EXAMINING THE RESPONSIVENESS OF TULSA ADULT EDUCATION AND TRAINING ORGANIZATIONS TO THE NEEDS OF THE TULSA ENTERPRISE COMMUNITY

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PREFACE

The city of Tulsa, Oklahoma is located in the northeastern section of the state. This modern city was started by the removed Creek Indian Nation (Muskogee) under an oak tree on a hill overlooking the Arkansas River. That tree still stands today as the Creek Council Oak Tree.

The metro area of over 550,000 people live in relative growing prosperity based on oil, aerospace, communications, transportation, warehousing, fiber-optic telecommunications, finance, insurance, and related industries and services. Three sections of the community, north Tulsa, an area near the international airport, and the southwest Tulsa area have not shared in this prosperity. Some of these census tracts, 36 actual districts, represented some of the poorest families in America.

This study looked at the level of access these families had with respect to job training opportunities, adult education, and informational (Internet) access. The neighborhood targeted was designated as the Enterprise Community (EC) by the City of Tulsa Community Development Department. This community name and specific tracts have changed over the years, but the poverty levels have not.

Interviews were conducted with key individuals in the many social services organizations operating in the Enterprise Community to determine their knowledge of the vast technological changes in the work place and to measure their ability to transfer this knowledge to their client base. Access to jobs, training, education, and information were

key issues. The study measured levels of access and the responsiveness of those agencies and organizations who had direct responsibility for welfare and social services in this community.

ACKNOWLEDGMENTS

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More over, I wish to extend my gratitude to the other committee members, Dr. James A. Gregson, Dr. Cheryl E. P. Evanciew and to Dr. Ray E. Sanders who participated until his move to another teaching assignment. I also want to thank those staff members of the School of Curriculum and Educational Leadership, particularly Kay Porter.

This study is dedicated to two very special people, Ms. Johnnie Davis and Ms. Dorothy Moses DeWitty. Both of these individuals have given most of their life to making the neighborhood better for the families in the Enterprise Community. Ms. Davis as a psychology counselor in private practice and at Langston University, in Tulsa and as a part of the first Community Action Agency and early economic development programs.

Ms. DeWitty, is an icon for leading the fight for racial equality and human rights in the city of Tulsa and the State. This very special person, distinguished author,

educator, and past Tulsa City Councilor, epitomizes community leadership, represents those with limited access, and symbolizes a spirit of historical proportions.

These have been my influences and I thank them.

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NOMENCLATURE

WEB	Internet Web Page or Organizational Home Page
HRD	Human Resource Development (Department)

ABBREVIATION

EC Enterprise Community

CHAPTER I

INTRODUCTION

Background on the Research Problem

The Challenge to Those Who Teach Adults, Train Adults and Understand the Sweeping Changes Going On in the Work Force Today

It has become a challenge for the adult vocational training and education institutions to simply keep up with the dynamic changes in technology in the workplace. "Changes in the nature of work and in the skill content of jobs . . . have [great] implications for skill training and how training is provided" (Taylor, et al, 1983, p. i) This prophetic statement was made several years ago by Robert Taylor, in the Overview of a report to the National Center For Research in Vocational Education. This report dealt with the subject of training and educational institution responsiveness as changing labor market demands moved toward a higher ratio of skilled employees. Skill changes were identified as understanding computers, reading complex software commands, Internet and having the ability to use high-tech manufacturing processes. The topic at that conference in 1983 was as timely then as it is in 1999 because administrators during this prior period were discussing the impact of technology in what was essentially the

beginning of the information age and a period of great computer improvements and expansion.

In the 1950s and 1960s a great shift in skill requirements by industry was just gaining momentum. "By the end of the century the workforce will be divided into 20% professional, 15% unskilled and 65% skilled" (Hoerner, 1995, p. 22). This was almost the opposite of the ratios in the decade during the Korean war where unskilled represented 60 percent and skilled only 20 percent.

Computer based work had caused some of the greatest changes in the work place since the 1960s. The need for more skilled workers, more technology based industry job training, and the shift toward lifelong learning and home based technology for adults was difficult to plan for and expensive to implement. The information age or revolution began in the early 1970s and ultimately proved how important linking or networking would become.

> The common thread binding the different pieces of this revolution is information, a word that encompasses but surpasses data . . . Information processing now occupies an important position in our culture...[it] is a new product in which the trade has increased enormously in the last two decades. (Bunch & Hellemans, 1993, p. 410)

By 1995, Taylor's predictions became true catching the job training industry in the middle of a critical paradigm shift reflecting what every teacher and trainer began to realize; knowledgeable workers, those who could use what they knew and learned, would become the favored employee of the new millennium. But what of the underemployed, unskilled, unemployed and adult in poverty? How would this group survive?

Just prior to Taylor's pronouncements, sociologist William J. Wilson, began to write about the dynamics of being unemployed or underemployed in Chicago. These

writings provided some insight to problems existing in the Tulsa, Oklahoma Enterprise Community (EC). Wilson's research illustrated barriers created by poorly designed laws (policy) and poorly planned programs (implementation) during the late 1970s and early 1980s.

> There are many reasons why these policies have been less than successful, not the least of which is that they do not confront the fundamental causes of poverty, unemployment, and underemployment . . . [These] Policies do not take into account the characteristics of the national economy - including its rate of growth, and the nature of its demand for labor; the factors which affect industrial employment, such as technology, profit rates, and unionization. (Wilson, 1980, p. 165)

Seven years later in 1987, Wilson followed up with a second analysis of the inner cities in *The Truly Disadvantaged*. This study was focused on inner city minorities, but mirrored the demographics of a major part of the population in the Enterprise Community of Tulsa.

> Urban minorities have been particularly vulnerable to structured economic changes, such as the shifts from goods-producing to service-producing industries, the increasing polarization of the labor market into low-wage and high-wage sectors, technological innovations, and the relocation of manufacturing industries out of the central cities . . . Today these urban centers are undergoing irreversible structural transformations from centers of production and distribution of material goods to centers of administration, information exchange, and higher order service provisions. (Wilson, 1987, p. 39)

The Out-of-Work and Under-Employed

Adult Population Described

The focus of this study was on a specific geographic area in the City of Tulsa called the Enterprise Community (EC), geographically represented in Figure 1. The 1990 census indicated that the EC was an area of over 94,000 people where over 24,000 people

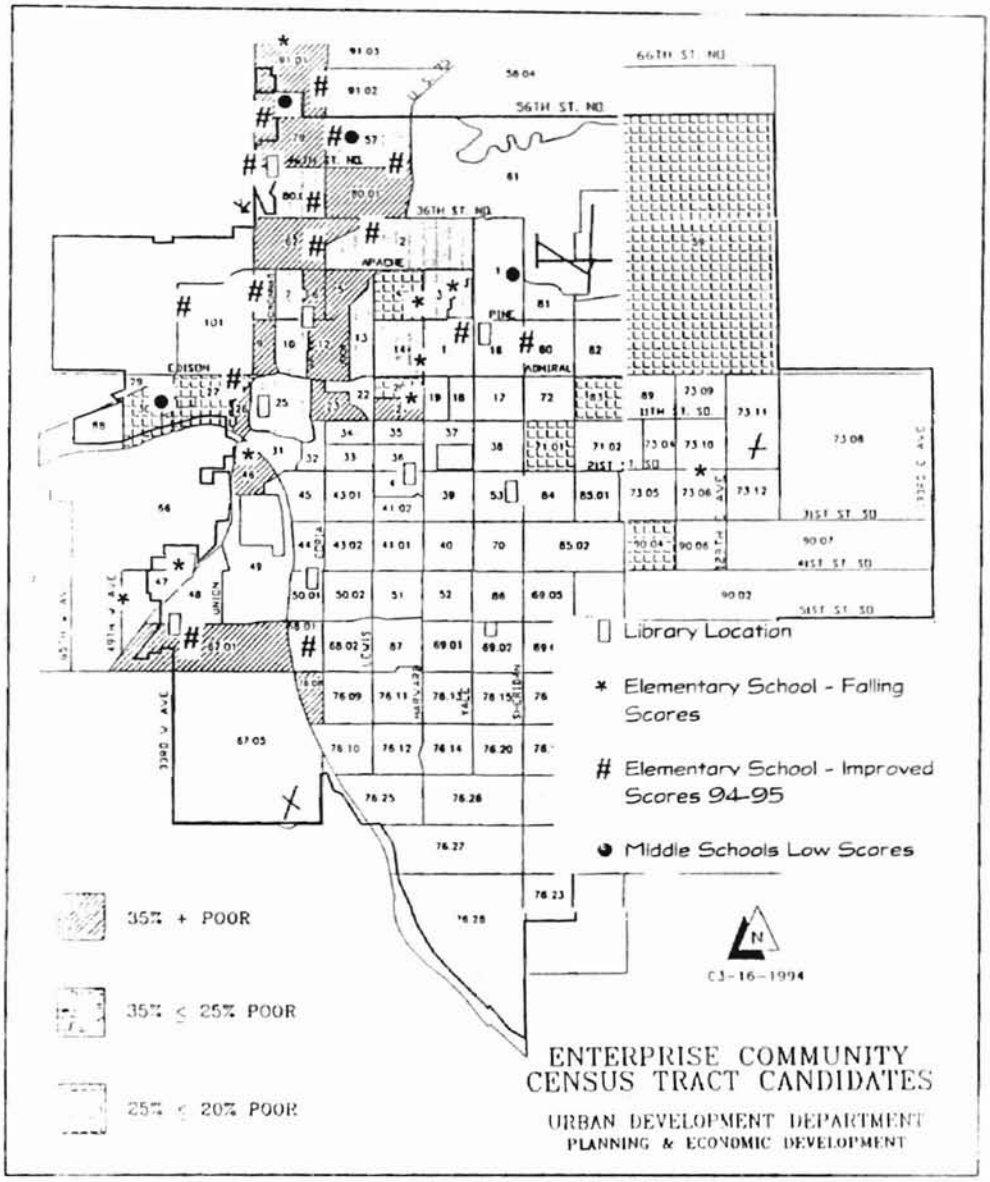

Figure 1. Enterprise Community (Target Area).

did not work and over 25,000 were working part-time. Poverty data for each of the Census Tracts were reported in Table I and the employment and "Did Not Work" statistics for these individuals were illustrated in Table II.

TABLE I

POVERTY STATUS OF FAMILIES IN THE ENTERPRISE COMMUNITY

Census Tract	Land Area In Tract	Total Below Poverty	Total Persons	% Below Poverty
2	2.7	381	1320	29
3	1.0	1191	3608	33
4	1.0	831	3581	23
5	0.7	1009	2495	40
6	0.5	447	1111	40
7	0.5	478	1816	26
9	0.5	738	1926	38
10	0.5	327	1207	27
12	1.2	674	1784	38
13	0.8	643	1896	34
14	1.1	1314	4583	29
20	0.4	369	1656	22
21	0.5	1101	2512	44
23	0.6	663	1194	56
25	1.4	506	1702	30
27	1.2	514	2466	21
30	0.8	536	2465	22
34	0.5	568	2275	25
46	0.5	1807	3492	52
57	1.6	684	2692	25
59	18.6	592	2469	24
62	1.8	940	2659	35
67.01	2.9	1272	2921	44
68.01	0.5	790	3145	25
71.01	1.0	778	3703	21
73.11	1.9	944	3049	31
76.08	0.3	1034	2385	43
76.1	0.8	1150	4550	25
79	1.4	2369	5576	42
80.01	1.7	781	1851	42
80.02	1.4	1024	3243	32
83	0.9	334	1517	22
88	1.1	970	3152	31
90.04	1.0	1136	4696	24
91.01	4.6	1300	3200	41
	Totals:	30,566	94,720	

Note: Tulsa Urban Development Department, Enterprise Community Report, 1996.

TABLE II

EMPLOYMENT STATUS OF THE ENTERPRISE COMMUNITY

Census Tract	Full-Time Employed	Partially Employed	Did Not Work	Full-Time Emp %	Part-Time Emp %	Did Not Work %
2	217	299	631	19	26	55
3	779	859	834	32	35	34
4	900	825	949	34	31	35
5	500	518	785	28	29	44
6	156	299	437	17	34	49
7	335	397	793	22	26	52
9	408	406	647	28	28	44
10	250	251	449	27	26	48
12	298	494	510	23	38	39
13	343	449	708	23	30	47
14	1040	1158	1261	30	33	36
20	463	417	464	34	31	35
21	556	1842	769	18	58	24
23	198	421	339	21	44	35
25	603	1013	801	25	42	33
26	178	197	299	26	29	44
27	764	662	631	37	32	31
30	632	555	741	333	29	38
34	696	733	523	36	38	27
46	785	878	811	32	35	33
57	604	555	743	32	29	39
59	682	729	396	38	40	22
62	500	718	868	24	34	42
67.01	684	706	536	36	37	28
68.01	1017	862	541	42	36	22
71.01	1219	930	842	41	31	28
73.11	666	769	574	33	38	29
76.08	750	595	375	44	35	22
76.1	1594	1743	375	43	47	10
79	956	1383	1408	26	37	38
80.01	276	432	433	24	38	38
80.02	756	823	859	31	34	35
83	398	450	321	34	38	37
88	638	705	962	28	31	42
90.04	1422	1049	771	44	32	24
91.01	872	727	782	31	33	36
Totals	22,935	25,839	24,168			

Note: Tulsa Urban Development Department, Enterprise Community Report, 1996.

Table Il data was significant because it characterized a geographic area, the research target area, in a modern city where 68 percent of work age individuals were either out of the workforce or employed only part time. It also appeared that the Census, Did Not Work, group were not counted in the 1990 unemployment data by the Oklahoma Employment Security Commission (OESC). An OESC Bulletin defined "Not in the Work Force and Discouraged Workers" as

> Persons are considered not in the labor force if they are not working and not actively seeking work or those who stay home by choice or circumstance, or those who have no interest in working. (OESC, 1998B, p. 2)

Individuals in Table II listed as Did Not Work were placed under one of these two categories. There were no comments or explanations from OESC about how they determined if an individual was discouraged or not looking for a job. OESC had not changed their definitions since 1990 nor did they appear to be planning a change in counting policy for the 2000 census. There was limited concern over the possibility of undercounted unemployment data and a lack of interest in measuring the impact of or reasons why so many adults appeared to be out of the workforce.

