.6 percent agreed that all ten advantages would be beneficial, 23.5 percent agreed that all but one advantage would help, and 12.8 percent agreed that all but two advantages would benefit their district. Ninety percent or more of the respondents indicated that they agreed with the following concepts: Improved communications between school and community, the school should serve as a center of neighborhood activity,

learning and enrichment programs should be provided for all people, and learning is a lifelong process. Disagreement was strongest (35.5 percent) with the idea that the community council should be authorized to assess school and community needs and make recommendations to the school board. Sixty-six percent agreed that the school should take initiative in community education; 34 percent disagreed. Related comments indicated that shared responsibility was favored.

The study also attempted to determine to what extent schools were currently involved in community education. There was no indication of which facilities within the school were being used. 62.3 percent of respondents stated the school facilities were now being used beyond the traditional operating hours. 72.9 percent said there was presently some communication between school and community. Community resources are used in the classroom by 74.3 percent of schools, the school district is involved in community projects according to 67.6 percent of the respondents, while 80 percent indicated there was no full or part-time employee acting as a school-community liason.

NATIONAL LEGISLATION AFFECTING COMMUNITY SCHOOLS

Nationally, a community education bill was signed into law in 1978 by President Carter. The Community Schools and Comprehensive Education Act of 1978 (Title VIII of the Elementary and Secondary Education Act) defines a community school as a program in which a public building is used as a community center operated by a local educational agency in conjunction with other community groups to provide services to meet the needs and interests of community residents. The Act further states that "the school is an integral part of the local human service delivery system, (and the) primary institution for the delivery of services." Moreover, more efficient use of facilities can be gained through community education, especially when community residents are involved in fulfilling the community's educational needs (20:2284).

THE QUESTIONNAIRE TECHNIQUE

A substantial portion of this study involved determining the attitudes of various groups towards community education. In order to do this, written and telephone questionnaires were used. Attitudes of school administrators and agency officials were

gathered using mail questionnaires. The attitudes of Whittier residents were drawn from telephone questionnaires in an attempt to procure as high a response rate as possible.

The most common characteristic of questionnaires is their complexity of construction (23:93). Because of this complexity, problems, such as, complicated questions (19:115), personally offensive questions (21:278), and non-response (21:281), must be overcome.

There are a number of advantages in using questionnaires. The greatest advantage may be versatility. Many problems can be solved only by asking people about the problem. Opinions are best determined by questioning, since observation will not necessarily lead to a person's opinions. Furthermore, questionnaires are usually faster and cheaper than observation (3:132).

In order to alleviate inherent problems of the questionnaire technique and to correct defects in the questions themselves, a pretest should be conducted. The general impression of the subjects to the questionnaire is as important as the exact wording of questions (7:156).

Specifically, there are three different methods of communicating with questionnaires: personal interviews, telephone surveys, and mail surveys. Techniques which involve the spoken word can bypass some problems of the mail questionnaires. To increase the

response rate of mail questionnaires a cover letter should be used. The cover letter introduces the respondent to the questionnaire. It should be straightforward and explain the purposes and value of the survey. The respondents must feel their cooperation in answering is important. They should be assured that their responses will be kept confidential (21:281). The advantages of the telephone survey include time savings, communicating with individuals who have trouble reading or writing, increasing the motivation to respond, and the possibility of explaining ambiguous questions (13:299). Yet, there are problems in using the telephone method. Each household must have a telephone listing in order to be included in the population (7:42). The problem of individuals not being home is another weakness of the telephone survey (7:46).

Follow-up procedures are important in order to assure adequate response rates for both telephone and mail surveys. These methods include follow-up postcards, new mailings of the questionnaire, personal letters, and additional telephoning (16:149). In mail surveys, follow-up postcards are usually sent one week after the original mailing. Three weeks after the original mailing a letter and replacement questionnaire can be sent to non-respondents (7:183).

Chapter III

BASIC PROCEDURES FOR THE STUDY

NATURE OF INFORMATION SOUGHT

The purpose of this study was to investigate the feasibility of community education in the Whittier School area of Missoula. Specifically, three separate groups were surveyed to determine their attitudes towards community education. The three groups, residents of the Whittier School area, agencies and organizations operating in Missoula, and school administrators, each responded to questionnaires concerning the respondent's general attitude toward community education and where the responsibility for such a program should lie. Succeeding questions dealt with senior citizens' programs, social services, recreation programs, adult education, arts and crafts programs, home improvement classes, and youth programs. The times when such offerings should be made available to residents was also asked of each group.

To gather the necessary information, three distinct questionnaires were developed (see appendices D, E, and F). Citizens in the Whittier School area were surveyed using telephone questionnaires. The first part of the questionnaire dealt with ascertaining

the respondents' age category, sex, area of residence, general feelings about the community school concept, and attitudes towards responsibility of the school in serving the general public. The next section applied only to respondents over 60 years of age. These questions dealt with organized senior citizen activities in which the respondent currently participates. The purpose of these questions was to determine how extensively senior citizens in the Whittier School area participate in the Missoula senior programs, which are not centered on the Northside, but in some cases are provided in the individual's home. The next six questions attempted to determine specific areas of programs and services in which residents would be interested in participating. The major areas were social services and health care, recreation and sports, education, arts and crafts, home improvement, and youth programs. This was essentially a needs assessment, an integral part of a community education program. The ninth question asked the respondent to choose the two best times for participation and the final question attempted to determine the need for child care.

The questionnaires which were mailed to the agencies and school administrators were essentially the same. The form sent to the agencies included two questions which attempted to determine whether the agency would be interested in (1) offering services through Whittier School and (2) being listed in a directory

of agencies which provide community services in Missoula.

The first section, asked of both administrators and agency directors, dealt with the responsibility of public schools in providing services to citizens. One question was concerned with general responsibility, while another dealt specifically with incurred costs. This portion of the survey also asked the respondents' feelings toward expanding Whittier into a community school. The purpose of asking these questions was to determine general attitudes towards community schools while the second section dealt with specific programs and services the schools should be responsible for providing in conjunction with agencies. These included senior citizen programs, social service and health programs, recreation programs, adult education, arts and crafts classes, home improvement classes, and extra-curricular youth programs.

The three questionnaires were submitted to the author's advisor for evaluation and to a statistician for analysis. Each questionnaire was subjected to pretesting. The agency questionnaire was mailed to (five) Missoula agencies randomly selected from the population. After receiving these responses, modifications were made and the actual questionnaires were mailed. Because of the small number of individuals in the administrative portion of the study, Mr. Courtney, principal of Whittier School, agreed to review the administrators' survey as a form of the pretest. Once again,

changes were made prior to the mailing. Five randomly selected residents of the Whittier School area were chosen to pretest the resident questionnaire. Two different introductions were used, one more heavily emphasizing the uniqueness of the Whittier residents in the study. People tended to be more cooperative when told that the survey concerned only the Whittier residential area, as opposed to a general survey of all Missoula residents.

SAMPLING PROCEDURES AND DATA COLLECTION - AGENCY QUESTIONNAIRE

Approximately 61 percent (n = 49) of the public and private service agencies and organizations listed in the 1981 Missoula Telephone Directory were mailed questionnaires.* Since there is no consolidated list of service organizations in the Missoula area, it was felt that the most efficient method of reaching a random sample was through the telephone directory. All agencies listed in the directory were assigned a two-digit code number ranging from "00" to "79." A table of random digits was then used to select 49 agencies.

The questionnaire mailed to the Missoula agencies consisted of eleven statements requesting the agency director to select a response which best indicated his or her opinion toward

* See Appendix A for a complete list of agencies sampled.

a series of statements and questions. Many statements on the questionnaire were of the Likert scale type, with a five-point range of responses. These were:

- 1 - strongly agree
- 2 - agree
- 3 - undecided
- 4 - disagree
- 5 - strongly disagree

These statements covered the general opinion of the respondent towards community education to specific opinions about activities and services that traditionally comprise a community education program.

One question asked the respondent to choose whom he or she felt should be financially responsible for community education. Further questions asked the agency director whether or not

1. programs should be offered during the school day,
2. the agency representative would like to be involved in a community education program at Whittier, and
3. the agency could be listed in a directory of service agencies and organizations.

Accompanying the questionnaire was a cover letter explaining the nature of the study, defining community education, and requesting the respondent's cooperation in completing the enclosed questionnaire. A stamped return envelope was also included. A complete copy of the agency questionnaire and cover letter can be found in appendix D.

A follow-up postcard was mailed to all 49 randomly selected Missoula agencies. This postcard thanked those respondents who had already returned the questionnaire and requested those who had not to return it as soon as possible.

SAMPLING PROCEDURES AND DATA COLLECTION - ADMINISTRATOR QUESTIONNAIRE

Questionnaires were distributed to each District One School Board member, the District One Superintendent, the Missoula County Superintendent, and the Principal of Whittier School. School Board members were contacted by telephone three days prior to receiving the questionnaire. One member was out of town and unable to participate in the survey. At this time, the Board members were given a brief overview of the study and were requested to return the questionnaire which they would soon receive. Mr. Jacob Block, District One Superintendent, Mr. Mike Bowman, Missoula County Superintendent, and Mr. Ed Courtney, Whittier School Principal, were all previously aware of the study and it was felt that contacting each prior to their receiving the questionnaire would be unnecessary in gaining their responses. The Assistant Superintendent was not yet on the job, as he had been recently hired. Questionnaires were mailed to all School Board members and Mr. Courtney; those questionnaires intended for Mr. Block and Mr. Bowman were hand delivered.