William J. Wilson, the Harvard sociologist, provided a possible reason for the large percent of out of the work force in a high poverty area. Wilson's earliest work in urban research quoted Elliot Liebow;

> The most important fact is that a man [in the inner city], who is able to and willing to work cannot earn enough money to support himself his wife, and one or more children . . . A man's chances for working regularly are good only if he is willing to work for less than he can live on and sometimes not even then (Wilson, 1980, p.170)

This description of a discouraged worker who was not in the work force nor working only part-time in the Enterprise Community might be the more definitive definition.

A more recent and controversial description was given by Dorothy DeWitty in her book, *Tulsa A Tale of Two Cities,* about the Greenwood section of the EC. Sections of Census Tracts 10 and 12 were represented by this small community. Prior to urban renewal this segregated area was almost 100 percent African American people. DeWitty wrote of Greenwood,

> A community created by segregation and Jim Crow. Racial discriminations suspending the free market aspect of capitalism. A cartel-type economy that downgraded, ignored and excluded black workers, borrowers, decision makers, and entrepreneurs was substituted for the dynamic force of economic development. (1997, p.36)

The history of this area of Tulsa included a race riot in 1921 that was considered by some today as the worst in United States history. Greenwood, once the Black Wallstreet of America, had most of its commercial buildings, churches and homes burned by white mobs effectively eliminating forever a large area of economic potential. The statement of history by Dorothy Moses DeWitty, a distinguished community leader for many years, stood on its own as does her book. The EC, including Greenwood, had its very own special history that included over 80 years of urban neglect, separatism, economic isolation, and extremely controversial politics of urban renewal. This history of Greenwood and the gradual spreading of poverty to the remaining census tracts of North Tulsa must be part of the research story and appeared to illustrate some of the root causes of current widespread economic and unemployment problems in the Enterprise Community in the 1990s.

Adult Education Changes

This research investigated important contemporary paradigm shifts caused by the impact of tremendous improvements in technology and information systems including the growth of the Internet and Information Superhighway. Adult participation rates in education and job training increased dramatically since the 1970s, growing from 9.5 percent to over 40 percent of the total adult population in the U.S. (U.S. Department of Education, 1996, p. 58). The research illustrated changes in adult education and job training systems and in human resource development (HRD). A recommendation was that "all employees are [now] responsible for the systems in which they work, instead of looking for ways to blame the system for problems" (Gill, 1995, p. 26). Lifelong learning and employee empowerment were now a part of the current curriculum for employee training, particularly in the larger U.S. firms. Change in adult education programs with respect to technology became a dynamic part of the American work experience in the 1980s and 1990s. Adult educators, the State and Federal Departments of Labor and vocational planners continued to face the challenges of preparing adults for the new millennium.

Technology Changes and Social Issues

This study identified some of the technological changes taking place in the workplace and illustrated the impact that advances in technology had on the unskilled worker, particularly those at risk due to limited access to information, education and job training.

Michael Harrington, a social scientist and author, and J.G. Ballard, an English novelist both stated that "the impact of modern technology could be viewed two ways: (a) as a potential societal problem; and (b) a critical learning problem" (Microsoft Bookshelf, 1995). Kerka, (1996) writing in "Trends and Issues," pointed out that

> development of the information highway or Internet has spawned a number of political, economic and educational issues and has raised concerns that information inequalities are increasing the polarization of society. (p. 2)

Data about the information age indicated that participation in Internet activity had been primarily by white, high income families. Table III, indicated that annual household income for Internet users was above $25,000 with most of the participation coming from the above $50,000 group. Usage rates for the Internet in 1998, was "87 percent white, 5 percent black, 3 percent Hispanic, and 3 percent Asian with 2 percent unknown as to race" (CyberAtlas, 1999, p. 2).

TABLE III

FAMILY INCOME LEVELS FOR UNITED STATES INTERNET PARTICIPANTS

Income Level	Percent of Families On Internet
$ 0 - 25,000	18
$ 25,001 - 50,000	51
$50,001 and above	42
Total	100

Note: CyberAtlas; WEB Marketers Guide to Online Facts, 1999.

Table IV depicted computer users in the inner-city, rural and urban areas. The Central City, an area most like the EC, represented the lowest usage rate for all racial groups.

TABLE IV

PERCENT OF U.S. HOUSEHOLDS WITH COMPUTERS
BY RACE/ORIGIN - 1998

Race Category	U.S. %	Rural %	Urban %	Central City %
White Non-Hispanic	46.6	42.0	48.5	47.4
Black Non-Hispanic	23.2	17.9	23.8	21.8
AIEA Non Hispanic	34.3	26.8	38.7	35.6
API Non Hispanic	55.0	40.6	55.6	50.5
Hispanic	25.5	23.2	25.7	21.4

Note: API: Asian or Pacific Islander; Source – NTIA: Falling Through The Net, 1998

Universal access to technology by all racial groups, income family levels, and geographic areas appeared to be one of the most critical social problems our society has faced. New technology that had not reached the inner cities' poor or the rural areas might be leaving these groups behind, particularly in qualifying for the higher paid technology–based jobs. William J. Wilson's (1996), description of the job environment for minorities in other central cities appeared similar to the job environment in the Tulsa Enterprise Community. Wilson emphasized the need for understanding the important

relationship between being in poverty, job skill levels, education, and job training. He examined socioeconomic issues and how skill development and educational programs frequently missed the poor. "The ascendancy of service occupations apparently presents only limited opportunities for the inner-city poor" (Wilson, 1987, p. 181). Universal access and job skill development had not been planned for those in Wilson's central cities and in the Enterprise Community. His comments on the potential of educating the poor appeared to be even more prophetic, "Postindustrial-Society occupational positions that usually require levels of education and training beyond the reach of poor inner-city residents have significantly increased" (Wilson, 1980, p. 181). This statement appeared to be true for those in the Enterprise Community.

The Risk of Computer Illiteracy in the Poverty Community

This research sought to identify many of the important technological changes in the workplace and to illustrate some of the advances in technology that had an impact on the unskilled worker in the EC. It appeared that there was a shift toward a culture of "haves and have-nots" (Humbert, 1996, p. 1). Adults who were not receiving job training, education and had little contact with the Information Superhighway appeared to be at a disadvantage to those receiving access, training and education. The individuals most at risk were the adults who were underemployed, unemployed or out of the work force. They were the "have-nots" and were at risk of becoming the computer illiterate. The National Telecommunications and Information Administration, (NTIA), had conducted annual studies on the public's use of telecommunication and Internet since 1996. The central city and rural poor continued to be the lowest participants in technology. Today's

worker was now under constant pressure to learn new technologies, the computer, and to become part of the information age. Every employee, from those in services to fast-food, from retail to auto mechanics, and from cleaning the plant to those in control of robotics were faced with learning computer technology.

The information superhighway, Internet, and online services became unreachable without access to a personal computer or TVWEB device. The WEB in 1998 in the United States had grown to over 65 million users, a tenfold increase since 1995 (CyberAtlas, 1999, p. 1). This growth had not been in poor or minority families as illustrated in Table IV. In the course of conducting research for this study it was observed that many of the information bases, including governmental documents, appeared to be moving on-line or to Internet fee-based services. Fee-based data services, including some private firms who track governmental documents and major reference firms like Dun & Bradstreet and CompuServe could cost each minute if you accessed through the Internet links. It was ironic that the *have's* are actually increasing their access while the *have-nots* received less services and information. The links between job training, adult education, and computer literacy became stronger every day. Growth in informational technology was exponential, leaving the poor adult, unskilled and undereducated worker further behind without access.

Governmental Efforts for Universal Access

The Advisory Council of the NTIA had been targeting those who had little or no access to technology. Unfortunately, their focus was more on the rural areas than in the central city. Specific technology programs for the inner-city appeared to be limited or

underfunded. Their January 1996 summit meeting theme was "Realizing the Promise of the Information Superhighway" (NTIA, 1996, p 9), but the majority of past support had been for rural technology projects. Under the section in the NTIA annual report entitled the *Council Vision*, it was stated that, "The Information Superhighway, [Internet], must be a tool that is available to all individuals" (p. 11). "Universal Access" was defined in this report as "affordable, ubiquitous, convenient, and functional access to Information Superhighway services" (p. 11).

Annual funding under Telecommunications Information and Infrastructure Assistance Programs (TIIAP) for demonstration technology projects was limited to less than $25 million per year. Request For Proposal (RFP) notices developed an average of 1,000 proposals annually resulting in less than 30 funded programs. This high RFP ratio to actual funded programs appeared to be an indication of the recognized need for new technology. No evidence could be found that organization in the Tulsa EC had ever submitted a proposal to the NTIA.

Institutional Barriers Facing the Organizations That Served Poverty Areas

This study examined the institutional barriers in the organizations that might have resulted in limited access to those in poverty, such as: limited public resources, undefined vocational educational long-term plans, limited curriculum planning for poverty level families, lack of larger computer resources, limited training facility space, limited policies for developing the unskilled adult, and lack of distance learning programs in the adult education or job skill organizations. Responsiveness and measuring organizational basic

understanding of the institutional barriers faced in the EC was a major issue in the research. Identification of commitments made at the organizational level and resolve to minimize barriers by policy makers, program staff, and community leaders was a research priority.

The Problem

The United States was faced with an increasing need for highly skilled employees who could respond to the dynamic changes in technology, computers, and information systems. If this condition persisted few if any of those EC adults with limited skills would ever get the opportunity to take part in the ongoing information and technological revolution.

The problem was that there were a significant number of adults in the Enterprise Community of Tulsa, Oklahoma who were underemployed, unemployed or out of the job market and who were needing special adult education programs, job training services, and access to information systems. Large numbers of these unskilled and underemployed EC adults were ignored to the point that even the Oklahoma State Department of Labor had not counted them in their labor force data.

Limited access in the EC was reaching critical proportions as the new century approached. The skilled worker was in greater demand, increasing risk to those who remain unskilled and unprepared or out of the workforce. If the out-of-workforce adult in Tulsa was not considered nor counted in any employment data then who would plan programs for them, recruit them or give them an opportunity to become part of the full-employment environment that had developed in the Tulsa area.

Purposes of the Study

The purposes of this study were to:

1. Determine the responsiveness of social services organizations, adult educators and training institutions in dealing with the impact of technology, computer operation, and information access for the unskilled and underemployed in the Enterprise Community of Tulsa, Oklahoma; and
2. To develop a set of recommendations for the administration of adult education and training programs that addressed the needs of the adults in the Tulsa EC.

The Research Questions

The following research questions guided the study:

1. To what degree was the adult education and training community in Tulsa, Oklahoma meeting the job skill development needs, basic educational foundations and the provision for technology access to those adults in the Enterprise Community?
2. What were the barriers which influenced the adult educational and training community as they provided or attempted to provide services to the adults in the Enterprise Community?
3. What were the perceptions of the administration and the teachers/trainers in the educational/training community and those in the local government and community organizations of Tulsa, Oklahoma regarding the impact on

the economics and personal welfare of the adults in the Enterprise Community resulting from limited job training, educational opportunities and technology access?

4. What were the plans of the adult educational and job training community to meet the employability needs of the adults in the Enterprise Community?

Significance of this Study

This research could become a foundation for a continued study of the complex implications that were created when one or more groups of people were isolated from training and education or faced limited access to new technology and skill development. This isolation might create additional long-term social problems.

This study was significant because it helped to understand the inequality and negative impact caused by limited access to technology. The shrinking need for unskilled workers and the growing skill requirements in the workforce had dramatically changed in the workplace. If large groups of unskilled adults were seeking a limited number of unskilled jobs in Tulsa, high unemployment of the unskilled might continue. Limited access to technology training, adult education, and job skill development could continue to be a major problem in the EC.

Definition of Terms

The following information provided a definition of terms for this study. Technology was defined as computers systems, networking , information systems, like the Internet, computerized informational databases, business cash registers, order entry

systems, manufacturing process applications, automated machine tools and those operating environments described below.

Technology – tech·nol·o·gy (tėk-nòl e-jê[1]) *noun, plural* tech·nol·o·gies

1. A. The application of science, especially to industrial or commercial objectives.

   B. The scientific method and material used to achieve a commercial or industrial objective.

2. Anthropology – The body of knowledge available to a civilization that is of use in fashioning implements, practicing manual arts and skills, and extracting or collecting materials.

Technology as it relates to society –

1. "If there is technological advance without social advance, there is, almost automatically, an increase in human misery, in impoverishment."

   (Harrington [1928–89], U.S. social scientist, author. *The Other America,* Appendix, sct., Microsoft Bookshelf, Quotations, 1996)

2. Science and technology multiply around us. To an increasing extent they dictate the languages in which we speak and think. Either we use those languages, or we remain mute. (Ballard [2] [b. 1930], English novelist)

Internet and Superhighway – A collection of computer networks that speak the same language or protocol. Example, host-to-host communications over a phone line.

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[1]Greek *tekhnologia*, systematic treatment of an art or craft : *tekhnė*, skill + *-logia*, -logy.

[2]Introduction, 1974, to the French edition of *Crash* 1973, Microsoft Bookshelf, Quotations, 1996

Lifelong Learning – Adults learning over a long period as opposed to the traditional grade school, middle school, high school, and college.

Enterprise Community – The target community of this research defined in Figure 1; The 36 census tracts from the 1990 Census that illustrated the poorest neighborhoods in Tulsa, Oklahoma.

"At-Risk" Unskilled Adults – those adults, anyone over 17 years of age, living in the Enterprise Community or 36 Target Census Tracts, approximately 71,000 adults.

Universal Access – "Affordable, ubiquitous, convenient, and functional access to Information Superhighway services." Defined at the Conference in Washington, D.C., February, 1996 on Internet access for everyone. (NTIA, 1996, p. 11).