The questionnaire for administrators was the same as the questionnaire for agency directors, except for two questions directly concerned with agency participation. A copy of the administrator questionnaire can be found in appendix E.

There was no follow-up to the administrator questionnaire. An 80 percent rate of return was achieved after the initial mailing.

SAMPLING PROCEDURES AND DATA COLLECTION - WHITTIER AREA RESIDENT QUESTIONNAIRE

Eleven percent (n = 60) of the residents of the Whittier School area were included in and responded to a telephone questionnaire. Names were drawn from the Missoula City Directory, assigned numbers from "00" to "534" and selected using a table of random numbers. Any person listed without a telephone number was checked in the Missoula Telephone Directory for a number. If there was no listing, a new name was selected from the population.

Sample respondents were telephoned over a ten-day period in early July, 1981. Attempts to reach people were made during the morning, afternoon, and evening hours. If the respondent was reached at an inconvenient time or there was no one home who was at least eighteen years of age, an alternative call back time was established.

Following a short introduction, which included an explanation of the project and a definition of community education, a series of questions was asked to determine the individual's qualifications as a sample, location of residence and age. Throughout the survey, most questions were dichotomous, requiring "yes" or "no" responses. The second part of the questionnaire was the needs assessment. Six major areas of programs and services were delineated. Respondents were asked whether they would be interested in participating in any of the following types of programs if offered at Whittier School: Social services and health care, recreation and sports, education, arts and crafts, and home improvement. Two additional sections dealt with senior citizen participation and youth activities. Besides attempting to identify specific program needs within these general areas, the survey also sought to identify popular times for offering those services. A copy of the resident questionnaire can be found in appendix F.

Chapter IV

ANALYSIS OF THE DATA

The following analyses are divided into three sections, corresponding to the three questionnaires. The first questionnaire studied is the agency questionnaire, the second is the administrator questionnaire, and finally the responses of Whittier residents are studied.

ANALYSIS OF THE AGENCY RESPONSES

The purpose of this questionnaire was to determine the opinions of agency directors towards community education. More specifically, the responsibility for community education, types of services provided through community education, and the willingness of agencies to become involved were studied.

In the first question, the opinions of agency directors toward community education in general were investigated. The question of whether the school system should be responsible to all citizens was posed to the agency directors. They were asked to respond on a continuum from strongly agree to strongly disagree. As can be seen from Table 1, the vast majority of directors were favorable

to the idea of community education and the responsibility of schools to the general public.* By combining the strongly agree category and the agree category, 77.5 percent of agency directors were favorable, while only 13.4 percent were either in disagreement or strong disagreement. The median value of 1.857 shows that fairly strong agreement towards the community school idea exists

TABLE I
AGENCY DIRECTORS' RESPONSES REGARDING WHETHER THE
PUBLIC SCHOOLS SHOULD BE RESPONSIBLE
TO THE GENERAL PUBLIC

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	10	32.3
Agree	14	45.2
Undecided	2	6.5
Disagree	2	6.5
Strongly disagree	2	6.5
No response	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

* In all tables, rounding error accounts for variation in percent of responses greater or less than 100 percent.

among agency directors.

Expanding the use of Whittier School from an elementary school to a community school was the subject of the second question. Again, we see that a majority of agency directors, 71 percent, would like to see Whittier School become a community center, while only 3.2 percent were opposed. Almost thirteen percent of agency directors were undecided on this issue. Complete results can be seen in Table 2.

TABLE 2
AGENCY DIRECTORS' RESPONSES REGARDING WHETHER
WHITTIER SCHOOL SHOULD BECOME A CENTER FOR
NEIGHBORHOOD ACTIVITIES

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	6	19.4
Agree	16	51.6
Undecided	4	12.9
Strongly disagree	1	3.2
No response	3	9.7
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

To determine who agency directors felt should be financially responsible for community education, question three was devised. Because of their negative responses to either of the first two questions, four agency directors were instructed to discontinue the survey. As revealed by Table 3, seven directors (22.6 percent) felt that they would like to see a community education program, if there was no cost to the agencies. Four respondents (12.9 percent) indicated there should be no cost to the school district. The largest group of directors, 45.2 percent, felt that participants, school district, and agencies should share the costs

TABLE 3

AGENCY DIRECTORS' RESPONSES REGARDING THE RESPONSIBILITY FOR COSTS OF A COMMUNITY EDUCATION PROGRAM

Category Label	Absolute Frequency	Relative Frequency (%)
No cost to agency	7	22.6
No cost to school	4	12.9
All share cost	14	45.2
Participants only	1	3.2
No costs to participants	1	3.2
No response	<u>4</u>	<u>12.9</u>
TOTAL	31	100.0

of a community education program at Whittier.

The next section of the agency survey attempted to determine what kinds of programs directors felt the school district should be responsible for providing. By inspecting the median values in each of the seven categories, it can be seen how strongly agency directors felt that schools, in conjunction with agencies, should be responsible for community education. The more closely the median value is to one, the more favorable respondents were to that particular statement.

The most popular area of programming according to agency directors was adult education with a median value of 1.958. Table 4 shows that nineteen respondents, 61.3 percent, agreed or strongly agreed that schools were responsible for adult education. Only four respondents, 12.9 percent, disagreed with the notion of adult education in community education.

Extra-curricular youth programs was the second most popular choice of agency directors. Table 5 reveals that only 9.7 percent of agency directors disagreed that the school district should be responsible for after-class youth programs. Approximately sixty percent either agreed or strongly agreed with the statement. The median value of 2.000 shows the strong support for youth programs by agency directors.

TABLE 4
 AGENCY DIRECTORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT,
 IN CONJUNCTION WITH THE AGENCIES,
 FOR ADULT EDUCATION

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	7	22.6
Agree	12	38.7
Undecided	2	6.5
Disagree	4	12.9
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

TABLE 5
 AGENCY DIRECTORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 EXTRA-CURRICULAR YOUTH PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	6	19.4
Agree	13	41.9
Undecided	3	9.7
Disagree	3	9.7
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

The feeling of respondents towards senior citizen programs was generally positive as reflected in the median value of 2.400. Most respondents, 42.0 percent, agreed with the statement, while 29.0 percent disagreed. Senior citizens programs were the third most popular selection for agency directors in a community education program. See Table 6 for the opinions of agency directors concerning senior programs.

TABLE 6
 AGENCY DIRECTORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 SENIOR CITIZEN PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	3	9.7
Agree	10	32.3
Undecided	2	6.5
Disagree	8	25.8
Strongly disagree	1	3.2
No response	6	19.4
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

Home improvement classes, as shown in Table 7, were favored by 38.7 percent of agency directors. The median value of 2,563 reflects the fact that twelve directors favored home improvement classes, eight were undecided, and five were unfavorable towards the classes.

TABLE 7
 AGENCY DIRECTORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT,
 IN CONJUNCTION WITH THE AGENCIES,
 FOR HOME IMPROVEMENT CLASSES

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	4	12.9
Agree	8	25.8
Undecided	8	25.8
Disagree	5	16.1
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

Recreation programs were favored by 38.8 percent of agency directors. 22.6 percent disagreed that community schools should sponsor recreation programs. A large percentage, 19.4, were undecided. The median value of 2.583 showed lukewarm acceptance for recreation. Results are shown in Table 8.

TABLE 8
 AGENCY DIRECTORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT,
 IN CONJUNCTION WITH THE AGENCIES,
 FOR RECREATION PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	2	6.5
Agree	10	32.3
Undecided	6	19.4
Disagree	7	22.6
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

The sixth most popular program offering among agency directors was arts and crafts classes. The median value for this category was 2.667. Approximately, thirty-five percent of respondents agreed or strongly agreed that schools should be responsible for arts and crafts classes, while 16.1 percent disagreed. A large group, twenty-nine percent, were undecided on the subject. Table 9 exhibits the results of this question.

TABLE 9
 AGENCY DIRECTORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 ARTS AND CRAFTS CLASSES

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	3	9.7
Agree	8	25.8
Undecided	9	29.0
Disagree	5	16.1
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

The least popular program to be provided in the community school format was social services. It ranked a median of 3.542. Ten agency directors agreed or strongly agreed that social services should be provided in the community school while thirteen disagreed or strongly disagreed that social services were the responsibility of the school district. Complete classifications can be examined in Table 10.

TABLE 10
 AGENCY DIRECTORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 FOR SOCIAL SERVICES

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	5	16.1
Agree	5	16.1
Undecided	2	6.5
Disagree	12	38.7
Strongly disagree	1	3.2
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

Questions five and six attempted to determine whether or not agency directors felt the schools should be open to the general public for community education programs first, during non-school hours and second, during school hours. Twenty-four respondents, 77.4 percent, felt the school should be open during non-school hours, one respondent was undecided, and no one was opposed. This data is presented in Table 11. A slightly different

TABLE 11
 AGENCY DIRECTORS' RESPONSES REGARDING WHETHER
 THE SCHOOL SHOULD REMAIN OPEN TO THE PUBLIC
 DURING NON-SCHOOL HOURS FOR COMMUNITY
 EDUCATION PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	11	35.5
Agree	13	41.9
Undecided	1	3.2
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

story is evidenced in Table 12. Sixteen directors, 51.6 percent, agreed or strongly agreed that schools should be open to the public during school hours. Five people, 16.1 percent, were undecided, and four people, 12.9 percent, disagreed. The median value for the question concerning keeping the school open to the public during school hours was 2.111 compared to a value of 1.615 for keeping the school open during non-school hours. Thus, it is apparent that agency directors are much more responsive to community education programs during hours when regular students are not attending classes.