TVWEB – A new product innovation that fits on a TV set and converts it to a WEB browser. It operates over the phone and cable TV lines.

Internet Links – The special code or hypertext that is placed into WEB page text to allow you to point and click on a word or icon and then bring another WEB page into your computer It is a direct link to the address of the other WEB page.

Conceptual Assumptions

Some underlining assumptions for this study were:

1. Dynamic changes in technology did affect and had dramatic impact on the workplace and those who were unskilled;
2. The changes in technology were changing paradigms that were long-term in nature;
3 That technology could be equated to computers, technology, access; and

4 That adult education and training curricula should be responsive to the needs of the community and focus on the employability of the student.

Scope, Limitations and Outline of this Research

The research was limited to the Tulsa, Oklahoma area in 1998. The specific focus was on 36 census tracts in the metro area designated as high poverty areas. The Tulsa city government identified these census tracts as the Enterprise Community. The area was illustrated on the map in Figure 1. The overall goal was to research or examine a complex community problem and attempt to define the real issues facing a group of adult educators and job training administrators in a community of people with limited access to technology and education. The research was qualitative in nature in that interviews were conducted with social service institutions, adult education organizations and training experts. The research focused on questions of meaning, structure and relationships between the prospective trainers, adult educators, industry and the isolated unskilled worker

Concluding Issues

"The winds of change blow everywhere" (Sasseen, 1994, p. 92). Changes in the workplace had rarely gone this far so fast. The spread of information technology and the proliferation of computer technology allowed for increased separation between the skilled over those who were unskilled; the "haves" and the "have-nots." This study was designed to provide insight into the problems associated with meeting the challenges of the unskilled who had limited technological, adult education, and job training access

Increased global competition and loss of manufacturing jobs, particularly in the inner cities, and the shift from a goods economy to an information or service oriented economy had been critical factors in the increased problems for those in the EC without access. The research examined key components in creating an adaptable, knowledgeable labor force within the operating territory of the existing organization in the Enterprise Community. Primary research subjects were the organizations that were responsible for the education and training of adults in poverty in Enterprise Community.

CHAPTER II

REVIEW OF THE LITERATURE

Overview and Introduction to the Literature

Fundamental Changes Taking Place

There was a growing recognition that limited exposure to new technology, education and information systems could retard an adult's ability to learn and participate in the job market. Those adults who were outside the normal channels of job training, education and those who had limited exposure to information appeared to be slipping further behind in skill development. There were adults in Tulsa, Oklahoma whose educational and training needs were not being met by the institutional system. The literature reviewed provided the researcher with information that indicated that there was a growing recognition of this problem, not only specifically in Tulsa, but nationwide.

The literature focused on both practical and theoretical ideas and writings from several sources, including professionals, Human Resource Development (HRD) consultants, educational writers, vocational trade journals, governmental documents and opinion papers. Adult education and training appeared to be an on-going research topic paralleling the development of the nation's vocational technical systems. Writings about

access to information and technology, a very recent phenomena, had limited literary history.

There were very few articles found about the Tulsa area and limited literature dealing directly with the problems of access to technology in poverty communities. There were articles that specifically illustrated the link between unskilled workers, education, job training, and the information age that were non-existent prior to 1995. This study and the way it relates to the information revolution, the Internet, and technology impact on the poor appeared to be new research ground for adult educators.

Writings of practical nature focused on work changes and methodology. Sasseen, (1994) stated that "the winds of change blow everywhere" (p. 92). He went on to say that "the key component in creating adaptable labor forces will be education and training" (p. 93). Unfortunately, there was no mention of assisting poverty groups or the unskilled. The article addressed the problems of the semi-skilled and those who already had some access to technology through vocational training, adult education, and workplace training.

Other key issues were developed from the literature such as:

1. What should the purpose be for our adult educational and training process if it did not address the problems of the unskilled?
2. Should there be fundamental changes in attitude and policy toward assisting the less skilled and the head of the household in poverty or for welfare families?
3. Did a $7.50 per hour job really solve the welfare-to-work recipient's problems?

4. What would happen to this group if the predictions for skilled employees were even higher?

5. Additionally, who would evaluate or audit welfare-to-work?

One final question was asked; "Who determines and how is it determined what should be taught and therefore learned in the schooling process?" (Hoerner, 1995, p. 22). The original question was directed at secondary education policy, although it could very well be asked of adult education institutions serving the Tulsa Enterprise Community.

Demographics of the Problem

New Definitions of Adult Education and the Workplace

Adult education was defined by the National Center for Education Statistics, a part of the Office of Education, Department of Housing, Education and Welfare (HEW), as all non-full-time activities such as part-time community college attendance, classes and seminars given by employers, adult literacy, basic continuing education and classes taken in the community for recreational and social enjoyment. Those adults enrolled in a university full-time were not counted and represented less than six percent of the adult population out of 194 million adults in the United States. An adult was considered to be anyone after high school age or 17 years and older (U.S. Department of Education, 1995, p. 362).

Corporate training had taken dramatic turns. The modern company poised for global competition used in-house training as "a way of bonding with employees . . . the corporate university is fast becoming the model of choice" (Watson, 1995, p. 49).

Corporate human resource departments were growing as they began to see the logic of spending more on worker training. Key skill training areas such as computer skills development was a common curriculum in most company training. Also, the style of the training had changed, in that computer classes had "grown from generic classes to specific software classes in over 88% of major organizations, up from 75% in 1990" (Kowall, 1995, p. 25).

Adult educators had a new awakening in the 1980s when the teachers began to develop a clearer knowledge of how adults learned. Cross (1981) indicated that the adult learning force was a "pyramid of learners" (p. 79). Those adults on the bottom of the pyramid included most of the self-directed learners. Moving to the next level included participants in organized training or education. The next level represented skilled training and specific applications, leaving a small group on the top as formal college students. The old myths about teaching adults no longer applied. It had been determined that adults could handle difficult material, learn complex skills, develop computer literacy, and take complex educational subjects. The literature proposed that communities with an outstanding vocational training program and specific, industry planned training or skill programs were more competitive when recruiting industry and commerce. "The workforce lure in education/training carries more weight in site decisions" (Maturi, 1994, p. 61). This validation of an industry driven vocational program at the local level appeared to be more logical for developing industry and jobs.

In the early 1980s adjustments in vocational education were made to include "alternative instructional approaches, cooperative learning, learning how to learn, students becoming more responsible for their own learning, life-long learning, transferable skills

and informal networking" (Pratzner, 1985, p. 3). Most of these instructional procedures were now part of the regular votech adult training curriculum. They were also part of many company HRD programs. Unfortunately, the older adults in the EC had not experienced these teaching improvements nor jobs that provided training and educational opportunities. The EC target group also missed out on the new secondary education concepts such as school-to-work, or the current "education model that gives all young people skills for work. This includes integrating votech, college and business" (Hoerner, 1995, p. 23).

Vocational education for the high school student of the 1990s began shifting away from the traditional method of separating basic education and career development. School-to-work [now School to Career], the General Education Degree (GED) preparation, and basic literacy course work had become part of many Oklahoma vocational efforts. Unfortunately, the older unskilled adult in Tulsa's Enterprise Community was missing out on these additional basic educational opportunities. A new training program for the older EC adult, those in the job pool before 1980, required additional planning for skill development, literacy or remedial training and life skills training programs.

Demographics of Adult Learning, Training

And Work Education

In 1969 there were an estimated 138 million adults in the United States. By 1990 this number had grown to 77.4 percent of the total population or 173 million adults. It

was estimated that in 1995 there was 194 million adults and projections for the year 2000 at 197 million adults (City and County Data, 1994, p. 3).

The United Stated Department of Education, in its annual Digest of Education Statistics (1996), estimated that in 1969 adults participating in some form of education, not counting college hours, numbered only 13.0 million or 9.5 percent of the total adult population. By 1991 this number had grown to over 56 million or 31 percent of the adult population. In 1995 adults participating in some form of education other than college represented 40.2 percent of the U.S. population or 77.9 million adults (p. 362).

In 1995, participation was split between basic skills, programs for professional credentials, work-related training represented and non-work related activities. Work related education represented 54.7 million adults or 70.2 percent of the 77.9 million listing some type of educational activity in 1995. The data did not count full-time college students. The remaining 29.8 percent of the 77.9 million were taking recreational classes, community program education and non-work related classes (U.S. Department of Education, 1996, p. 362)

The important point was that the participation rates for work related education had grown from only 9.5 percent of the total adult population in 1969 to over 40.2 percent in 1995. This represented 13.0 million adult participants out of 138 million in 1969 and nearly 100 million adults in 1995, a dramatic increase in educational development Apparently the last year reported by the U.S. Department of Education was in 1995. The 1998 report repeated the 1995 data.

Of those who were in the listed as unemployed but taking some form of education in 1991 only 27.6 percent received any work-related training. The last group, or those

listed as "Not in Labor Force" and most "At-Risk," represented only 5.7 percent of all those who received work-related instruction for that year. Statistically, the most at risk groups were the most under served adults. (U.S. Department of Education, 1995, p. 362) In the 1995 report each category showed some growth in participation: 36.6 percent of the unemployed group were taking job training and the "Not in Labor Force" improved to 14.5 percent (U.S. Department of Education, 1998, p. 58).

The data illustrated additional differences between those with a job and those who were unemployed or not in the work force. When evaluating those listed in the category of adults with "Less Than a High School Degree," but taking some form of education and job training, they represented only 22.6 percent of the total adults that were participating in some form of education in 1995. This same group, 17.6 million, were the most "At-Risk" for training and education representing only 9.1 percent of the total adult population in 1995. Therefore, the adults who needed skills training and education the most received less then any other group.

Specific Poverty Demographics of the EC

Families in Tulsa, Oklahoma

Figure 1 in the Introduction identified the EC as those living in the City of Tulsa designated as the Enterprise Community. The EC group resided in three basic poverty areas; 26 tracts north of downtown Tulsa, a large part of which was the old Greenwood area and was considered a part of the Central City, five census tracts in southwest Tulsa and five tracts in the middle-to-eastern middle of Tulsa. There were over 94,720 people in these 36 census tracts (U.S. Department of Commerce, 1990). Some of these tracts had

over 50 percent of the persons living in poverty with a total of poverty level individuals represented as 30,566 people or 32.3 percent of all the residents in this target area. The worst Census tract, number 23, registered over 56 percent of all individuals in poverty. Table IV illustrates Federal Guidelines for poverty thresholds for specific family sizes.

Using the standards illustrated in Table V and comparing it to the information in Table I, a large part of the population in the EC fell into poverty income levels. Table I in Chapter I indicated that from 22 percent to 56 percent of each census tract represented individuals in poverty. The specific percentage depended on specific census tracts, but using an average of family members of 3.5 and the data from Table I and Table V, there were between 5,954 to 13,261 families with annual incomes from $ 9,885 to $ 12,674.

TABLE V

POVERTY THRESHOLD BY SIZE OF FAMILY

Size of Family	Weighted Average Dollars
One Person >65	$ 6,310
One Person <65	5,947
Two Person >65	8,076
Two Person <65	8,343
Three Persons	9,885
Four Persons	12,674
Five Persons	14,990
Six Persons	16,921
Seven Persons	19,162
Eight Persons	21,328
Nine Persons	25,480

Note: County & Data Book, U.S. Dept.of Commerce, Economic and Statistics Administration, 1994.

Work Force Demographics with Respect to the EC

The civilian work force was defined by the Oklahoma Employment Security Commission, (OESC), Oklahoma Department of Labor in 1998 as, "persons in the labor force that are 16 or older who are employed or are unemployed and looking for a job" (p. 2). The labor force was considered by OESC to be engaged in a trade, profession, or other means of livelihood. In the Table III Census data, over 22,000 of EC adults were listed as employed with no mention of the unemployed. The Census listed over 24,000 in the "Did Not Work" category apparently not counting them in the unemployed statistics of that census year. The unemployment rate for Tulsa County in 1990 was 5.2 percent, a rate that would have been 9.2 percent if the "Did Not Work" force were counted.

Race and its Relationship to Technology Access

Access to technology had been measured through annual surveys by Georgia Tech University and the NTIA. The surveys talked of the great "Digital Divide" between races and poverty income groups (NTIA, 1998, WEB page). Table VI provided the ratios for individuals using computers for Internet access in the "by race"location and "income" location. The EC, while not a part of these surveys, would fall under the Central City and Low Income categories.

Table VI represented the percentage of United States households in 1998 that were using the Internet. It is significant in that it illustrated usage by race and location. Families or households in the rural area and the central city used the Internet less than any other group. Asians and Whites, in all geographic locations, used the Internet more than

Indians, Hispanics, and Blacks. The EC was considered a central city geographic area with a high ratio of minority families placing it in the lowest usage category.

TABLE VI

PERCENT OF U.S. HOUSEHOLDS USING THE INTERNET BY RACE AND ORIGIN

Category	U.S. %	Rural %	Urban %	Central City %
White Non Hispanic	29.8	23.7	32.4	32.3
Black Non Hispanic	11.2	7.1	11.7	10.2
AIEA Non Hispanic	18.9	12.8	22.5	20.2
API Non Hispanic	36.0	24.7	36.5	33.3
Hispanic	12.6	9.8	12.9	10.2

Note: AIEA – American Indian, Aleut, Eskimo; API – Asian, Pacific Islander; Source – NTIA, "Falling Through the Net: Defining the Digital Age" 1998, WEB Page.

Unskilled Work Force and Adults in Poverty

There following five areas were researched for articles and information:

1. General information about technology and access;
2. Specific articles addressing the elements of technology access;
3. Articles that were specific to Tulsa, Oklahoma or the Oklahoma region;
4. Information about workplace changes, technology and information; and
5. Barriers to technology access.

The General Subject of Technology and Access

Predictions were made by new WEB companies, television set producers, telephone companies, and cable firms that indicated the Internet may someday be wired to every home and TV (CyberAtlas, 1998, p. 1). But for those adults in the EC there would always be issues such as cost and technical illiteracy. Their poverty would remain a tremendous barrier to purchasing even the most inexpensive computer. Online learning, access to job training, computer instruction and related skills education would, for most part, be outside the reach of those in the EC unless community planners, vocational administrators, industry and government leaders began to see this area's needs. Tulsa appeared to be behind the rest of the United States in this effort.

Literacy, including computer literacy, had moved past the program planning stage and had been inserted into literacy programs. Computers were used to teach adults with reading and comprehension problems, but with very simplistic software. Over 500 programs were surveyed by Hopey. "Technology is used widely among diverse types of adult literacy programs but it is used on a limited basis within many of these programs" (Hopey, et al., 1994, p. 7). Tulsa literacy programs were just introducing computers into their organizations.

There were definite social issues connected with computer literacy and new technology. Early in 1992, the Office of Technology Assessment, U.S. government, published a report about the importance of technology training in adult education. The report stated that

> America's commitment to the importance of the individual has translated into the belief that education is essential for realizing the American dream .

> . . education is considered crucial to personal growth and achievement. (Reder, 1992, p. 5)

The point was made that technology offered tremendous potential for making positive changes in the adult literacy levels and adult education. This report was one of the earliest attempts to formulate a joint policy for joining education and technology tools.

In 1996 universal access became a policy of the National Telecommunications and Information Administration (NTIA) when the published *A Nation of Opportunity: Realizing the Promise of the Information Superhighway*. The NTIA's new program, the KickStart Initiative, would connect all of America's communities to the Internet. One of the primary statements in the NTIA report Executive Summary stated that "the information highway must be a tool that is available to all individuals" (p. 11)

Many universities, private schools, and some public schools were already wired or were attempting to get wired. Local volunteer funding for public schools might have been the quickest means of achieving this goal, but to the EC total free public access appeared to be a future dream. Unskilled adults in poverty might have little chance at participating in this activity. "Training the haves or those with access cannot be compared with the have-nots" (Humbert, 1996, p. i). "Clearly, businesses see the need for computer training and the need is not showing any signs of decreasing" (Kowall, 1995, pg. 25). The unskilled worker could not join in this educational revolution nor could they have expected job training if their unskilled job did not require computer or technical skills.

> In the eight years between 1983 and 1991,
>
> formal job training increased 45 percent in the U.S. workplace [and was] split into four major areas; schools [all types], formal company training, informal on-the-job and other types of non-descript training. (Carnevale & Carnevale, 1994, p. S22)

Carnevales' (1994) survey covered over 60,000 trainees programs. The levels of education provided by firms did favor the more educated and skilled.

> Those with high-school education or less received 38% of the training but they represented over 53% of the workforce...those with some college or degrees received 64% of the training but they represent only 47% of the workers. (p. S23)

The authors stated that

> this job training will allow for optimum competency when an employee needs to respond quickly to technical and organizational changes or developing new applications for existing technologies, products, and services. (p. S23)

This flexibility was the most critical byproduct of formal skilled job training programs.

Industrial development and job creation appeared more successful in communities that understood the relationship between industrial growth and education/training,

> companies will continue to be attracted to business locations that offer and pay for employee training . . . capabilities of semiskilled workers of today and future will surpass skilled workers of the past. They will be computer literate and capable of setting up and repairing their own equipment. (Maturi, 1994, p. 66)

Industrial development and site selection might depend more on the education and training networks when industrial prospects study an area. Many states, like Nebraska and Oklahoma utilized NTIA funding to develop information networks between their communities. Nebraska used $10 million to begin a state-wide network. Oklahoma developed a $33 million network linking 35 cities utilizing fiber optics called the OneNet system. This technology connected education centers, libraries, government, agencies, and non-profit groups. There were fees to hook into the Oklahoma network and even though hubs were brought to the community it was left to local government leaders to pay for linking organizations. Maturi (1994), indicated that the

> education/training combination on a local level has surpassed total quality management and improving employee productivity as qualifying factors . . . and . . .qualified employees were defined as those who are talented and trained not just experienced. (p. 66)

Companies were rethinking the idea of moving into lower wage areas and were now seeking employee prospects that were highly skilled and trainable and who came ready to assist the company meet the global challenges of the future.

Specific Elements of Technology Access

At the pinnacle of the technology educational projects were those similar to the National Semiconductor University. This large Silicon Valley firm sponsored a training university to reach a global community of academic institutions, suppliers, customers and employees.

> They use Internet, video conferencing, classrooms and innovative seminars on technology developments. They are linked with two universities and can offer on-site full-degree programs to qualified employees. (Watson, 1995, p. 49)

There had been many distance learning programs designed and implemented similar to the Interactive Educational System Design program sponsored by the Alfred P. Sloan Foundation. "This is a network for educating individuals at home using computers, video, remote access, electronic mail, and conferencing " (Sivin-Kachala & Bialo, 1992, p. 6). In 1993, under the Power Learning Project, a demonstration project proved that "at-home instruction for adults could improve reading skills, writing, comprehension, self-esteem, confidence, and motivational attitudes" (Cooper, 1993, p. 3). Cooper also cited a third party evaluation report that indicated the Philadelphia Drexel University project should

continue. Technology used in that project included computers, special software, intense teacher training, and in-kind local support.

The most notable information concerning access in a poverty neighborhood came from Brooklyn, New York. Microsoft Corporation provided the Brooklyn Public Library system with three million dollars to build an Internet site. The first library on Flatbush avenue received their system in April, 1996 and over 8,000 people came in less than four months. These patrons of the library were no longer called the "info-poor" (Quittner, 1996, p. 53).

In 1996 Universal Access for all income groups became a foundation objective for the KickStart Initiative under the National Telecommunications and Information Administration. Lofty as it might have seemed, the goal of universal access might be difficult to attain in the EC if the technology required in computers and telecommunications was limited to only those who could afford it or to those who were allowed to hook onto the public OneNet system.

Information Specific to Tulsa, Oklahoma

Internet technology and Internet access to 35 major Oklahoma cities became more accessible after the state-wide OneNet system was implemented. In 1997 the Oklahoma State Regents for Higher Education began to administer the OneNet system and sites were up and running in 33 rural communities, Oklahoma City and Tulsa. The network would serve education, libraries, agencies, government, non-profit organizations and communities. Only non-profit institutions or communities could hook into the network. The rural towns appeared to benefit more than the urban areas from the reduction in

access costs and greater capacity and better line quality. This system could become the foundation for many new educational, job training, cultural, and social programs in rural Oklahoma as well as the urban areas such as the EC (OneNet, 1999, p. 1).

There had been job training programs under the administration of the Tulsa Metropolitan Chamber of Commerce. This group of organizations included Craftsmanship 2000, a youth-apprenticeship program, Quest, formally the Tulsa Training Coalition, and IndEx, an industrial alliance that provided manufacturing services to local industry. IndEx, a respondent of this study, provided industry specific training to low-skilled workers in eight job categories at the $7.50 per hour threshold. Each program maintained a network of contacts that could assist industry in job training, adult education, and work ethic management. This program was not computer training specific but could become a starting point or model for demonstration projects in the Enterprise Community. It could also hook into the OneNet system but was not on any local Internet provider or state system until a private company donated the hookup in 1998 (Tulsa Chamber, 1999, p. 2).

During the summer of 1996 another study was sponsored by the Tulsa Metro Chamber and conducted by the University of Tulsa with assistance from Deloitte and Touche, LLP. The study consisted of surveys in the Tulsa business community and a random sampling of area residents. The objective was to determine the needs of local industry for labor skills and match them with the expressed capabilities of employed and unemployed individuals throughout the metro area. Preliminary findings were extensive, but the most striking were those related to computers and electronic informational skills. "There is a shortage of skilled electronic and informational technology employees" (Tulsa

Chamber, 1996, p. 8). Emphasis in the report summary was placed on finding trained workers who were better educated and who understood technology. The study indicated that there were jobs waiting for this type of employee but did not indicate that there was a coordinated effort to develop this type of worker. There were no recommendations for reaching the unskilled although, the report indicated that "a foundation for a demonstration project has been laid to reach these individuals" (p. 7). This appeared to refer to the InDex project.

There was strong evidence, particularly in the Wilson research, that the unskilled adults in central cities received the brunt of losses when manufacturing jobs moved out of the central city. As plants closed or moved to the suburbs up to half of the huge employment declines were in the less-educated minorities population.

> Urban minorities have been particularly vulnerable to structural economic changes, such as the shift from goods-producing to service-producing industries, the increasing polarization of the labor market into low-wage and high-wage sectors, technological innovations, and the relocation of manufacturing out of the central city. (Wilson, 1987, p. 39)

Joblessness and the new urban poverty was defined by Wilson, (1996),

> . . . I am referring to the declining involvement in or lack of attachment to the formal labor market...Many people who are officially jobless are nonetheless involved in informal kinds of work activity, ranging from unpaid housework to work in the informal or illegal economies that provide income. (p. 74)

Workplace Changes, Technology and Information

Changes in the workplace seemed the norm. Career paths were different than even five years ago and entry-level skills development for specialized jobs had been replaced with alternative instructional approaches to learning. Individual performance, cooperative

learning and learning how to learn had become important. The managers role ". . . has shifted away from that of coordinator and planner to one who coaches, develops and facilitates" (Ornstien & Isabella, 1993, p. 245). Teams were formed and cooperative group learning was encouraged. Networks between employees, departments, other businesses and other professions had been established. The Internet included Intranets or company computer web sites that could be isolated for internal control and management. This electronic network "allows people to respond to changing conditions and environments and brings decision making to the front line workers" (Blanchette, 1994, p. 19). Just-in-time manufacturing was more feasible due to Internet links with the major freight carriers and *partner suppliers.* Blanchette also stated that "the future belonged to those organizations who harness the capabilities of technology and the unlimited possibilities of our human potential" (p. 20).

> The traditional hierarchical career paths for many jobs have been eliminated through changes in the job market, organizational restructuring and the downsizing of middle management in many organizations. (Vaughn & Wilson, 1994, p. 45)

The end result, stated Kerka (1996), ". . . will be a network or weblike form of organization and collaboration between autonomous teams" (p. 5). Career paths were more fluid and transitional requiring higher skill levels in technology. U.S. productivity and competitiveness was becoming more dependent upon technology, specifically computer technology. The most significant workplace changes had taken place in computers, high-tech equipment and the way information was developed and stored.

In *The Road Ahead*, Excerpts, Bill Gates (1995) prophesied that

> . . . the information highway will be your passport into a new mediated way of life and it will transform our culture as dramatically as Gutenberg's press did in the middle ages. (p. 6)

Corporate Internet users were estimated to be over 46 percent of those using web sites although, entertainment was still the most popular use (CyberAtlas, 1999, p. 1) The Georgia Institute of Technology WEB site reported that 87.2 percent of the users were white, 1.9 percent were African-American, 1. 3 percent were Hispanic, 2.9 percent were Asian, and Native Americans numbered only 0.3 percent. (GIT, 1999, p.1). The typical Internet user was white, North-American, and whose annual income was above $50,000 (p. 1). The United States represented over 70 percent of Internet users worldwide (p. 1). Projections for the year 2000 indicated that there might be as many as 225 million PC operators worldwide with 200 million on Email and 152 million on the WEB (p. 1). The Georgia Institute of Technology, (GIT) also reported that

> ...70% of the Internet population is made up of actualizers and experiences. These groups [tend] to lead social change and gravitate toward parts of society associated with innovation, universities, trendy city neighborhoods and fashionable occupations. (p. 1)

As part of this research an experiment was conducted on the WEB using key words and phrases looking for document counts. Using the software search engine, Infoseek Ultra and *internet access* as a term, the system turned up 118,871 separate documents. A second Infoseek Ultra search for adult *vocational education* turned up 16,024 document "hits." Every major department in the State and Federal government was now into the WEB as were many associations and important national organizations. Information on the WEB was very broad and extremely informative. Lack of access to this informational tool could be inhibiting for an adult in the EC.

The majority of the literature did not address the educational and technological access problems of the EC or the nation's poor. Even the hits under Internet access listed very few documents that focused on getting the information to poverty neighborhoods.

Barriers To Technology Access

The issue of technology access for those in poverty had begun to attract attention by 1996, particularly at the Federal level (NTIA, 1998, p. 1). But, the focus had been on isolation in rural America, not of urban America. The central city and its problems of poverty appeared to attract less attention in the research even though they could have been the most isolated from technology. The NTIA programs were centered on the geographic isolation of rural communities not the income isolation of the central city. The issue of isolation appeared more clear for rural populations than those who were isolated from technology inside a large city.

Distance learning and governmental-sponsored fiber optic telephone line networks have been developed in rural Oklahoma but not in the central urban areas. Even the goals in the National Information Infrastructure Assistance Program appeared to favor rural America development over central cities development. (TIIAP, 1999, p. 1). Distance from technology in the rural area appeared to be defined in technical not economic terms as literally the distance from the nearest Local Area Phone Switch. Rural areas had telephone connectivity problems with older equipment whereas the central city had phone switches nearby but significant economic barriers in hooking into the local phone systems. If distance isolation continued to be seen as the primary barrier then the central cities, like the Enterprise Community, might remain isolated from technology (TIIAP, 1999, p. 1).

A recent study by U.S. Conference of Mayors in June, 1998 illustrated the widening gap between skilled and unskilled workers. The report indicated that

> in a survey of 50 of the largest cities in the nation, the number of current welfare recipients seeking jobs over the next five years could exceed the growth of low skilled jobs by about 350,000 nationwide. (Tulsa World, 1998A, p. A11)

Summary of Chapter Issues

Fundamental changes have taken place in the workplace. The unskilled worker could not keep up with these technological changes. The literature indicated that there are programs by organizations that understood the complex nature and the dramatic changes in technology. The agencies in Tulsa, Oklahoma needed exposure to these programs to begin solving the dramatic problems in the EC. Barriers in the community to access, technology and adult education could then be minimized.