TABLE 12
 AGENCY DIRECTORS' RESPONSES REGARDING WHETHER
 THE SCHOOL SHOULD REMAIN OPEN TO THE PUBLIC
 DURING SCHOOL HOURS FOR COMMUNITY
 EDUCATION PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	7	22.6
Agree	9	29.0
Undecided	5	16.1
Disagree	4	12.9
No response	5	16.1
Not applicable	<u>1</u>	<u>3.2</u>
TOTAL	31	100.0

The purpose of the final two questions was to determine whether or not agencies were interested in participating in community education. Question seven asked respondents whether the agency they represented would be interested in providing services through Whittier School. By inspecting Table 13, it can be seen that 71 percent of all directors were favorable to the idea of providing services through community education.

TABLE 13
 AGENCY DIRECTORS' RESPONSES REGARDING WHETHER
 THE AGENCY WOULD BE INTERESTED IN
 PARTICIPATING IN A COMMUNITY
 EDUCATION PROGRAM AT
 WHITTIER SCHOOL

Category Label	Absolute Frequency	Relative Frequency (%)
Yes	22	71.0
No	2	6.5
Maybe	1	3.2
No response	<u>6</u>	<u>19.4</u>
TOTAL	31	100.0

Question eight asked whether or not agencies would be interested in being listed in a directory of opportunities available to the community. Of the directors responding to this question, twenty-four were favorable while only one was unfavorable. Results from question eight are exhibited in Table 14.

TABLE 14
 AGENCY DIRECTORS' RESPONSES REGARDING WHETHER THE
 AGENCY WOULD BE INTERESTED IN BEING INCLUDED IN
 AN OPPORTUNITY DIRECTORY AVAILABLE TO
 COMMUNITY RESIDENTS

Category Label	Absolute Frequency	Relative Frequency (%)
Yes	24	77.4
No	1	3.2
Not at present time	1	3.2
No response	<u>5</u>	<u>16.1</u>
TOTAL	31	100.0

ANALYSIS OF THE ADMINISTRATOR QUESTIONNAIRE

The purpose of the school administrator questionnaire was to determine the attitude of administrators towards community education. The questionnaire mailed to school administrators was essentially the same as that for agency directors, the only difference being the deletion of questions seven and eight which applied to agency participation.

The first question investigated the school district's responsibility in providing for the needs of the general public. Respondents answered according to the following scale: strongly agree, agree, undecided, disagree, and strongly disagree. Of the total of eight respondents, six either strongly agreed or agreed. One administrator disagreed while one disagreed strongly. The median value of 1.30 indicates that there is fairly strong agreement among administrators for the schools to provide services to the general public. Table 15 illustrates the data gathered from this question.

TABLE 15
SCHOOL ADMINISTRATORS' RESPONSES REGARDING WHETHER
THE PUBLIC SCHOOLS SHOULD BE RESPONSIBLE
TO THE GENERAL PUBLIC

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	5	62.5
Agree	1	12.5
Disagree	1	12.5
Strongly disagree	<u>1</u>	<u>12.5</u>
TOTAL	8	100.0

The two individuals who responded negatively to the first question were requested to discontinue completing the questionnaire. When the remaining six who had earlier responded positively were asked whether Whittier School should become a neighborhood community center, all responded affirmatively. Therefore, one hundred percent of the people who thought schools should be responsible to the general public, also favored the idea of Whittier as a community school.

Next, the school administrators were asked where they thought the cost responsibility for a community education program should lie. Table 16 shows the results. Five respondents indicated that there

TABLE 16
SCHOOL ADMINISTRATORS' RESPONSES REGARDING
THE RESPONSIBILITY FOR COSTS OF A
COMMUNITY EDUCATION PROGRAM

Category Label	Absolute Frequency	Relative Frequency (%)
No cost to school	5	62.5
All share cost	1	12.5
Other	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

should be no cost to the school district, rather agencies and program participants should share the costs. One person felt that agencies, participants, and the school district should share costs.

The next series of questions asked school administrators their attitudes towards the school district's responsibility for providing specific programs. Six administrators indicated that they felt the school district was responsible for the needs of the general public. The purpose of this question was to determine in what specific areas administrators feel the schools are responsible.

As can be seen from Table 17, three school administrators felt that there was a responsibility for the schools to meet the needs of senior citizens. One individual was undecided and two disagreed that the schools were responsible for serving the needs of senior citizens. The median value, 2.500, shows that among administrators responding to this statement, provision of services to senior citizens was the third most popular alternative. The lower the median value the more favorable respondents were to the statement.

Administrative respondents had equally negative feelings towards home improvement classes and arts and crafts classes. The median value for both was 3.500. Two respondents favored these classes in the community education program, three were

TABLE 17
 SCHOOL ADMINISTRATORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 SENIOR CITIZEN PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	1	12.5
Agree	2	25.0
Undecided	1	12.5
Disagree	1	12.5
Strongly disagree	1	12.5
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

unfavorable, and one was undecided. Table 18 shows the results of the home improvement question while Table 19 reveals the results of the arts and crafts question.

Identical responses were again the case when administrators were asked about social service programs and recreation services. Only one administrator agreed that these services should be met by the schools. Four individuals were opposed to the ideas and one

TABLE 18
 SCHOOL ADMINISTRATORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 HOME IMPROVEMENT CLASSES

Category Label	Absolute Frequency	Relative Frequency (%)
Agree	2	25.0
Undecided	1	12.5
Disagree	2	25.0
Strongly disagree	1	12.5
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

person in each case was undecided. The median value of 3.833 for both social service programs and recreation illustrates the somewhat unfavorable attitude of administrators towards these areas.

Table 20 presents the data for administrators responses to social service programs, while Table 21 shows the data for recreation programs.

TABLE 19
 SCHOOL ADMINISTRATORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 ARTS AND CRAFTS CLASSES

Category Label	Absolute Frequency	Relative Frequency (%)
Agree	2	25.0
Undecided	1	12.5
Disagree	2	25.0
Strongly disagree	1	12.5
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

TABLE 20
 SCHOOL ADMINISTRATORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES,
 FOR SOCIAL SERVICES

Category Label	Absolute Frequency	Relative Frequency (%)
Agree	1	12.5
Undecided	1	12.5
Disagree	3	37.5
Strongly disagree	1	12.5
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

TABLE 21
 SCHOOL ADMINISTRATORS' RESPONSES REGARDING THE
 RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
 CONJUNCTION WITH THE AGENCIES, FOR
 RECREATION PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Agree	1	12.5
Undecided	1	12.5
Disagree	3	37.5
Strongly disagree	1	12.5
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

Administrators were slightly more favorable towards the statement that schools should be responsible for extra-curricular youth programs. As can be seen in Table 22, three individuals agreed with the statement, two were undecided, and one person did not answer the question. The median value of 2.333 is evidence of the fact that there is more support among Missoula school administrators for extra-curricular youth programs than for senior programs, social services, recreation, arts and crafts, or home improvement classes.

TABLE 22

SCHOOL ADMINISTRATORS' RESPONSES REGARDING THE
RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
CONJUNCTION WITH THE AGENCIES, FOR
EXTRA-CURRICULAR YOUTH PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Agree	3	37.5
Undecided	2	25.0
No response	1	12.5
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

Support was strongest among administrators towards the school system providing for adult education needs. Four individuals either agreed or strongly agreed, one was undecided, and one strongly disagreed that it was the responsibility of the school to provide adult education programs. Table 23 reveals the results. The median value of 2.000 indicates support for adult education among school administrators surveyed.

TABLE 23
SCHOOL ADMINISTRATORS' RESPONSES REGARDING THE
RESPONSIBILITY OF THE SCHOOL DISTRICT, IN
IN CONJUNCTION WITH THE AGENCIES,
ADULT EDUCATION PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	2	25.0
Agree	2	25.0
Undecided	1	12.5
Strongly disagree	1	12.5
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

Question five asked respondents to indicate whether or not they felt that the schools should be open during non-school hours for community education programs. All six administrators answering the question agreed that indeed they should be kept open. Percentages are shown in Table 24.

The final question on the survey asked whether or not administrators felt the schools should be open to the public during school hours for community education programs. Four respondents indicated that they agreed with this statement while two were opposed.

TABLE 24
SCHOOL ADMINISTRATORS' RESPONSES REGARDING WHETHER
THE SCHOOL SHOULD REMAIN OPEN TO THE PUBLIC
DURING NON-SCHOOL HOURS FOR COMMUNITY
EDUCATION PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	2	25.0
Agree	4	50.0
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

The median value of 2.167 shows that there is more opposition to the idea of schools being open to the public during school hours than during non-school hours, where the median value was 1.750. Results of this final question are shown in Table 25.

Table 26 gives a comparison of the median values for each program between administrators and agencies. As the table shows, the most favorable and least favorable programs corresponded. Adult education, youth programs, and senior citizen programs were considered the most desired services by both groups.