Curriculum planning and implementation of programs that addressed issues of workforce change, particularly those covered in this research, might be the adult vocational education challenge of the coming century. Researchers in the 1980s began to recognize the dramatic changes taking place. The 1990s brought information highways, more intensive computer dependency and additional stress for those already caught in the great downsizing of America's industry. Limited job training was initiated under the Tulsa Chamber programs and the Tulsa Industrial Training Council, (TITC). Unfortunately, it appeared that most of these programs did not recruit in the EC directly (TITC, 1998, p.2) The adults in the EC had limited exposure to skill development, vocational education, life-long learning skills, and computer literacy programs.

CHAPTER III

PROCEDURES AND METHODS

Overview of the Procedures and Methods

Research Outcomes Anticipated

The primary planned outcome of this study was to answer the research questions in Chapter I including determining current organizational responsiveness. Additional results sought included establishing a set of recommendations for improving communications between organizations that served the EC, determining recommendations that might assist the responding organizations in forming new training and education policies toward the adults in the EC and broadened curriculums for job training. procedures and extending technology access, adult education and job skill training to those adults in the Enterprise Community. Specific responsiveness toward these issues was determined through community interviews as described in this Chapter.

Overview of Procedures

This study was developed as a case study and included primary research with interviews and secondary research into demographics, census data, Internet research, literature research, report analysis and governmental documents. The number of

organizations that had direct impact on the Enterprise Community was less than twenty-five so an attempt was made to contact all of those organizations operating or providing services to the Enterprise Community. Twenty organizations were actually contacted and interviews were used to establish the organization's role, their service population, area of operation, and primary focus. Additional goals included determining each organization's understanding and responsiveness toward educating, sponsoring job training and providing access to information systems.

The interviews were used to determine what role each organization played in developing skilled employees in the Enterprise Community, an area with limited access to information, training and education. Interviews were conducted at an administrative level where possible or when allowed.

Research Population

This study's research population came from community service organizations or individuals in the Enterprise Community and entities in the City of Tulsa that served the county but maintained an office in the Enterprise Community. There were some additional discussions with the State and Federal Departments of Labor in Tulsa, Oklahoma City, and Washington, D.C. that covered published labor force data, methodology and its validity. Department of Labor information was used to check the labor force data information on Tulsa, Oklahoma at the time of the last Census of Population and projected information for 1997 and 1998.

Primary research of those groups listed above included the service institutions in the Enterprise Community, some community leaders, and other selected individuals with

knowledge of the demographics in the target area. It was determined that interviews with this population would serve to illustrate the level of services, responsiveness, future plans for improving services, level of information access provided by these organizations and their general understanding of the relationship between information access, unskilled workers, unemployment, job development, education attainment and poverty.

Selection of Interview Subjects

Determination of those to be included in the sample for this study was developed in a "systematically and purposeful," way (Key, 1996, p. 71). The purposeful sampling included a small number of potential interviewees drawn from administrators of government agencies, adult education programs, directors of job skill development organizations, those who provided social services, and neighborhood leaders. Their immediate accessibility and relative small numbers provided a good opportunity for reaching all of the potential organizations and administrators. Leaders and organizational directors in the Target Neighborhood were available and were contacted for an interview

Specific organizations contacted included: The Adult Education Department of the Tulsa Public School system, Tulsa Technology Center, and Tulsa Community College. Specific campuses visited included the north Harvard facility, Tulsa Community College and the Peoria Campus for the Tulsa Technology Center. Service organizations included the Tulsa Family Planning Agency, and the Thornton Family YMCA, Tulsa Urban Planning Department, Urban Renewal, Tulsa City-County Library System and Adult Literacy Program, and neighborhood organizations such as the Kendall-Whittier and the Tulsa Indian Center were also contacted. The Greenwood Chamber of Commerce, Metro

Tulsa Chamber were visited. Key individuals, such as city councilors and governmental administrators were contacted. Federal and State Department of Labor office staff were interviewed and program planners for job skill programs were contacted. The Private Industry Training Council, (PITC), Project Get Together, Job Corps, Neighbor For Neighbor, and Tulsa Housing Authority were interviewed. The main welfare-to-work enterprise, InDex was interviewed as were individuals in the community. Not all of the contacts resulted in an interview session.

Only twenty interviews were obtained out of the all of the organizations and individuals in this group of potential participants, (see Appendix A). Reasons given by those not allowing a meeting or phone interview were lack of time to meet, did not want to participate, or did not see the significance of their participation. There was limited discussion with some organizations staff and individuals that did not represent an interview. Responses and comments from those brief phone conversations were noted and used to supplement the interview information presented in Chapter IV.

Geographic Location and Identification of Research Area

The target neighborhood or Enterprise Community studied was described as the 36 poorest census tracts in Tulsa, Oklahoma. They are listed in Figure 1 of this thesis. The City of Tulsa identified this area as the Enterprise Community. There were over 94,000 people and many organizations in this area, including schools, libraries, parks, social service organizations, churches, government and community neighborhood associations. Areas adjacent to these census tracts were not studied, but some of the institutional organizations that provided services for people outside or adjacent to the specific area

studied were contacted. There was no apparent differences in the way individuals were served by the social service organizations inside the target neighborhoods with those outside the neighborhood. Therefore, it was not necessary to stratify samples by geographic regions.

Research Design

Steps taken in developing the descriptive study included several secondary research searches and a primary interview instrument. Interviews were conducted with administrators of education, job training and information technology organizations. The research process followed these steps:

1. Statement made of the problem and identification of research objectives;
2. Identification of information needed to evaluate the problem;
3. Determination of survey and additional study methods to develop a research strategy. This included identifying levels of access in the Enterprise Community with respect to access to technology and information systems, job training programs, education institutions and community services in the Enterprise Community;
4. Identification of specific target institutions and community leaders;
5. Design of the interview instrument, interview sheets, and Introduction dialogue;
6. Present instrument to Oklahoma State University Institutional Review Board (IRB) for review;
7. Receive IRB authority to proceed to interview;

8 Make contact with organizations and identify interviewee;

9. Set meeting and interview dates;

10. Make direct interviews in the community;

11 Face-to-face interviews;

12. Follow up on each question during interview for clarity of issues and answers;

13 Collection and collation of the information;

14. Analysis and merging information into existing sections of thesis;

15. Provide information for the Findings section of this study; and

16. Develop list conclusions, observations, and recommendation.

Due to the complex nature of the research subject, face-to-face interviews were used to allow follow-up and clarity of issues as the study progressed. Seventeen of the twenty interviewees were higher level management, community leaders, government administrators or organizational heads. An interview allowed for more clarification of questions, more flexibility, and a possible shift in discussion as the respondent provided answers and the interviewer problems for a more objective response. The interview method was informal and spontaneous as in

> the information interview is characterized by its much more spontaneous nature and its lack of structure. We use the informal approach to add depth of understanding to things observed or learned in other ways. (Zemke & Kramlinger, 1993, p. 100)

It was important to keep the interview agenda "open to change so we can be surprised by the discovery of attitudes, opinions, issues and facts not anticipated beforehand." (Zemke & Kramlinger, 1993, p. 101) Each interviewee knew prior to the interview that their

responses were not tape recorded nor identified in the detailed final report. Extensive notes were taken by the interviewer.

The interview structure followed four steps:

1 Setting up the interview, calling the organization and obtaining a meeting date;

2. Visiting the organizational site to conduct the interview;

3. Conducting the interview; and,

4. Bringing to a close or concluding the interview.

The interviewees were divided into two groups: a) those that were interviewed face-to-face, and b) those who were willing to give answers but limited their time and were interviewed over the telephone. The interviews were conducted in 1998 during March and April in Tulsa, Oklahoma, Oklahoma City, and Washington, D.C. Interviews outside of Tulsa, Oklahoma were by telephone The structure for the phone interviews followed the eight point Market Research Methodology, Figuring Things Out (Zemke & Kramlinger, 1993, p. 102).

1. Using a highly structure document, establish rapport immediately;

2. Give little opportunity for the listener to withdraw from the interview;

3. Use a very brief explanation and make early questions "ice breakers";

4. Develop a question(s) to be less intimate at first;

5. Allow for "do not know";

6. Once the information flow starts, maintain an unambiguous information flow;

7. Support recall and logical flow of information; and

8. Test the interview instrument (Zimke and Kramlinger, 1993, p.102).

Development of the Instrument

The survey instrument was divided into three documents: 1) the introduction, 2) the general interview instrument, and 3) a version for phone surveys and follow-up. The instrument was pre-tested in the community, reviewed by the thesis Advisory Committee and ratified by the Institutional Review Board (IRB) at Oklahoma State University. The complete research instrument and attachment letters are in Appendix D. The IRB Permission Letter is in Appendix E.

Adult education, job training, and technology access was discussed with service providers and community leaders. The key tool for gathering information about an organization was an interview questionnaire. The instrument was developed to answer the research questions. The questionnaire was reviewed by the thesis Advisory Committee and the IRB. Permission was granted to conduct interviews and a pre-test was conducted with two North Tulsa community leaders experienced with sociology and socioeconomic efforts in the EC. Their backgrounds are illustrated in Appendix F. The questions were critiqued, reviewed again and then modified to eliminate repetitive and unclear questions. Additional research data was collected directly off the Internet WEB and secondary research sources were used to develop background information, literature sources and demographics. Table VII is an illustration of key research areas, their source, and usage.

Time Lines

The interviews were conducted between January 1998 and April, 1998. Table VIII provides a review of specific steps taken.

TABLE VII

SOURCES OF RESEARCH AND ITS IMPORTANCE TO STUDY

Research Area and Designation	Source of Data	Type of Data	Research Type/Usage
From the Tulsa Enterprise Community Area:			
a) Organizations	Figure 1	Primary	Interviews
b) Administration	Table 1	Primary	Interviews
Other Information & Sources:	Secondary Information	Background & Historical	Research Demographics
c) Internet	WEB pages Minority pages	Community & Network	Existing Level of Information
d) Government & Literature Review	Reports ERIC Reports	Background	Demographic Expert Research
e) Neighborhood Groups/Organizations	Meetings	Verification of Research	Observation Primary Research

TABLE VIII

RESEARCH DESIGN/SURVEY SCHEDULE
1997-1998

Item	Nov 97	Dec 97	Jan 98	Feb 98	Mar 98	Apr 98
1. Research Design	———	———	‖			
2. Identify Populations	———	‖				
3. Decide on Methods	———	———	‖			
4. Design Instrument		———	‖			
5. OSU - IRB			—‖			
6. Pilot Test Instrument				———	‖	
7. Identify Interviewees		———	———	‖		
8. Contact and Survey				———	———	‖
9. Collection/Tabulation and Review					———	‖
10 Insert Data into Study					———	——— ‖

Validity of the Instrument

The following steps were taken prior to the to development of an interview instrument for validity and reliability:

1. Development of a set of questions based on the research objectives.
2. Establishment of a set of consistent and content validity criteria through;
   - consistent validity through OSU-IRB review of questions and,
   - content validity from a pre-test in the community and modify as per recommendations.
3. Provision for validity testing:
   - Review instrument chosen by thesis Advisory Committee,
   - Review and modify as per committee recommendations, and
   - Review and acceptance by OSU Institutional Review Board
4. Pilot testing of instrument, including :
   - Providing a copy of instrument to two community leaders,
   - Receiving feedback on understanding of the question,
   - Discussing ease of the interview process,
   - Establishing clarity of the questions,
   - Eliminating repetitive or unnecessary questions, and
   - Placing suggestions into the instrument.

Data Collection

Geographic limits of the research focused on the Enterprise Community or neighborhood, although some of the interviews were conducted outside this target area if the organization's main office was not located in the EC. Interviews in educational facilities in the EC neighborhood were joined with interviews with administrative personnel outside the area. Library visits were made inside the EC including the City-County Central [downtown] library facility. All final interview prospects had a direct relationship with the Enterprise Community.

Face-to-face interviews were chosen due to the complexity of the research and the topic being researched. Qualitative research methods were chosen so as to focus on determination of the respondents understanding of the issues presented in this thesis. The three critical relationship problems, "intent of interviewer, the competency of the interviewer, and issues of propriety" were considered as the interview instrument was developed. (Zemke & Kramlinger, 1993, p. 105).

Tabulation

Tabulation of the respondent interview sheets included placing a code on each completed interview to maintain security and anonymity A copy of this document can be found in Appendix D. A master sheet was developed to allow for completed answers by each respondent by question. The code was transferred to this master sheet and each of the respondent's answers were grouped for each response. All comments, follow-up statements, and positive-negative responses were recorded. Respondents were

encouraged to elaborate as questions were discussed. All information about a specific respondent was separated from the master sheet prior to tabulation.

Data Analysis

The qualitative data analysis included placing interview responses into similar and dissimilar groups. The analysis of the data focused on determination of any trends or indications of information that could assist in answering the research questions. Also, frequency of like responses were made to show the strength of any response, i.e. number of yes responses or number of no responses in relation to a specific question.

Open-ended questions were asked to determine insightful responses. Some forced-choice or closed ended questions were used to provide a quantifying check against other answers and respondents understanding of the problem in the Enterprise Community.

Justification

The problems defined have never been used as a foundation of research on this neighborhood As a serious poverty area, it qualifies as an important test subject Analysis of the issues of technology access, educational and job training opportunities and their relationship between who became a skilled worker and who did not have been discussed in this study. The information in the next chapter, Findings of the Research, will indicate whether or not the population in the Target Neighborhood or that of the Enterprise Community were at risk and might never participate in the Information Age.

CHAPTER IV

THESIS FINDINGS

General Findings about this Study

Review of Contact Methodology

Personal interviews were conducted with key individuals and administrators of twenty agencies and social service organizations in the Enterprise Community, Appendix A. There were additional interviews with State and Federal labor departments to verify employment data and information. Other organizations were contacted that did not result in a meeting or completed interview. Comments by these individuals were noted and considered in the final analysis if a response appeared to be significant.