TABLE 25
SCHOOL ADMINISTRATORS' RESPONSES REGARDING WHETHER
THE SCHOOL SHOULD REMAIN OPEN TO THE PUBLIC
DURING SCHOOL HOURS FOR COMMUNITY
EDUCATION PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Strongly agree	1	12.5
Agree	3	37.5
Disagree	2	25.0
Not applicable	<u>2</u>	<u>25.0</u>
TOTAL	8	100.0

TABLE 26
 COMPARISON OF MEDIAN VALUES OF AGENCY AND
 ADMINISTRATOR RESPONSES TO THE PROVISION
 OF SPECIFIC PROGRAMS IN THE
 COMMUNITY SCHOOL

Areas of Specific Programs	Agency Median Values	Administrator Median Values
Education activities	1.958 (1)*	2.000 (1)
Extra-curricular youth programs	2.000 (2)	2.333 (2)
Senior citizens programs	2.400 (3)	2.500 (3)
Home improvement classes	2.563 (4)	3.500 (4.5)
Recreation and sports programs	2.583 (5)	3.833 (5.5)
Arts and crafts classes	2.677 (6)	3.500 (4.5)
Social services and health care	3.542 (7)	3.833 (5.5)

* shows rank. The smaller the numerical value the more popular the program.

ANALYSIS OF THE WHITTIER AREA RESIDENT QUESTIONNAIRE

The purpose of this questionnaire was to determine the attitude of Whittier area residents towards community education, in general and specifically, at Whittier School. Additionally, a

needs assessment for an hypothetical community education program was undertaken.

The questionnaire was conducted over the telephone. The responses of sixty randomly selected respondents provide the data for this part of the thesis.

The purpose of the first two questions was to determine whether an appropriate sample had been reached. For example, responses were valid only if:

- 1) The individual lived in the Whittier School area; and
- 2) The individual was at least eighteen years of age.

Question one was also used to tabulate the respondents' sex. Of the sixty completed questionnaires, fourteen respondents were male (23.3 percent) and forty-six were female (76.7 percent).

Questions three and four were aimed at determining the respondents opinions towards community education, in general, and at Whittier School, in particular. When asked if Whittier School should be used as a community center for use by all Northside residents, fifty-four people, or ninety percent, responded affirmatively and six persons, or ten percent, responded negatively. If an individual responded negatively to this question, he was asked only his age and not requested to finish the questionnaire. Additionally, two individuals stated that they would be in favor of using Whittier as a

community center, but refused to answer any other questions. Consequently, for the remainder of the tabulations, the total number of respondents was fifty-two. The results of this question are shown in Table 27.

TABLE 27

WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE USE
OF WHITTIER SCHOOL AS A NEIGHBORHOOD CENTER

Category Label	Absolute Frequency	Relative Frequency (%)
Yes	54	90.0
No	<u>6</u>	<u>10.0</u>
TOTAL	60	100.0

The respondents were asked whether or not they thought the schools should be responsible for serving the needs of the general public, in addition to elementary-aged school children. As shown in Table 28, thirty-eight individuals indicated the positive response (63.3 percent) and fourteen chose the negative response (23.3 percent).

All those surveyed were requested to indicate the age category into which their age fell. Table 29 shows that the majority of

TABLE 28
WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
RESPONSIBILITY OF THE PUBLIC SCHOOLS TO THE
GENERAL PUBLIC

Category Label	Absolute Frequency	Relative Frequency (%)
No response	8	13.3
Yes	38	63.3
No	<u>14</u>	<u>23.3</u>
TOTAL	60	100.0

TABLE 29
CLASSIFICATION OF WHITTIER AREA RESIDENTS BY AGE

Category Label	Absolute Frequency	Relative Frequency (%)
18-19 years	7	11.7
20-29 years	16	26.7
30-39 years	12	20.0
40-49 years	7	11.7
50-59 years	5	8.3
60 and over	<u>13</u>	<u>21.7</u>
TOTAL	60	100.0

respondents were twenty to twenty-nine years of age. The second heaviest concentration was in the sixty and over age bracket. Only 8.3 percent of respondents were aged fifty to fifty-nine, the category with the fewest number of responses.

The next section of the questionnaire dealt entirely with senior citizens, those respondents sixty years of age and older. The purpose of questioning seniors was to determine in what programs and services they are now involved. One senior indicated participation in the Senior Citizens' Center, one received home chore and health services, one participated in Meals-on-Wheels, and one stated that she did volunteer work at a local high school. Consequently, as shown in Table 30, of the nine individuals aged sixty and above, four are presently participating in community programs, either as a recipient, participant, or a provider of services.

Table 31 reveals the number of households which had children attending Whittier School during the 1980-1981 school year. The large majority, 73.3 percent, had no children who attended Whittier, while 16.7 percent of the households did contain children who attended Whittier.

The next section of the questionnaire dealt with the needs assessment, i.e., determining what programs and services residents desired most in a community education program. Five major areas were applicable to all respondents: social services and

TABLE 30
WHITTIER AREA SENIOR CITIZENS' RESPONSES REGARDING
PROGRAMS PRESENTLY INVOLVED IN

Category Label	Absolute Frequency	Relative Frequency (%)
Senior Citizens Center	1	11.0
Home chore and health	1	11.0
Meals-on-Wheels	1	11.0
Volunteer	1	11.0
No organized participation	<u>5</u>	<u>55.0</u>
TOTAL	9	99.0

TABLE 31
WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
NUMBER OF HOUSEHOLDS WITH CHILDREN WHO
ATTENDED WHITTIER SCHOOL DURING
THE 1980-1981 SCHOOL YEAR

Category Label	Absolute Frequency	Relative Frequency (%)
No response	6	10.0
Yes	10	16.7
No	<u>44</u>	<u>73.3</u>
TOTAL	60	100.0

health care, recreation and sports, education activities, arts and crafts activities, and home improvement classes. The final area, extra-curricular youth programs applied only to those households which contained elementary and high school-aged persons.

The first area of programs and services in which needs were assessed was social services and health care. As revealed in Table 32, twenty-five percent of the respondents indicated they were interested in nutrition programs, twenty percent in alcohol and drug programs, twenty percent in employment services, 18.3 percent in child care, 16.7 percent in career counseling, 11.7 percent in Headstart, 6.7 percent in ethnic programs, and 3.3 percent in other services such as, housing and handicapped programs.

The second area of needs assessment was recreation and sports. As can be seen from Table 33, 58.3 percent of respondents expressed an interest in open gym hours, 48.3 percent in fitness classes, 31.7 percent in sports leagues, and ten percent in other recreational activities such as, square dancing, bicycling, bingo, and volleyball. If the respondent indicated that he or she would be interested in any recreation or sports activities, it was then determined whether or not fees would be acceptable for participation. Ninety-seven percent of those individuals (n = 38) who indicated they would be interested in some form of recreation, stated they

TABLE 32
 WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
 FAVORABILITY OF VARIOUS SOCIAL SERVICE AND
 HEALTH CARE PROGRAMS IN THE
 COMMUNITY SCHOOL

Category Label	Absolute Frequency	Relative Frequency (%)
Nutrition	15	25.0
Alcohol and drugs	12	20.0
Employment services	12	20.0
Child care	11	18.3
Career counseling	10	16.7
Head Start	7	11.7
Ethnic programs	4	6.7
Other	<u>2</u>	3.3
TOTAL	60	

TABLE 33
WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
FAVORABILITY OF VARIOUS RECREATION AND SPORTS
PROGRAMS IN THE COMMUNITY SCHOOL

Category Label	Absolute Frequency	Relative Frequency (%)
Open gym hours	35	58.3
Fitness classes	29	48.3
Sports leagues	19	31.7
Other	<u>6</u>	10.0
TOTAL	60	

would be willing to pay an appropriate fee for participation. Only three percent (n = 1) indicated opposition to fees for participation.

Education activities provided the subject for the third area of needs assessment. By examining Table 34, it can be seen that forty-five percent of the total number of respondents showed interest in bookmobile and library services, 36.7 percent in vo-tech classes, thirty-five percent in first aid classes, 28.3 percent in college level classes, eighteen percent in high school completion classes, and 6.7 percent in other educational activities. These included business classes and "Center" courses. When asked if they would be interested

TABLE 34
WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
FAVORABILITY OF VARIOUS EDUCATION ACTIVITIES
IN THE COMMUNITY SCHOOL

Category Label	Absolute Frequency	Relative Frequency (%)
Bookmobile and library services	27	45.0
Vo-tech classes	22	36.7
First aid classes	21	35.0
College level classes	17	28.3
GED	11	18.0
Other	<u>4</u>	6.7
TOTAL	60	

in participating even if there was a charge, all respondents stated they would be willing to pay an appropriate fee in order to participate in education activities.

The fourth area of the needs assessment was arts and crafts activities. As can be seen from Table 35, the most popular activity was cooking with thirty percent of respondents indicating

TABLE 35

WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
FAVORABILITY OF VARIOUS ARTS AND CRAFTS
ACTIVITIES IN THE COMMUNITY SCHOOL

Category Label	Absolute Frequency	Relative Frequency (%)
Cooking	18	30.0
Dance	14	23.3
Music	14	23.3
Sewing	14	23.3
Woodworking	14	23.3
Singing	13	21.7
Crochet	10	16.7
Painting	10	16.7
Macrame	9	15.0
Drawing	9	15.0
Knitting	7	11.7
Drama	6	10.0
Other	<u>6</u>	10.0
TOTAL	60	

interest. The least popular listed activity was drama with only ten percent of respondents being favorable. It should be noted that when asked if there were other activities not listed in which individuals were interested, 6.7 percent (n = 4) stated they would participate in pottery classes. Again, when asked about participation for a fee, everyone who had said they wanted to participate would do so for a reasonable fee.

Finally, the area of classes for home improvement was subject to the needs assessment. By studying Table 36, car

TABLE 36
WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
FAVORABILITY OF VARIOUS HOME IMPROVEMENT
CLASSES IN THE COMMUNITY SCHOOL

Category Label	Absolute Frequency	Relative Frequency (%)
Car maintenance	22	36.7
Gardening	18	30.0
Electrical and plumbing	14	23.3
House maintenance	12	20.0
Other	<u>6</u>	10.0
TOTAL	60	

maintenance is revealed as the most popular activity, with 36.7 percent of respondents favoring participation. Also popular were gardening (30 percent), electrical and plumbing classes (23.3 percent), and house maintenance (20 percent).

In order to determine if there were needs specifically pertinent to grammar and high school students, one section of the needs assessment dealt with youth programs. Of the sixteen individuals who responded to this question, sports leagues and bookmobile and library services were most popular. Table 37 shows the percentages of people favoring thirteen listed activities as well as one unlisted activity (retarded programs).

If a needs assessment is to be considered worthwhile, an attempt must be made to determine appropriate hours for the program offerings. Table 38 demonstrates the results of this question. The most popular time for participation was weekday evenings, which 58.4 percent of the respondents indicated was their first or second choice. The second most popular time for participation was weekend mornings, chosen by 21.6 percent as the respondent's first or second choice. Seven individuals indicated they probably would not participate at the present time, regardless of the time the program was offered.

The final question on the survey asked respondents to state whether or not they would need child care in order to

TABLE 37
 WHITTIER AREA RESIDENTS' WITH CHILDREN LIVING IN
 THE HOUSEHOLD RESPONSES REGARDING THE
 FAVORABILITY OF VARIOUS EXTRA-
 CURRICULAR YOUTH PROGRAMS

Category Label	Absolute Frequency	Relative Frequency (%)
Sports leagues	12	75.00
Library	11	68.75
Junior work	7	43.75
After-school classes	7	43.75
Dances	7	43.75
Scouting	7	43.75
Drug/alcohol	6	37.50
First aid	6	37.50
Counseling	6	37.50
Music/dance/drama	5	31.25
Campfire	5	31.25
Big Brother/Sister	4	25.00
Demolays	3	18.75
Other	<u>3</u>	18.75
TOTAL	60	

TABLE 38
WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
MOST POPULAR TIMES FOR PARTICIPATION IN THE
COMMUNITY EDUCATION PROGRAM

Category Label	Absolute Frequency	Relative Frequency (%)
Weekday morning	8	13.3
Weekday afternoon	11	18.3
Weekday evening	35	58.4
Weekend morning	13	21.6
Weekend afternoon	8	13.3
Weekend evening	<u>4</u>	6.7
TOTAL	60	

participate. Ten percent indicated they would need child care and sixty-five percent said they would not. The non-response rate for this question was twenty-five percent, due to the seven individuals who probably would not participate at the present time. Table 39 shows the frequencies and percentages gathered for this question.

TABLE 39
WHITTIER AREA RESIDENTS' RESPONSES REGARDING THE
NEED FOR CHILD CARE IN ORDER TO PARTICIPATE
IN THE COMMUNITY EDUCATION PROGRAM

Category Label	Absolute Frequency	Relative Frequency (%)
No response	15	25.0
Yes	6	10.0
No	<u>39</u>	65.0
TOTAL	60	

A look at the demographic features of the non-respondents in the resident questionnaire. Results are displayed in Table 40. Of the nine people who refused to participate in the survey, seven were female and two were male. All non-respondents fell into the forty years and over age brackets, with the largest group (n = 5) in the sixty and over age bracket.

TABLE 40
AGE AND SEX OF WHITTIER AREA RESIDENT NON-RESPONDENTS

Non-respondents	18-19 yrs	20-29 yrs	30-39 yrs	40-49 yrs	50-59 yrs	Over 60 yrs
M	0	0	0	0	0	2
F	0	0	0	2	2	3

CHI SQUARE AND T-TEST OF SELECTED VARIABLES

Chi square tests were run for two comparisons in the resident questionnaire. Chi square was applied to determine if there was a relationship between:

1. age and the attitude of respondents toward Whittier School as a community center,
2. age and the attitude of respondents toward the public school's responsibility to the general public.

Chi square analysis shows if a relationship exists between variables by comparing observed results and expected results.

Concerning the chi square analysis of respondents' age and their opinions as to whether Whittier School should become a community center, the value of the chi square was 9.925. The level of significance was .05 with five degrees of freedom. It can therefore be stated that there appeared to be a relationship between respondents' age and their opinions toward Whittier School as a community center.

By examining the data in Table 41, it is evident that all age groups through the 50-59 group were favorable to the idea of Whittier as a community center. In the 60 and over age category, only 69.2 percent of respondents were favorable while 30.8 percent of respondents were negative.

TABLE 41
 CHI SQUARE ANALYSIS BETWEEN AGE OF WHITTIER AREA RESPONDENTS' AND THEIR
 OPINIONS AS TO WHETHER WHITTIER SCHOOL SHOULD BE A COMMUNITY CENTER

Response	18-19 yrs		20-29 yrs		30-39 yrs		40-49 yrs		50-59 yrs		60 yrs and over		Totals
	#	%	#	%	#	%	#	%	#	%	#	%	
YES	7	100.0	15	93.8	12	100.0	7	100.0	4	80.0	9	69.2	54
NO	0	0.0	1	6.3	0	0.0	0	0.0	1	20.0	4	30.8	6

$X^2 = 9.925$
 $df = 5$
 $\alpha = .05$

A chi square analysis was also conducted to determine whether there was a relationship between the variable, age, and the variable, the public school's responsibility to the general public. The data is displayed in Table 42. The value of the chi square was 5.045 which was not significant at the .05 significance level with five degrees of freedom. Thus, there was no significant relationship between age and the attitude of residents towards the public school's responsibility to the general public.

Because of the small sample sizes in the resident and agency surveys and the subsequently large number of empty cells that would appear in the chi square, further chi square analysis was not considered worthwhile.

TABLE 42

CHI SQUARE ANALYSIS BETWEEN AGE OF WHITTIER AREA RESPONDENTS' AND THEIR
 OPINIONS AS TO WHETHER THE PUBLIC SCHOOLS HAVE A RESPONSIBILITY TO THE
 GENERAL PUBLIC

Response	18-19 yrs		20-29 yrs		30-39 yrs		40-49 yrs		50-59 yrs		60 yrs and over		Totals
	#	%	#	%	#	%	#	%	#	%	#	%	
YES	6	85.7	9	64.3	7	58.3	7	100.0	3	75.0	6	75.0	38
NO	1	14.3	5	35.7	5	41.7	0	0.0	1	25.0	2	25.0	14

$X^2 = 5.045$
 $df = 5$
 $\alpha = .05$

Chapter V

SUMMARY, DISCUSSION, CONCLUSIONS, PROPOSED IMPLEMENTATIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the feasibility of a community education program at Whittier School in Missoula. The study investigated the attitudes of Whittier area residents, Missoula agency directors, and local school officials toward the idea of community education.

The study began with a review of the related literature. It was stated that a need exists for research in certain areas of community education, especially in determining citizen attitudes towards community education and interagency relationships in community education. Also, community education in other parts of the United States, as well as Montana, was examined.

A group of forty-nine agency directors were asked about community education and those specific programs for which they felt the school district should be responsible. Agencies were selected from the Missoula Telephone Directory through a random selection process. A questionnaire, cover letter, and stamped, addressed, return envelope were mailed to each of the forty-nine

agency directors. A follow-up postcard was mailed to each director one week proceeding the initial mailing.

Included in the administrators' survey were the District One School Board Members, the District One Superintendent of Schools, the Missoula County Superintendent of Schools, and the Principal of Whittier School. An attempt was made to contact each person prior to his or her answering the questionnaire. School Board members received the questionnaires by mail; questionnaires were delivered to other administrators by hand. Because respondents were notified prior to their receiving the questionnaire it was felt that a follow-up was not necessary.

Sixty Whittier area residents participated in a telephone survey. Names were randomly selected from the Missoula City Directory and the Missoula Telephone Directory. The telephone survey involved an introduction to community education, the purpose of the survey, and open ended and closed ended questions designed to determine the attitudes of respondents towards community education. For the purposes of this particular survey, all non-respondents were randomly replaced.

The data obtained from all three questionnaires were arranged into percentage tables using the University of Montana Computer Center. Additionally, the chi square test of independence was applied to certain variables in the resident survey to detect

any significant differences between independent and dependent variables. Because of the small sizes of both the agency and administrator samples, no chi square tests were performed.

FINDINGS

The findings of this analysis have been divided according to the three surveys conducted for this study: agency survey, administrator survey, and resident survey. Each will be considered separately.

I. AGENCY SURVEY

The findings of the study showed that among agency directors:

1. 77.5 percent felt that the public schools should be responsible to the needs of the general public.
2. 71 percent would like to see Whittier become a community center.
3. 45.2 percent felt that the burden of the costs of a community education program should be shared by the agencies, the school district, and participants.