Four of the completed interviews were over the telephone and sixteen were conducted face to face. The interviews were designed to elicit insight about responsiveness, the respondent's understanding of the problems in the EC, and plans for minimizing the impact of changing skill requirements. Direct interviews with open-ended questions provided the researcher with an opportunity for additional probing. The interviews were conducted with the organization director or an individual who had direct responsibility with client services.

Characteristics of the Respondents

Virtually 100 percent of the respondents indicated they had some college or a college degree, although 90 percent did not indicate prior adult education or job training instructional skills. Ten percent, of the respondents had a Masters degree from Oklahoma State University in the Occupational and Adult Education (OAED) program, and one of those was enrolled in the doctoral program for OAED. All respondents worked at a program administrator's level with duties that included program planning or program development responsibilities. The respondents, other than those attending OSU, did not have any direct academic training in adult education or adult training even though a part of their responsibilities included assisting in basic adult education and training planning.

The interviewees knew that they would not be compromised nor identified in the final report therefore appeared to be candid and very forthcoming in their responses. A formal listing of the organizations contacted and those responding is listed in the Appendix A.

Frequency of Responses

There were twenty organizations contacted that resulted in an interview. Other organizations were contacted but full interviews were not scheduled due to time restrictions claimed by the organization, non-cooperation, or their disinterest. There were 290 social service agencies and organizations listed in the Tulsa, Oklahoma Blue Book of agencies, foundations, and United Way Organizations performing over 1,200 functions (United Way, 1998). This number included the many programs funded under the annual

HUD Community Block Grant proposals or organizations that did not serve the EC. The organizations contacted were the primary agencies operating only within the Enterprise Community. Other organizations not contacted were primarily county wide, special non-education or non-job development programs.

Responsiveness of the Organizations in the EC

Direct Responsiveness Expressed in Survey Answers

Research Question One

Responses that indicated some type of long-term approach to the problems in the EC by existing agencies were primarily social service oriented in nature not economic. Organizations which were responsive had limited programs that addressed only a limited number of the adults in poverty. There were a large number of organizations in the EC but they attempted to limit their activities to just one or two problems. Those organizations making educational efforts were focused on the General Education Diploma activities, the GED test itself, or remedial reading courses and literacy programs. Only three of the twenty organizations contacted provided any low to medium job skills training with a maximum factory wage rate of only $ 7.50 per hour. Responsiveness to the problems created by limited access to job skill development and technology in the EC of Tulsa, Oklahoma were limited.

Work force shifts toward the skilled employee were documented throughout the research literature including job training brochures in the Tulsa Technology Center programs. Industry in Tulsa was seeking higher skill levels and the vocational technical

adult education program had responded, but only for those already in industry who were displaced workers. These programs did not to appear to help out-of-work-force adults. A recent report by the U.S. Conference of Mayors indicated that low skill job seekers could exceed the growth of low-skilled jobs by over 350,000 jobs nationwide in 1998 (Tulsa World, 1998A). The report indicated that Tulsa, Oklahoma might need an additional 3,555 new low skilled jobs to satisfy our future need in welfare-to-work jobs.

Unfortunately, none of the social service organizations contacted during this research recognized the dramatic growth in the ratio of skilled to unskilled workers. Respondents appeared unprepared for such a dramatic shift in the skill requirements of industry. The research data indicated that less than 18 percent of those interviewed understood there were some difficult skill changes to be met. Virtually 100 percent of those interviewed did not know the true number of poor adults in the EC and were not aware that adult work force tabulations by the State Department of Labor did not count adults in the category of "out of the work force" as unemployed. This number represented over 25,000 adults in the 1990 census. The adults in the Enterprise Community had been isolated first by poverty, second from job training, third from adult education, fourth from information access systems, and now by organizational ignorance of the real demographics of the Enterprise Community.

Three programs did provide some form of client training and educational referral: InDex, a Tulsa Chamber of Commerce welfare to work program; the JOB Corps, a live-in job skills program; and the Private Industry Training Council (PITC), a job retraining organization. One of these organizations declined a full interview opportunity. Interviews with the two that responded established that they provided a limited focus on job

development and some training for the adults in the EC but only if these adults were referred from another community organization. It appeared that there was very limited recruitment or outreach in the EC by these organizations. It was determined through program literature that the non-responding organization also provided limited referrals to other education and job training programs as well as some community-based recruitment.

Attempts to find other open training programs through the interview process failed. There were mentions of attempts at referring adults to Tulsa Technology Centers, GED classes or literacy programs, but these were made informally by staff members. No single job or educational clearing house was found with the specific purpose of referring adults to a job training program or education organization.

The most discouraging finding centered in what appeared to be the limited access for EC residents to the adult level vocational education programs conducted by the Tulsa Technology Centers (TTC) It was determined through interviews that the TTC adult vocational staff was extremely capable and successful in providing adult educational programs but only to adults who were self-motivated and who could pay the tuition fees. TTC did not have room nor plans to make room for many of the EC unskilled except under highly restricted connections or referrals. One campus did offer skill development to the poor and out of work adults but only through a limited referral procedure from the State Welfare Department. Ironically, the phenomenal success in filling every adult education program every semester with highly self-motivated students who could pay their own way limited any opportunity for expanding programs to those who needed special training and education solutions.

Institutional and Social-Economic Barriers to the EC

Research Question Two

Education program referrals and direct access to the Internet and the Information Superhighway was very limited or nonexistent in the twenty organizations interviewed. Of the few training organizations, the JOB Corps worked with only 16 to 25 year olds and the Private Industry Training Council (PITC) provided services to specific industrial clients who were victims of layoffs or dislocations. InDex did take welfare-to-work candidates but recruitment appeared to be limited to the Oklahoma Criminal Justice system, the Youth Offenders programs and the State Welfare Department. Direct recruitment in the EC by InDex appeared to be non-existent. Apparently there was no program recruiting adults who were not already in another program or on welfare. Open recruitment in the neighborhood (EC) was limited or nonexistent.

Another major problem with the welfare-to-work programs in Tulsa was the target exit wage which was less than $7.50 per hour and emphasized only low to medium skills training. There was an indication that all of the programs were having trouble keeping their new trainees motivated and in the program. Reasons offered by the respondents for absenteeism of adult trainees were: lack of motivation, poor health, numerous transportation problems and limited child care opportunities. Another explanation, not mentioned by any of the respondents, for poor attendance behavior was offered in the literature by the Harvard University sociologist William J. Wilson. In his 1980 report on changing American institutions, Wilson stated that a study on problems in the ghettos of

Washington, D.C. by Elliot Liebow illustrated that absenteeism might be due more to the nature of the pay scale rather than to poor attitudes.

> Jobs that pay very low salaries are not a reasonable family wage. There may be work available but a rate too low, that is dirty, too hard, unchallenging, uninteresting and offering no opportunity for advancement. A rate of $6.00 to $7.50 in the inner city, particularly in one that has a very high relative cost of living cannot sustain a husband, wife and even one child. (Wilson, 1980, p. 107)

The Tulsa average manufacturing wage, normally a skilled position, was $12.74 in March of 1999 (OESC, 1998A). However, no organization in the EC offered training for a wage higher than $7.50 in a welfare-to-work program.

Perceptions by Respondents on the Impact of Limited Access

Research Question Three

A typical response during the interviews indicated that there was a general lack of knowledge about the dynamics of the EC and the limited channels available to its residents for information access. A small range of 3 percent to less than 10 percent was the answer to "How many of your clients know about the Superhighway or Internet?" None of the responding organizations allowed outside access to anyone even if the Internet was already a part of their office technology. Only 29 percent of the responding organizations even used the Internet and then only internally for the staff research.

There was no answer given to the question: "Why are there so many working age adults classified as out of-the-work-force in the EC?" There appeared to be limited dialogue between organizations about developing a strategy to reach these individuals, a point examined through questions *f* through *k* of the questionnaire. Virtually no

respondent indicated that they had examined how critical this problem could be in the future for job training and placement nor was there evidence that they planned to address the issue in the near future. A typical response was "I did not know it was that serious."

The relationship between the lack of technology access and low income had become a serious research subject as the 21st century approached. It became a serious national issue in a January, 1996 high level meeting where President Clinton stated that "all individuals should be hooked up to the Internet as soon as possible" (NTIA, 1996, p. 2). The standard, universal access, became a presidential mandate that federal funded organizations must heed. Unfortunately, the typical response to this question was "I did not know that." Knowing about this mandate and acting on it had placed other cities and states ahead of Tulsa, Oklahoma for new technology funding. An example was the Telecommunications Information and Infrastructure Assistant Programs (TIIAP) funds. TIIAP funds had never had an application for funding by the city, county, or adult education organizations in Tulsa. These resources had always gone elsewhere, including to the State of Oklahoma. A typical response by staff members interviewed indicated that they had limited knowledge about the Information Superhighway and its use and no knowledge of the TIIAP funds.

The Tulsa Public School system was installing part of the equipment purchased in a recent $75 million bond issue, but had no plans to allow adult access nor night training on the new equipment. Those few institutions with current computer technology did not allow any non-student nor outsider into their computer labs. Access to technology and adult education, other than GED and literacy training, was limited or not available to the

average adult in poverty in the EC, particularly for those who were not self-motivated. Wilson, again, appeared to focus on a possible reason,

> The shift in demand, [to higher technology and information based skills], has been especially devastating for those low-skilled workers whose incorporation into the mainstream economy has been marginal. (Wilson , 1996, p. 29)

Plans to Meet the Future Needs of the EC by Organizations

Research Question Four

The new laws mandating welfare reduction had begun to emerge in the Enterprise Community through InDex, the Private Industry Training Council, (PITC), and Job Corps, but their enrollment was limited to referrals only. There was no evidence of any formal central coordination between organizations. There was evidence of limited recruitment in the neighborhoods, particularly with PITC, but the majority of program candidates were referrals from the welfare department or other programs. Planning for future curricula for those outside the programs in adult education, training, and information access appeared to be minimal in scope, particularly for those adults who could not pay for education or did not work for a company which supported job skill development and training. The unemployed and out-of-work-population had an even smaller chance for assistance.

Most of the agencies, 82 percent, did not focus on nor plan to add any staff experienced in life long learning, adult education [other than teaching GED], or staff with skills in how adults learned. The need for understanding the interdependency between poverty, limited work opportunities for the unskilled adult and low paid part-time work was discussed with the respondents Respondents appeared to agree that these staff skills

were important but their organizations were geared more for direct social services than adult education and job skill programs.

Only 17 percent of the organizations serving the poor indicated they had staff with any experience in adult education, job skills development or information-based systems. There were four of the organizations that had trained staff administering adult literacy programs and two of the organizations had staff with limited training in adult life skills. Unfortunately, the typical organization had limited resources, poor computer equipment, staff with limited computer skills and/or adult educational skills, and space for only a few participants at one time. There appeared to be no broad-based effort in any organization to network, discuss their problems or communicate solutions with other programs. Computer networking had not been considered. A typical response was "we are planning access for the staff but do not use the Internet now, nor do we plan to network between programs at this time."

Summary of Questionnaire and Responses

The complete questionnaire can be found in the Appendix D. There were twenty-three questions asked, including some that had more than one related part. A second section in the questionnaire, "Understanding of the inner city and ideas on solving problems," was deleted after a pre-interview test proved this section to be repetitive and confusing. The following summary is divided into: 1) a common theme and common responses relating directly to the first twenty-three questions; and 2) unique answers with examples.

A Common Theme – expressed by those questioned involved the distressing barriers placed before their clients. All of the respondents talked about the daily experiences and distractions their clients experienced including periodic poor health problems, transportation and child health care problems. The respondents' own observations of the social economic system in Tulsa, Oklahoma mirrored the view that most of their clients were at risk or had a particularly bad time utilizing the services from social organizations. Services were made available from over 20 organizations, but many times the client was simply referred to other programs. This process, mentioned only after probing by the interviewer, actually created an institutional barrier that was not always user friendly and often required the client to shuffle between programs, one at a time, to receive a full range of services. The respondents did not exhibit an understanding of how this barrier developed and had not yet seen how networking could help their clients. A typical respondent tended to focus on only how their program provided services, not how it could network with other programs. Referrals were directed to another agency with no evidence that a client was ever given the opportunity to make their own decision about what order an organization was visited to shorten the time required to assist the client. A central location for all services had been discussed by the Community Action Agency under Project-Get-Together but not yet planned.

Most common barriers to the adult in the EC mentioned by the respondents were

- lack of self-motivation and a habit of absenteeism;
- significant personal health issues particularly those with children;
- lack of proper transportation and child care;

- illiteracy and lack of proper schooling usually meaning no high school diploma;
- problems caused by the client's poor self-esteem, depression and lack of significant understanding of how things actually worked in the real world; and
- with respect to barriers to their clients, one answer appeared universal, "lack of self motivation on the part of the individual."

Common Responses – and views of the economic system by the respondents were:

- the average respondent did not know that major shifts had taken place between the skilled and unskilled worker demands by industry;
- there appeared to be limited understanding on how to reach the poor adult, those not in the workforce, and what should actually be done about the problem;
- the questions about networking between organizations were always answered in a positive way; "yes we all communicate," but when probed about actions such as video conferencing, scheduled meetings, Internet/Email exchanges, generalized seminars and joint ventures between organizations, few if any details were given. Email was non-existent between agencies, there was no community network, direct or through the WEB (Internet);
- all of the agencies stated that they were doing the best they could with limited resources, but when probed about the issues of duplication of

services, cooperative curriculum planning or social economic strategy few indicated true inter-organization communications or regular meetings for planning and curriculum development;

- the suggestion of centralizing Enterprise Community efforts brought responses that were very negative about the effectiveness of establishing a cooperative program between organizations;
- there appeared to be a general misunderstanding about what the Enterprise Community represented;
- the issue of possible self-serving agendas and what role this played in planning an agency budget was discussed and denied. But, for at least one important agency, it appeared a legitimate underlying issue. The organization mentioned and discussed was accused by the respondent of limiting referrals to job training organizations due to the negative impact it would have on long-term budget needs to the referring organization. The thesis did not confirm this claim although this mentioned agency was serving less than 30 percent of their original client base prior to the new welfare-to-work reforms. They were actually facing the chance of becoming an agency without adult clients; and;
- referrals of clients between agencies did not appear to be organized or uniform in its implementation and in the case above was hostage to apparent self-serving needs

Common Responses – toward their own program services were:

- we are short of resources, (stated by every respondent);
- we are not reaching everyone we should;
- no organization admitted to be reaching those who were "not in the work force";
- we do need to communicate more between services;
- we provide survival services and crisis management;
- we are not set up to provide access to the Internet or services outside our own objectives;
- with the exception of three organizations, Index, PITC and Job Corps, the respondents did not focus on nor did they exhibit the capability to plan for staff education in the interrelationships between job skills, technology changes and education;
- few knew about or understood the Enterprise Community concept, nor offered any plan for learning about this key development area in Tulsa, Oklahoma, and those who answered yes to knowing actually were very vague about the geographic designation and what it represented;
- virtually 100 percent of the respondents could define their service area and who their clients were.