4. 42.0 percent were favorable towards having the agencies and schools responsible for serving senior citizens.
5. Only 32.2 percent agreed that agencies and schools should be responsible for providing health care and social services.
6. 38.8 percent favored having both agencies and schools responsible for providing recreation and sports opportunities.
7. 61.3 percent felt that adult education should be provided by agencies and the school district.
8. 34.5 percent felt that arts and crafts classes should be provided by agencies and schools.
9. 38.7 percent agreed that agencies and schools should be responsible for providing home improvement classes.
10. 61.3 percent favored the agencies and school district providing extra-curricular youth programs.
11. 77.4 percent felt the schools should be open to the public for community education during non-school hours.
12. 51.6 percent agreed that the schools should be open to the public for community education during school hours.
13. 71 percent wanted to offer their agencies' services through the community school.
14. 77.4 percent wanted to have their agencies' listed in a directory of available resources.

II. ADMINISTRATOR SURVEY

The findings of the study showed that among school administrators:

1. 75.0 percent felt that the public schools should be responsible to the needs of the general public.
2. 75.0 percent would like to see Whittier become a community center.
3. Only 12.5 percent felt that the burden of costs should be shared by the agencies, the school district, and participants, while 62.5 percent felt there should be no cost to the school.
4. 37.5 percent were favorable towards having the agencies and schools responsible for serving senior citizens.
5. 25.0 percent agreed that agencies and schools should be responsible for providing health care and social services.
6. Only 12.5 percent favored having both agencies and schools responsible for providing recreation and sports opportunities.
7. 50.0 percent felt that adult education should be provided by agencies and the school district.
8. 25.0 percent favored having agencies and school district responsible for providing arts and crafts classes.
9. 25.0 percent felt that agencies and schools should provide home improvement classes.

10. 37.5 percent favored having both agencies and school district provide extra-curricular youth programs.

11. 75.0 percent felt the schools should be open to the public for community education during non-school hours.

12. 50.0 percent agreed that the schools should be open to the public for community education during school hours.

III. WHITTIER AREA RESIDENT SURVEY

The findings of the study showed that among Whittier area residents:

1. 23.3 percent were male and 76.7 percent were female.

2. 26.7 percent were 20 to 29 years of age, 21.7 percent were 60 years of age and over, 20.0 percent were 30 to 39 years, 11.7 percent were 18 to 19 years and 40 to 49 years, and 8.3 percent were 50 to 59 years.

3. All non-respondents were 40 years of age and above. 7 non-respondents were female and two were male.

4. 90.0 percent favored the idea of Whittier as a community center.

5. 63.3 percent felt the schools should be responsible to the needs of the general public.

6. 4 senior citizens are currently involved in local programs.

7. 16.7 percent had children living in the household who attended Whittier during the last school year.

8. 25.0 percent showed interest in nutrition programs, while 20 percent indicated interest in alcohol and drug programs and employment services.

9. 58.3 percent expressed interest in open gym hours while 48.3 percent stated an interest in fitness classes.

10. 97 percent indicated they would be willing to pay an appropriate fee in order to participate in recreation and sports programs.

11. 45 percent said they would participate in bookmobile and library services, 36.7 percent would participate in vo-tech classes, and 35.0 percent in first aid classes.

12. 30 percent expressed interest in cooking classes.

13. 36.7 percent favored car maintenance classes.

14. 75.0 percent of respondents who had children in the household indicated an interest in youth sports leagues, while 68.8 percent expressed interest in library services.

15. 51.7 percent indicated the most popular time for participation was weekday evenings.

16. 10.0 percent indicated a need for child care in order to participate.

DISCUSSION

A primary reason for this study was the interest shown in community education by individuals in Missoula as well as throughout Montana. Community schools have never been successfully introduced in Missoula, although in other parts of the state they are rapidly expanding. Results of this study show that there is interest in starting community education in the Whittier School area by all three groups: agency directors, administrators, and area residents. What, precisely, should be included in the community education program and how the program should be funded varied from group to group.

Seventy-five percent of administrators thought that schools should be responsible to the general public, yet no program listed in the questionnaire was favored by more than fifty percent of administrators. (Adult education was favored by fifty percent.) School administrators were also reluctant to see the school district providing any funds for community education.

Adult education programs were the most popular choice among agency directors, being favored by 61.3 percent. On the other hand, it is interesting to note that the responses of agency directors to recreation programs in the community school were less favorable. Although no conclusions can be drawn from the data, it might well be that some of the reluctance on the part of agencies to provide recreational services is due to their fear of losing identity if their programs were

grouped with other agencies' programs. If this is the case, it would not be uncommon because there have been indications of similar fears in recreation agencies throughout the country.

Community residents expressed the view that recreation was a high priority for a community education program. (Only 12.5 percent of administrators and 38.8 percent of agency directors thought that the schools should be responsible for providing recreation programs.) Residents also indicated some interest in education programs, with forty-five percent favoring bookmobile and library services. Residents stated they would be willing to pay an appropriate fee for participation.

A large percentage of respondents to the resident survey were aged 60 and over. When the variables of age and attitude toward Whittier as a community center were cross-tabulated, only 69.2 percent of seniors were favorable. This was the lowest percentage of any age group. When examining the results of many questions, seniors had the lowest rate of favorable responses. Among the five programs which were part of the needs assessment (social services, recreation programs, education programs, arts and crafts classes, and home improvement classes), the most popular program in each area was grouped by age category to determine which age groups were most and least favorable. Results showed that of the eight respondents age 60 and above, no one selected any of the program offerings. Also,

there are only four seniors who are currently involved in any organized programs. One explanation among social scientists to explain this lack of participation by older persons is termed disengagement. The theory of social disengagement is manifested as a decrease in the number of active roles the individual plays and the density of his interactions as the individual ages (2:226). The separation of older people from society may result from lack of economic self-sufficiency, poor health, and other physical disabilities (8:151). This withdrawal of older people may help explain the reluctance of the elderly in the sample to favor new programs. Thus, the problems of Whittier area senior citizens will probably not be solved using a needs assessment similar to that applied in this study. Personal contact and in-depth interviews may be needed.

CONCLUSIONS

The following conclusions appear warranted in light of the data presented:

1. Agency directors, school administrators, and Whittier area residents would support community education programs at Whittier School. However, there is less agreement among groups as to the type of programs favored.

2. Agency directors felt the costs of the community school program should be shared by agencies, school district and participants, while administrators felt that agencies and participants should share

costs. Area residents indicated a willingness to pay fees for participation.

3. Agency directors and administrators strongly supported the idea of community education programs during non-school hours. Residents indicated they would most like to participate during weekday evenings.

4. Adult education and extra-curricular youth programs were favored by agencies and school administrators.

5. Recreation, adult education, and youth programs were favored by area residents.

PROPOSED IMPLEMENTATIONS

The following implementations were proposed as a result of this study:

1. In view of the fact all three groups (agency directors, administrators, and residents) were favorable to the idea of community education and turning Whittier School into a community school, a community education program should be implemented at Whittier.

2. In view of the fact that recreation programs were highly favored by community residents and education programs were favored by administrators and agency directors, limited offerings in both areas should be made at the community school.

3. In view of the fact that only 12.5 percent of administrators felt the cost of the community education program should be shared by agencies, school district, and participants (compared to 45.2 percent of agency directors), new methods of funding could be investigated.

4. In view of the fact that agencies and administrators were favorable to community school programs during non-school hours and that the preferred choice among residents for time of participation is weekday evenings, the community school should provide weekday evening programs.

5. In view of the fact that about fifty percent of agency directors and administrators were favorable to school-time community education programs and the second most popular time for resident participation was weekend mornings, the community school should provide limited weekday morning programs.

6. In view of the fact that seventy-one percent of agency directors would like to offer services in the community school, a committee consisting of agency representatives, Whittier School representatives, and community residents should be established to implement the program.

7. In view of the fact that seventy-five percent of all respondents with children in the household wanted youth programs at Whittier School and that 61.3 percent of agency officials and 37.5 percent of administrators favored youth programs, some after-school and

weekend youth activities should be sponsored by the community school.

RECOMMENDATIONS

The following recommendations are made as suggestions for future studies:

1. Additional studies in Missoula should be made using more extensive sampling as well as in-depth interviews. Attitudes of respondents who are considered non-participants should be considered. A more effective method of gathering data from senior citizens should be developed.

2. A pilot program on a small scale should be developed to test possible programming areas. Participants, as well as program administrators, should be involved in establishing the pilot program.

3. School administrators should be surveyed in more depth to determine in what areas they feel the school system should be responsible for serving the needs of the public.

4. Members of the Community Education Steering Committee should be involved in the establishment of a pilot program and any future studies concerning community education in Missoula.

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APPENDICES

APPENDIX A
MISSOULA AGENCIES SAMPLED

MISSOULA AGENCIES SAMPLED

1. American Red Cross
2. Clearwater Collective
3. Easter Seal-Goodwill Industries
4. Friends to Youth Inc.
5. Hospice of Missoula
6. Human Resource Development Council
7. Nutrition Program for the Elderly
8. Community Coordinated Child Care of Missoula (4-C's)
9. Comprehensive Developmental Center
10. Job Service
11. Alcoholics Anonymous
12. Boy Scouts of America
13. Girl Scouts Service Center, Big Sky Council
14. Missoula Cultural Commission
15. Missoula Elementary Education Association
16. Missoula Jaycees
17. Montana Education Association
18. YWCA
19. Missoula Senior Citizens Center
20. Missoula Vocational Technical Center
21. Masonic Temple Association
22. Amvets Club
23. Elks Lodge
24. Knights of Columbus, Missoula Council 1021
25. Lions District 37
26. Opportunity Workshop
27. Poverello Center, Inc.
28. Head Start
29. YMCA
30. Retired Senior Volunteer Program
31. United Way of Missoula County
32. Missoula Indian Alcohol & Drug Service
33. Vocational Exploration Development Program
34. Big Brothers & Sisters of Missoula
35. Missoula Rehabilitation Center
36. Missoula County Library
37. Consumer Credit Counseling Service of Missoula
38. Missoula City Parks & Recreation Department
39. Campus Recreation, University of Montana
40. Mountain Line Missoula Urban Transportation District
41. Continuing Education, University of Montana
42. Missoula County Health Department

MISSOULA AGENCIES SAMPLED CONTINUED

43. Alano Club of America
44. Blue Mountain Women's Clinic
45. Women's Place Health Education & Counseling
46. Life Development Center
47. Metamorphosis - A Center for Change
48. Aletheia Marriage & Family Counseling
49. Mental Health Center

APPENDIX B
ORIGINAL MEMBERS OF THE COMMUNITY EDUCATION
STEERING COMMITTEE

APPENDIX B

ORIGINAL MEMBERS OF THE COMMUNITY EDUCATION

STEERING COMMITTEE

Phil Smith - Social and Rehabilitation Services
Carolyn Frojen - Retired, State Board of Public Education,
Chairperson
Tom Bryant - Missoula Parks and Recreation Department
Joan Christopherson - University of Montana, Home Economics
Professor Emeritus
Sue Spencer - University of Montana Continuing Education
Deloy Denning - Assistant Superintendent of Schools
Carl Sandell - Vo-Tech Director
Ed Sansom - Hellgate Elementary School teacher
Frank Sennett - Missoula Attention Home
Jan Watson - Jack and Jill Nursery and Kindergarten
Denis Radtke - Hellgate High School counselor
Ed Courtney - Principal of Whittier School
Jean Duncan - 4-C's
Eleanor Lawry - Missoula County High School Board of Trustees
Mike Young
Lonnie Green - Metamorphosis
Pat Jatko - Campus Recreation
Connie Skousen - President of the Montana State PTA Council
Mike Wood - County Health Department
Mike Bowman - County School Superintendent
Janice Phillips - Hellgate Elementary
Sally Tibbs - Hellgate Elementary School parent

APPENDIX C
OFFICE OF PUBLIC INSTRUCTION STATEWIDE SURVEY
ON COMMUNITY EDUCATION

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena, MT 59601	COMMUNITY EDUCATION SURVEY	For OPI Use
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STATEWIDE COMMUNITY EDUCATION SURVEY

DEFINITION OF COMMUNITY EDUCATION

Community Education is a process that concerns itself with everything that affects the well-being of all citizens within a given community. The role of the school is extended from the traditional one of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the development of facilities, programs, staff and leadership toward the end of improving the entire community.

SECTION A

1. The following are considered to be some of the advantages of community education. Would you please indicate whether you agree or disagree that the following would be advantageous in your district:

	<u>AGREE</u>	<u>DISAGREE</u>
a. the school functioning as a center of neighborhood activities	<input type="checkbox"/>	<input type="checkbox"/>
b. expanded use of the school facilities	<input type="checkbox"/>	<input type="checkbox"/>
c. improved communications between the school and the community	<input type="checkbox"/>	<input type="checkbox"/>
d. learning and enrichment opportunities for people of all ages and walks of life	<input type="checkbox"/>	<input type="checkbox"/>
e. closer cooperation between the schools and other agencies that provide community services and programs	<input type="checkbox"/>	<input type="checkbox"/>
f. expanded use of all available community resources (physical, material and human)	<input type="checkbox"/>	<input type="checkbox"/>
g. pride and sense of ownership shown by citizens involved in planning, developing and evaluating school programs	<input type="checkbox"/>	<input type="checkbox"/>
h. opportunities for pupils to see learning as a life-long process and to understand that the school is part of the community	<input type="checkbox"/>	<input type="checkbox"/>
i. enriched curriculum as a result of inviting the community into the classroom and using the classroom as a learning laboratory	<input type="checkbox"/>	<input type="checkbox"/>
j. authorization of a community council to assess school and community needs and make recommendations to the board of trustees	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you think it is the responsibility of a school district to take the initiative in developing a local community education program?

YES _____ NO _____

3. COMMENTS:

SECTION B

Would your district benefit from outside assistance in the form of community education workshops or inservice training through the following:

1. on-site assistance in planning and developing a community education program

YES _____ NO _____

2. a one-day workshop in your region in the spring

YES _____ NO _____

If you answered "yes" on #2, please indicate five workshop topics that would be most helpful:

- a. _____ developing and implementing a plan for community education
- b. _____ expanding existing community education program
- c. _____ preparing budgets and exploring funding sources
- d. _____ evaluating community education program
- e. _____ integrating community education principles into the total instructional program
- f. _____ using the community as a classroom
- g. _____ developing a community needs survey
- h. _____ cooperative arrangements with other agencies and groups
- i. _____ establishing committees or a community council
- j. _____ inservice training for community education staff and other district personnel

- k. _____ group process techniques for council members
- l. _____ public involvement strategies
- m. _____ increasing school/community communications
- n. _____ other:

SECTION C

1. Will you please share with us to what extent you think your district has incorporated the following elements of community education:

	<u>NONE</u>	<u>TO SOME EXTENT</u>	<u>TO A GREAT EXTENT</u>
a. a school-community communication network that encourages two-way interchanges and personal contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. community involvement in the academic program through:			
1) using community resources (people and materials) in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) using the community as a learning laboratory for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) parent participation in designing student's educational plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) community involvement in setting the district's educational goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>NONE</u>	<u>TO SOME EXTENT</u>	<u>TO A GREAT EXTENT</u>
c. an advisory council representing a cross-section of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. groups or committees working on issues that affect both school and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. someone assigned full time or part time as a school/community liaison person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. coordination with community agencies (government, parks and recreation, social or health groups, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. enrichment activities for pupils beyond the regular school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. a system for surveying community opinions, attitudes, and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. personal development classes or workshops for adults and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. constructive school district involvement in important community projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. availability of school buildings, equipment, and grounds for community use beyond the regular school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. policies and activities designed to welcome the public into the school during regular school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please describe any other policies or activities of your district which are examples of a school-community partnership.

SURVEY FORM COMPLETED BY:

NAME AND TITLE

DISTRICT #

TOWN

COUNTY

I AM INTERESTED IN THE:

WESTERN

CENTRAL

EASTERN

regional community education workshop

PLEASE RETURN THIS FORM IN THE ENCLOSED SELF-ADDRESSED STAMPED ENVELOPE BY: DECEMBER 7

If you have any questions about the survey, contact: Kathleen Mollohan
Community Education Consultant
Office of Public Instruction
State Capitol
Helena, Montana 59601
Phone: 449-2080 or Hotline #
1-800-352-3402

APPENDIX D
AGENCY QUESTIONNAIRE AND COVER LETTER



University of Montana
Missoula, Montana 59812

July 2, 1981

Dear

I am a graduate student at the University of Montana completing a master's thesis in community education. The purpose of my thesis is to determine the feasibility of community education at Whittier School.

Community education, as I am using the term in this study, is the process of providing services to meet the needs of residents, using the local school as the primary means of delivering those services. A wide range of services could be provided including senior citizen activities, social and health services, recreation and sports programs, adult education, arts and crafts classes, home improvement classes, and extra-curricular youth activities.

By studying the attitudes of school administrators, agency directors, and residents of the Whittier School area, I hope to determine whether or not community education could be successful. Your response to this questionnaire is imperative to the completion of the project. Would you be so kind as to complete the enclosed questionnaire and return it to me in the stamped envelope as soon as possible? I appreciate your help in this matter.

Sincerely,

Julie Garcia
Phone: 543-7780

Enclosures

COMMUNITY EDUCATION SURVEY

Please read the following statements and rate each one according to the extent to which you agree or disagree, using the scale below.

SA - strongly agree
 A - agree
 U - undecided
 D - disagree
 SD - strongly disagree

1. Using the definition of community education described in the cover letter, in addition to educating elementary school children, the public school system should be responsible to the needs of the general public.

SA A U D SD

NOTE: If you responded "disagree" or "strongly disagree," simply return the questionnaire in the stamped, addressed envelope. Thank you.

2. I would like to see Whittier School become a center for neighborhood activities.

SA A U D SD

NOTE: If you responded "disagree" or "strongly disagree," simply return the questionnaire in the stamped addressed envelope. Thank you.