Unique Responses – given by the one or more of the respondents about their clients were:

- their clients lacked the understanding about how important education with the possible exception of those enrolled in the GED and literacy programs;
- most of their clients understood that job skill training was important but did not know how to access any programs unless referred by organizations working in the EC;
- they were not reaching all of the adults who required education, job training and information access;
- Internet knowledge by their clients was estimated to be very low with estimates about client knowledge or understanding of the Information Super Highway and its opportunities for information access from 3 percent to less than 10 percent;
- when asked about client knowledge of the Internet they answered; "what use would the Internet be to their clients?";
- even with some in-house Internet access in the organizations no clients had access and for those agencies planning links, no adults in the program or outside the program were to have access;
- some respondents stated that they understood the ongoing industry job shifts from a high percent of unskilled in the 1950s to the extremely low needs for this type of worker today, although on probing for a clearer viewpoint, the respondents did not actually know that the shift had taken such a large change;

- understanding work changes, such as technology, and the resultant negative impact on the poor adult were not articulated by most of the respondents;
- few of the programs or organizations visited had any interest in or plans for hiring a professional adult education specialist, with the exception of those three with OAED professionals already on staff;
- the vocational educational programs appeared to be very sophisticated and did train, educate and re-train hundreds of adults each year, but this program was designed to assist only a few referred adults in poverty in the Enterprise Community and allowed no outside nor non-student access to their large technology assets in the labs, and
- there was limited cross communication between organizations in the EC with the exception of those who had administration staff that took this responsibility as a personal matter outside the normal policies of the organization.

Barriers to the EC Resident

A poor attitude by organizational clients toward learning and education was mentioned in the literature and by the respondents. Although, the respondents appeared to attribute that attitude more to the pressures of constant daily activities that focus on providing for basic family needs. A family on welfare, part-time income, or minimum wages cannot afford to devote much time to learning, training or job skill development

particularly if it was not free or easily accessible. Technology access was not a priority to an adult in the EC.

Other barriers discovered were based in the application of services by organizations in the EC. Staff operating in the Enterprise Community did not understand how far behind the adult in poverty, with limited access, slips each day. It was found that the normal social services mission was to provide assistance and support, not technology, education, and training. Welfare, family assistance, child care, medical, and all of the other agency services were present in EC programs. It was difficult for these organizations to understand that technology access should have been another basic service provided to their clients. Discussions about Internet and information access with each service group brought only confusion as to the purpose and questions of implementation. There was limited positive response by any respondent to establishing an public Internet site in any of the local social service offices. Even InDex, the Tulsa Metropolitan Chamber welfare-to-work training program, was without Internet access until a local company placed access in the program free of charge. The Chamber management did not think their program needed Internet access at this time.

An institutional barrier, defined as lack of political resolve, played an important role in policy and funding of urban technology programs. The rural area had the Federal Government's attention whereas the central city was not considered distant or isolated. It was obvious that the rural area and the Enterprise Community had something in common, limited access. The difference between the rural area and the central city was community leadership and their understanding of their isolation and the importance of becoming a part of the information highway. It was observed during interviews that the Enterprise

Community had a basic lack of leadership and limited community centered leadership guiding technology development into the EC.

Access to public computer systems was very limited. The library system was new to the Internet with limited computer systems per location. A recent upgrade in the library system brought many additional units, but library patrons so far outnumbered computers that access was limited to 30 minutes if anyone was waiting. The Tulsa Park system had installed a computer program but had small numbers of computers and few teachers. The Tulsa Public Schools, Tulsa Community College, Tulsa Technology Center and the University Center at Tulsa had adult education and training departments but did not allow non-students into the computer labs. The Tulsa Housing Authority did have a computer lab in each of their apartment Resource Centers, although these organizations were not yet networked. Tulsa Community College and Tulsa Technology Centers were more industry specific in their training with very limited tuition scholarship awards. Basic computer and informational systems were very limited to adults in the EC.

Barriers to skilled jobs for the Enterprise Community adults included poor reading and communication skills and more specifically computer illiteracy. Data revealed that emphasis was placed on only the first two problems, and it appeared that computer illiteracy on the part of the organizational staffs was also a part of the problem. If the trained staff was unfamiliar with technological solutions then planning for technical training would likely not happen.

Other mentioned barriers were lack of transportation, health issues and poor attitudes exhibited at work by the client. Poor attendance records for the few participants in the new programs such as InDex, Inc. was still a problem. These barriers were major

obstacles to recruiting a higher paid skilled job as was general illiteracy. "Over 65% of the [US] working force reads below a ninth-grade level" (Smith, 1995A, p. 7). There are 31 literacy programs in Tulsa County. Tulsa's "adult illiteracy rate is estimated to be 17%." (Tulsa World, 1998B, p. A-18). Combined, the barriers facing an adult in poverty in the EC were formidable, minimizing long-term solutions, particularly if the staff of the primary social service organizations were also technologically illiterate.

The importance of technology skill development was likely not generally understood by those living in the Enterprise Community. It was written that

> I have discovered that the average rural citizen has never, ever heard an explanation of the value of information technology and telecommunications that made any sense to them. (Byers, 1996, p. 4).

Again, the emphasis was on rural America, but it illustrated the point that isolated people did not automatically feel the need for accessing information, developing job skills, or reaching out for new technology. Byers indicated in that same article that after six months most communities who were wired came back to the consulting organization for expansion of their systems. This could happen in the Enterprise Community.

Summary of Most Important Findings

A general lack of coordination, communication, and networking of key Enterprise Community institutions added to the list of key barriers for those adults with limited opportunity for job skill development, education, and technology access. It appeared to be a closed system of social services with few economic development goals. Job skills training and educational curriculum development for this type of client was extremely complex, usually beyond the reach of the staff of just one organization. Cooperation

between organizations appeared to be minimal. Coordination and networking between the many organizations could have been a prerequisite to funding but there were no established guidelines for working together. A geographic barrier, the 36 census tracts are in three different areas of the city, appeared to be another limiting barrier for focusing services. Primary agency and organization efforts centered in North Tulsa made other areas appear less served. Ironically many of the organizations appeared to have social services that were duplicated by each major organization. Some of the respondents appeared disappointed in this general lack of coordination.

The lack of general understanding by the respondents of the magnitude of the problems in the EC was a surprise. The respondent's minimum concern, about the adult that was classified not-in-the-work-force, appeared to be illogical although the lack of concern appeared to be more from misunderstanding how economic systems worked than just being misinformed. The only realistic prediction concerning the future of the adult without access in the EC was future burdens on limited social service could only increase.

Tulsa's history for limiting outside assistance in solving local social-economic problems appeared commendable on first analysis if these programs would have changed the EC particularly for the period after 1965 when the war on poverty began to materialize. Unfortunately, after thirty years and hundreds of programs, the Enterprise Community was still a depressed area and in many ways more isolated from the tremendous wealth and economic development of Tulsa County. Social service programs in Tulsa essentially proceed independently in resource development encouraging strong competitive environments in place of cooperative centralized programs. The research in this thesis illustrated that if given a choice, the City and institutional sponsor had provided

social services over economic services. Existing training organization adult education efforts were limited and quite focused on those already with access consistently leaving the adult in the EC at risk and exposed to limited opportunity as tremendous work force changes swirled around them.

CHAPTER V

CONCLUSIONS, OBSERVATIONS, AND RECOMMENDATIONS

Conclusions

In conclusion, the interviews illustrated that the administration of the institutions serving the Enterprise Community did not have a realistic grasp of current work place changes. Those few individuals who indicated knowledge of the skilled/unskilled ratio changes were involved exclusively with their own programs and stated that they did not have time to assist in community wide planning nor communications. Limited cross communication between programs were found, therefore dialogue about how to solve the general problems caused by poverty, lack of education, and limited access to job training appeared non-existent at all management levels.

The responsiveness of the institutions in the Enterprise Community was not encouraging. This study provided a moment of insight with respect to an overwhelming job required on the part of organizations serving the Enterprise Community. In conclusion, the individuals interviewed did not appear to be prepared to address the issues of work force changes, adult education for the poor or job training access for those in the EC. The research indicated that Tulsa had more unemployed, underemployed and adults not-in-the-work force than the published statistics indicated. The welfare-to-work

programs existed but appeared to be less than successful in reaching all of the potential participants moreover for those who were reached they were trained for jobs that were $5.00 per hour less than the average Oklahoma manufacturing job.

It was concluded that organizational knowledge about higher skilled job needs and drastically lower unskilled needs was very limited. The lack of access in the EC to the benefits of the information age, the expanding community on the Internet, and the tremendous changes brought about by computer technology did not appear to be a concern. Tulsa appeared to be a back water eddy when comparing organizational networking and technology skills development for the adult in poverty with programs in other comparable communities mentioned in the literature.

Responsiveness to the issues raised by the out-of-the-work force, underemployed, and unemployed adults was found to be minimal. Emphasis on a specific target population by each program did not allow room for recruitment or outreach due to the large numbers of project clients already being served. All of the respondents admitted that they were not reaching all of the needy adults, but limited program budgets, small staffs, restricted resources, poor planning, and a general reluctance to communicate prevented any realistic plan for future problem solving.

The federal government policy of universal access was new to all of the respondents. The respondents indicated that their clients had a very limited need for the Internet, an attitude that appeared to be building another barrier in the EC. Assumptions about access by the respondents appeared to be based more on opinion than fact.

Other barriers mentioned included having poor life skills and limited job experience. Additional barriers included health problems, health problems with their

children, lack of transportation, limited affordable child care services, and a long history of low self esteem that was caused by failures and discouragement.

Institutional barriers included the situation where the number of prospective clients appeared to be overwhelming the institutions that allowed limited computer access. The Tulsa Public Library system maintained Internet access but instructional classes were limited by size and access for those with transportation and family problems. Actual Internet time on a computer for those trained was limited to thirty minutes per session if people were waiting.

The respondents indicated that the average Enterprise Community resident might not know how important it was to receive job training, education, and access to information. The institutions serving the EC were not fully aware of the changing ratios between skilled and unskilled and planning for this change was not evident.

It appeared that education and job training programs were available for those who could afford it and for those who worked for a company providing technology training and those who already had computer training and had equipment at home definitely were at an advantage. There appeared to be few families in the social service systems of the EC that fell into this category.

Prevention and maintenance training programs for a large group of adults in the Enterprise Community might be complex to plan and implement but Tulsa will eventually have to deal with the serious problems of not developing a plan. The study illustrated that the following new issues had grown out of the great paradigm shifts in the work place:

1. There are now technology haves and have-nots in our culture; and
2. Computer illiteracy might become more widespread than reading illiteracy.

In conclusion, it appeared that the future might be increasingly grim for the poor family in the Enterprise Community. Their options for education, job development and technology access were too dependent on poorly financed and uncoordinated institutional programs. Organizational staffs interviewed freely admitted that they could not begin to reach all of the people in need. These programs were limited in their scope and were unresponsive, with few exceptions, to the skilled/unskilled issues. The traditional methodology in the Enterprise Community had been to start another social services program. Welfare-to-work was a recent commitment made in the community but with no technology training and a cap of $7.50 per hour as a job entry goal. Essentially, individuals with limited access to education, job skill training, life skill development and to the Internet or the information revolution had little hope of succeeding in the new workplace as long as they remained isolated and ill-served.

Concluding Answers Regarding the Research Questions

The research questions in Chapter I were answered as follows:

1. The adults in the Enterprise Community had limited opportunity for education, job training and information access;
2. Primary barriers identified through the questionnaire by the respondents were limited organizational resources, limited staff experience outside their primary client service areas, limited numbers of staff to service clients, poor staff technology skills, overwork and staff burnout, lack of a clear understanding about current work technology changes, and a serious lack of inter-program communications or cooperative planning;

3. The respondents did understand that their limited resources placed a further burden on the Enterprise Community residents and that limited understanding of current work force changes might minimize any potential economic solutions. The perceptions of the respondents toward the economics of poverty and the interdependency of job/education/access appeared limited; and
4. There was no evidence of any community wide long-term plans to improve the employability of the adults in poverty in the Enterprise Community.

There was a large number of adults in the Enterprise Community that needed assistance in education, job training and information access, and there was no indication that the actual number of adults in need had changed since the 1990 census. Existing services to the EC were oriented toward social services with little evidence or concern for development or implementing economic solutions. The programs were operated by very sympathetic staff but they did not appear to have knowledge of the great paradigm shifts going on in the workplace. Large numbers of adults at-risk were even admittedly missed by the Oklahoma Department of Labor surveys. The unfortunate reality for the adult in the EC without technology access was that the available programs did not present long-term solutions.

Observations

The objective should be to break down existing community barriers with intelligent planning and realistic economic and technology programs. Barriers cannot be minimized if there is no community or organizational support for developing long-term economic, job

training and adult educational systems. GED, literacy, and social services were not enough to change social systems 80 years in the making. Some effort needs to be placed on technology, "design an architecture [technology infrastructure] . . . based on the use of technology and help identify and segregate demand for new technologies" (Byers, 1996, p. 3). Essentially, improve the access in this community with minimum restrictions and let the system prove to the community that it is critical to network into the next century.