3. Would you like to see a community education program started at Whittier School if ...

_____ there was no cost to agencies; but participants and school district shared costs?

_____ there was no cost to school district; but participants and agencies shared costs?

_____ there was no cost to participants; but agencies and school district shared costs?

_____ participants, school district, and but agencies shared costs?

COMMUNITY EDUCATION SURVEY CONTINUED

SA - strongly agree
A - agree
U - undecided
D - disagree
SD - strongly disagree

4. In conjunction with local agencies...
- a. ... the school district should be responsible for serving the needs of senior citizens. SA A U D SD
 - b. ... the school district should be responsible for providing social services and health care programs for community residents. SA A U D SD
 - c. ... the school district should be responsible for providing recreation and sports programs for community residents. SA A U D SD
 - d. ... the school district should be responsible for providing adult education programs for community residents. SA A U D SD
 - e. ... the school district should be responsible for providing arts and crafts types of classes for community residents. SA A U D SD
 - f. ... the school district should be responsible for providing home improvement classes for community residents. SA A U D SD
 - g. ... the school district should be responsible for providing extra-curricular youth programs. SA A U D SD
5. The schools should be open to the public for community education programs after school, during the evenings, and on weekends. SA A U D SD
6. The schools should be open to the public for community education programs during the school day, provided there is no interference with regular school operation. SA A U D SD
7. Would your agency be interested in offering services through Whittier School, if an appropriate way to administer services could be found?
YES NO (circle one)
8. Would your agency be interested in being included in a directory which would list opportunities available to community residents?
YES NO (circle one)

Thank you for responding to this questionnaire. Please return it in the stamped return envelope provided as soon as possible.

APPENDIX E

ADMINISTRATOR QUESTIONNAIRE AND COVER LETTER



University of Montana
Missoula, Montana 59812

July 2, 1981

Dear Director:

I am a graduate student working on a master's thesis in the area of community education. Mr. Ed Courtney, principal of Whittier School on Missoula's Northside, has been very interested in community education and has offered his school as a pilot for this study. The purpose of the research is to determine whether or not community education would be feasible in the Northside area.

In a community education program, as I am referring to it in this study, the school becomes a community center for local residents operated by the school in conjunction with local agencies who provide services to residents.

Your agency has been selected by a random sample of agencies in Missoula County. Your cooperation in the completion of the questionnaire is essential to the success of the project. Would you please fill out the enclosed questionnaire and return it to me in the stamped envelope as soon as possible? If you have any questions, do not hesitate to call me at 543-7780. I appreciate your help in this matter.

Sincerely,

Julie Garcia

Enclosures

COMMUNITY EDUCATION SURVEY

Please read the following statements and rate each one according to the extent to which you agree or disagree, using the scale below.

SA - strongly agree
 A - agree
 U - undecided
 D - disagree
 SD - strongly disagree

1. Using the definition of community education described in the cover letter, in addition to educating elementary school children, the public school system should be responsible to the needs of the general public.

SA A U D SD

NOTE: If you responded "disagree" or "strongly disagree," simply return the questionnaire in the stamped, addressed envelope. Thank you.

2. I would like to see Whittier School become a center for neighborhood activities.

SA A U D SD

NOTE: If you responded "disagree" or "strongly disagree," simply return the questionnaire in the stamped addressed envelope. Thank you.

3. Would you like to see a community education program started at Whittier School if ...

_____ there was no cost to agencies; but participants and school district shared costs?

_____ there was no cost to school district; but participants and agencies shared costs?

_____ there was no cost to participants; but agencies and school district shared costs?

_____ participants, school district, and but agencies shared costs?

SA - strongly agree
 A - agree
 U - undecided
 D - disagree
 SD - strongly disagree

4. In conjunction with local agencies...
- a. ... the school district should be responsible for serving the needs of senior citizens SA A U D SD
- b. ... the school district should be responsible for providing social services and health care programs for community residents. SA A U D SD
- c. ... the school district should be responsible for providing recreation and sports programs for community residents. SA A U D SD
- d. ... the school district should be responsible for providing adult education programs for community residents. SA A U D SD
- e. ... the school district should be responsible for providing arts and crafts types of classes for community residents. SA A U D SD
- f. ... the school district should be responsible for providing home improvement classes for community residents. SA A U D SD
- g. ... the school district should be responsible for providing extra-curricular youth programs. SA A U D SD
5. The schools should be open to the public for community education programs after school, during the evenings, and on weekends. SA A U D SD
6. The schools should be open to the public for community education programs during the school day, provided there is no interference with regular school operation. SA A U D SD

Thank you for responding to this questionnaire. Please return it in the stamped return envelope provided as soon as possible.

APPENDIX F
WHITTIER AREA RESIDENT QUESTIONNAIRE

Hello. My name is Julie Garcia. I'm a graduate student at the University of Montana and I'm doing a survey on community education. In community education, the local school building becomes a community center for use of all community residents, in addition to serving as an elementary school. In order to complete this project, I need your help in answering this questionnaire. It will take about 5 to 10 minutes.

1. First of all, I need to talk to someone who is at least 18 years old.

Are you at least 18 years old? YES NO

Is there someone home I could speak
with who is at least 18? YES NO

(Repeat intro) (Call back)

2. Do you live in the Whittier School area? YES NO

3. Would you like to see Whittier become a
center for neighborhood activities? YES NO

(go to #5)

4. Do you think the schools should be
responsible for serving the needs of
the general public? YES NO

5. In the next question, I am going to
list some age categories. Could
you please stop me when I get to the
category your age falls into?

18-19

20-29

30-39

40-49

50-59

60+

(If YES, go to #7)

over 60

(If YES, go to #6)

6. (If respondent is 60 or over) Do you participate in any organized senior citizen activities?

YES NO

What?

I will list some activities. Please stop me if I come to any activities which you participate in.

Senior Citizens Center	YES	NO
Home Delivered Meals	YES	NO
Home chore/Home health	YES	NO
Escort Service	YES	NO
Retired Senior Volunteer Program	YES	NO
Are there any other programs you participate in? What are they?	YES	NO

7. Are there any children in your household who attended Whittier School during the last school year?

YES NO

8. Next, I am going to list 6 major groups of programs and services. Included with each group I will list some specific programs. Please stop me if I come to an activity or a program you might be interested in participating in.

A. The first group is social services and health care. Would you be interested in having any of the following services centered at Whittier? Please stop me if I say something you might like to participate in.

Nutrition programs	YES	NO
Headstart	YES	NO
Career counseling	YES	NO
Ethnic programs	YES	NO
Alcohol and drug programs	YES	NO
Child care	YES	NO
Employment services	YES	NO
Are there any social services you would like to add which you might participate in if they were centered at Whittier?	YES	NO

What?

- B. The second group is recreation and sports. Would you be interested in having any of the following activities centered at Whittier? Please stop me if I say something you might like to participate in.

YMCA/YWCA/City-sponsored sports leagues	YES	NO
Open gym hours with equipment available	YES	NO
Classes in fitness, exercise, dance	YES	NO
Are there any recreational activities you would like to add which you might participate in if they were centered at Whittier?	YES	NO

What?

1. (If respondent answered "YES" to any of the choices): Would you be willing to participate even if there was a charge?

YES NO MAYBE

- C. The third group is education activities. Would you be interested in having any of the following activities centered at Whittier? Please stop me if I say something you might like to participate in.

GED (High school completion)	YES	NO
Vo-tech courses	YES	NO
College level classes	YES	NO
Bookmobile/Library services	YES	NO
First aid classes	YES	NO
Are there any other educational activities you would like to add which you might participate in if they were centered at Whittier?	YES	NO

What?

1. (If respondent answered "YES" to any of the choices): Would you be willing to participate even if there was a charge?

YES NO MAYBE

- D. The fourth group is arts and crafts activities. Would you be interested in having any of the following activities centered at Whittier? Please stop me if I say something you might like to participate in.

Macrame	YES	NO
Sewing	YES	NO
Knitting	YES	NO
Crochet	YES	NO
Cooking or Baking	YES	NO
Music	YES	NO
Dance	YES	NO
Drama	YES	NO
Drawing	YES	NO
Painting	YES	NO
Singing	YES	NO
Woodworking	YES	NO
Industrial arts	YES	NO
Are there any arts and crafts you would like to add which you might participate in if they were centered at Whittier?	YES	NO
What?		

1. (If respondent answered "YES" to any choices):
Would you be willing to participate even if there was a charge?
- | | | |
|-----|----|-------|
| YES | NO | MAYBE |
|-----|----|-------|

- E. The fifth group is home improvement. Would you be interested in having any of the following activiy classes centered at Whittier? Please stop me if I say something you might like to participate in.

Gardening	YES	NO
House maintenance	YES	NO
Electrical & Plumbing work	YES	NO
Car maintenance	YES	NO
Are there any other areas of home improvement you would like to add which you might participate in if they were centered at Whittier?	YES	NO
What?		

- F. The last area is youth programs. Would anyone in your household (from grammar school age through high school age) be interested in participating in any of the following programs if they were held at Whittier?

Boy Scouts/Girl Scouts	YES	NO
Campfire	YES	NO
DeMolay's	YES	NO
Big Brother/Big Sister	YES	NO
Youth Sports Leagues	YES	NO
Dances	YES	NO
Library Services	YES	NO
After school classes	YES	NO
Junior work programs	YES	NO
Music-Dance-Drama	YES	NO
Drug/Alcohol programs	YES	NO
First Aid	YES	NO
Teen/Youth counseling	YES	NO
Are there any other youth activities you think someone in your household might be interested in participating in, if they were held at Whittier?	YES	NO

What?

9. What would be the best time and the second best time for you to participate in a program at Whittier School?

Weekday morning	1	2	Weekend morning	1	2
Weekday afternoon	1	2	Weekend afternoon	1	2
Weekday evening	1	2	Weekend evening	1	2

10. In order for you to participate would you need child care? YES NO

That's the end of the interview.

Thank you very much for your time and cooperation. I really appreciate your help.