Unfortunately, long-term solutions do not develop in systems with years of tradition that discourages cooperation. Tulsa, Oklahoma has had a tradition of isolation and provincialism that was established early in this century in the days prior to and after the riots of 1921. Outside assistance was discouraged by the city after the riot, limiting open-minded solutions to internal societal problems.

> What is known is that numerous outside agencies offered Tulsa aid in rebuilding its black district Pridefully, Tulsa officials turned them down. Tulsa would solve its own problems. (Goble, 1997, p. 128)

It was observed that this attitude had continued in that social organizations still competed for the same funds, limited outside assistance, confined communications, and discouraged inter agency networking. State and federal funds were sought by organizations but centralization of these efforts were limited outside the city offices. The words "networking organizations" was not used in a pre-grant application for the Community Block Development Grant (CBDG) funds until 1998. Organizations in other social funding areas continued in 1998 to compete for limited resources without the networking and Universal Access called for in the 1996 NTIA meeting (NTIA, 1996)

None of the respondents appeared to be completely aware of the significance of this historical record and its possible role in disenfranchising a large area of Tulsa. The societal implications and impact on generations of African American families may be a key to understanding how plans had always been resolved for this area, the Greenwood and the Enterprise Community. Eighty years of change, particularly in the civil rights movement had not impacted on this highly conservative viewpoint, even after the major changes in segregation in the late sixties and the War on Poverty. A united community-wide effort to solve economic problems in the EC had not materialized even with the resources of the very successful United Way programs, HUD Community Development Block Grants, and hundreds of federal war on poverty organizations. The majority of organizations formed were social services oriented not economic nor job creative. The few economic-based projects did not have community-wide support or they focused on minimum wage job training. This history of provincialism, conservatism and separatism appeared to have contributed to the viewpoint that poverty areas needed to be taken care of not assisted in programs to develop economic independence. There was no comment from any of the respondents to any questions about these historical points.

The many institutions that served this community had shares of federal and state funds, but thirty years of poverty programs had failed to lift this large geographic region called the Enterprise Community out of harms way. It was observed that lack of positive communications between programs was planned or ignored by organizational administrations and poverty had become an imbedded fact of life in many of the census tracts studied.

It should be noted that no direct evidence was found to indicate that there was an actual effort made to fail or to keep the EC isolated. All of the respondents appeared to be highly motivated, concerned and giving individuals. They exhibited a genuine interest in their clientele but had limited knowledge of the client's personal life in poverty.

It was ironic that lack of interest by the respondents in current research about access and technology played a part in further isolating their adult clients. The research used in this study was always available to those interviewed, providing that the respondent actually looked. The literature provided ample warnings and some solutions for the long-term planner with examples of successful programs in other communities. It appeared that a very limited number of staff, those in the OSU Occupational Adult Education Development (OAED) program, kept up with some of the literature but the remaining respondents were simply not looking for solutions.

It was observed that having no plan for this group of potential workers might actually cause more economic and social service problems in the future. Even with the complexities of facing the issues in the short-term the social service demands of the future might cost much more than is required to develop educational, training and technology projects today.

Recommendations

Future Actions

Overall, fundamental changes must take place in the Enterprise Community. A realistic balance must be achieved between the current problem solving methods in the EC,

basically social services, and those programs with economic solutions. Thirty years of social science development has not been balanced by economic development nor income growth in the EC. There had been a tenfold increase to almost 300 social services and organizations in the county in thirty years. It was a virtual self-serving industry employing hundreds with limited or no realistic economic development programs. These organizations should be required to place realistic economic solutions into their long-term plans as a priority over their welfare embedded philosophies. Economic development education needed to be a priority for staff training. The following recommendations are suggested, not in order of importance, as a step toward socioeconomic reform for the benefit of the Enterprise Community and its adult population without access to technology and technical training:

- A program to develop a clear understanding of the basic adult problems in the EC should become an immediate staff training priority in each organization serving the EC area. The training curriculum should be developed by a person with a master's level or above in adult education, life-long learning, skills training, and work change skills;
- Organizational staff and administrators should begin a program of information development from existing educational and socioeconomic services literature. The ERIC system is available to all staff members and should be researched on a regular schedule. New ideas, solutions and problem solving alternatives should be, at minimum, one staff person's responsibility in each organization. This information should then be passed on at a regular monthly staff training session;

- Cooperation between social services, community leaders, the City of Tulsa and those individuals with commitment and resolve is paramount. A cross-communication system should be developed immediately to discuss problems and solutions;
- The existing organizations must begin cooperative communications. Experts in the field of communication skills should be brought into the system providing an objective overview, positive directions and assistance to organizational administrators in development of scheduled dialog. An Intranet, over the Internet, system should be developed between agencies as a framework for on-going communications;
- In-service training of staff in lifelong learning, adult education procedures and impact of work changes on poor adults should be an on-going staff training exercise;
- Welfare-to work programs must be designed to prepare a worker for higher salaries, using at minimum, the State of Oklahoma's average wage for manufacturing;
- The teachings and writings of the Harvard sociologist William Julius Wilson should be required reading by all staff members in EC based organizations;
- All of the established institutions, Tulsa Technology Centers, Tulsa Community College and the Tulsa Public Schools should review their policies on access to their computer labs and adult education programs. If space is limited, they should reserve a reasonable number for at-risk non-

students. Computer labs in the Tulsa Public Schools could remain open at night and supervised access could be allowed with proper planning. Innovative solutions are required that can begin to resolve key EC problems if the school administration recognizes the need and initiates problem solving planning;

- Techniques such as Distance Learning are considered a solution to rural education. This process can serve the central city and the EC as this study indicated. The central city is as isolated as any rural community when defined in terms of access;
- Networking and communications through the Internet are available and should be used as a tool for communications. All organizations operating in the EC should begin a network wiring program immediately;
- The response, "I did not know about work skill changes," by the organizational staff is unacceptable and this knowledge should become a priority in every agency operating in the EC. Lack of economic training should not be tolerated in any agency or organization in today's communication era; and
- Establish a one-stop adult referral office or offices that allows the client from the EC total access to training, education, communications, the Internet and other service programs without leaving that office. It should serve as a clearing house for all economic programs.

Future Research

There was a need for further study into several areas that this research uncovered. The following recommendations are not in any order nor are they complete. The study might suggest other areas of research, although those named are a high priority:

- Establish an research evaluation program with a focus on how programs reach the EC adult;
- Follow-up on welfare-to-work cases with emphases on length of stay in the work force after training and job placement;
- Measure the expected welfare costs for those adults not in the work force and are who not receiving skills training or adult education;
- Update the count of those listed as not-in-the-work-force;
- Determine the actual economic impact of the 1921 race riot in Tulsa and the area's modern economic position, and
- Conduct an economic impact study of current social service programs.

Final Discussion and Current Efforts

In June of 1998 a new company was formed, The New Millennium Community, Inc. This racially diverse and minority registered, for-profit Oklahoma corporation was formed as a partial answer to acting on recommendations made in this study. The organization is a market driven, globally connected development firm with a focus on industrial job development, commercial enterprise and neighborhood improvement. The mission statement and business strategy have established goals that include job training

efforts based on current state manufacturing wage averages of $13.00 or more, adult life skill training, computer and technology access to existing computer labs. The Internet, electronic WEB based ECommerce under WebTulsaNorth™ and additional goals included community-wide organizational Intranet networking through TulsaCommunityNet™, and neighborhood development through a new policy called Economic Easements™. An economic easement is an action that links any commercial or industrial expansion effort directly to the neighborhood with a positive and objective economic connection for that specific area or population.

In the fall of 1999 a second WEB based company, AdultEdWeb.net, was initiated. This distance learning and knowledge-based corporation was developed to teach technology and job skills in the home. It had already made a positive impact on the Tulsa community and will soon be in four training centers in the Enterprise Community.

Conventional economic ventures were encouraged, but the economic impact on the EC was considered primary during any development. Real estate and building was discouraged if the developer was not willing to recognize the area's community profile and economic needs. Urban renewal clear cutting was not encouraged but land development on areas already vacant was encouraged particularly within the housing neighborhoods. Laws that cover zoning and code enforcement were considered critical as The New Millennium Community, Inc., began to move toward the year 2000. It might be a daunting task to change over 80 years of ineffective social service habits, but the incorporators intend to make an important contribution before and into the new millennium.

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APPENDIXES

APPENDIX A

TALLY SHEET FOR ORGANIZATIONAL RESPONDENTS

List of Organizations and Respondents -- Tally Sheet

Organization:	*Interview Number:*
Community Leader - North Tulsa Community	One
Community Leader - Tulsa Indian Community	Two
Family Children's Service	Three
Community Leader - North Tulsa Community	Four
Community Leader and Past City Councilor (Elected)	Five
City (Tulsa) Development Department Staff	Six
Tulsa Public Schools Adult Education Department	Seven
Neighbor for Neighbor (North Tulsa Office) Organization	Eight
Tulsa Literacy Coalition (Tulsa County Library Office)	Nine
Tulsa City-County Library (Literacy Office)	Ten
Tulsa Technology Center (Adult Education Office - North Tulsa)	Eleven
Private Industry Training Council (PITC)	Twelve
State & Federal Department of Labor Office	Thirteen
Tulsa Metropolitan Chamber of Commerce	Fourteen
Tulsa Housing Authority	Fifteen
North-Side Family Resource Center	Sixteen
InDex Corporation (Tulsa Chamber Program - Welfare to work)	Seventeen
Project Get Together and Community Action Agency	Eighteen
Tulsa Job Corps	Nineteen
Kendall-Whittier Neighborhood Association	Twenty

APPENDIX B

OUTLINE OF SURVEY DOCUMENTS

1. *Introduction to Survey for:*
    a. Face to Face Interviews – Expressing Goals of our Meeting
    b. Phone Survey – Required for those interviewed outside Tulsa, Oklahoma
2. *Body of the Survey*
    a. Actual Introduction
    b. Goals of the meeting or phone survey
    c. Preliminary information on the Enterprise Community – Demographic Knowledge
    d. Knowledge of Internet, Community Networks and New Technology
    e. Understanding about work change and technology shifts
    f. Knowledge of Distance Larding and Non-typical adult learning
    g. Knowledge of Adult Education, Curriculums and Educational Planning
    h. Knowledge of how adults learn, why they participate and other adult information
    i. Knowledge of votech programs, curriculum and organizations for adults
    j. Knowledge of other community programs
    k. Understanding between poverty, education, world and income
    l. Understanding about the inner city and their ideas on solving problems
    m. Other items added as interview progresses.
3. *Special questions for Organizations that teach education, job skills and technology.*
4. *Interview Scripts Used During Contact*
    a. Initial Phone Calls to Organizations for Identification of Prospect
    b. Face to Face Interviews – Expressing Goals of our Meeting
    c. Phone Survey – Required for those interviewed outside Tulsa, Oklahoma
5. *Internal Documents For Investigator*
    a. Tally sheet for organizations
    a. Background of the Interview Organization

APPENDIX C

INTRODUCTION INSTRUMENT FOR FACE-TO-FACE AND TELEPHONE INTERVIEWS

Interview Scripts Used During Contact

a. Initial Phone Call to Organization for Identification of Prospective Respondent

"Can you tell me who the director of this organization, _____ is ? Would I be able to talk to Mr./Mrs. _____ or to their administrative assistant or secretary ? (Note: call back if director/administrator is not in or cannot confirm an appointment.. Make an appointment if contacted or make an appointment through their assistant.)

Hello Mr./Mrs. _____ I am Joseph Clayberg, a candidate for a Masters degree at OSU in the process of finishing a thesis about the Enterprise Community in North Tulsa. (Note: define Enterprise Community if they are not familiar with the term.) I would like to interview you about adults in poverty in the Enterprise Community, their problems, educational opportunities and access to the Internet or other similar information systems. Your participation is *completely voluntary* and will assist me in developing important information about what your organization does, what plans you may have for the future of this neighborhood and to what extent _____, (organization name), may be assisting in the education and training of adults in the Enterprise Neighborhood. I also have a OSU Consent Form that will explain the process and assure you that all answers provided will be tabulated and summarized so that your answers cannot be identified in the final report. I will also provide you with a copy of the summary if you wish.

I want you to know that your contribution may be used to provide future guidelines to minimizing the barriers in this Community for the adult in poverty. Your input is very important.

May I schedule a meeting with you and visit your office in the near future to complete this interview ? What day would be convenient within the next two weeks ? Thank you, I look forward to meeting with you on _____ at _____.

b. Face to Face Interviews:

I want to thank you for allowing me to meet with you and discuss the role your organization has in assisting the adults in poverty in the Enterprise Community. We will be discussing adult education, new technology, and access to the Information

Superhighway. The Enterprise Zone is defined as:. (Show Map supplied by the Tulsa, Oklahoma Urban Development Department). I am conducting this interview in order to complete a Masters of Science in Occupational and Adult Education at Oklahoma State University. Your opinion and ideas will be invaluable to this Thesis research.

Your organization or agency was selected because you serve many of those who live in the Enterprise Zone. It is my hypothesis that there are many adults in this area that receive little or no job training, adult education or exposure to new technology like the Internet. This interview will assist me in determining what you know about the levels of education, training and information access available to those adults in the Enterprise Community.

The interview will allow me to determine at what level services exist. You will be able to provide valuable input about the adults in the Enterprise Community, input that will be used to make recommendations about serving the Enterprise Community. Information you provide will be mixed with other interviews so that no one can identify who provided the information. Responses you give are confidential.

Please stop me anytime if you require a definition of a term, clarification of the question or if you have any other questions or care to expand on your responses. The issue of "universal access for all" is a Federal Guideline today. The survey will help me measure how Tulsa, Oklahoma organizations view these new policies.

Thank you for your participation. Joseph Clayberg -- OSU, Winter, 1997/8

c. Phone Surveys Information:

I want to thank you for allowing me to talk with you (on the phone) and discuss the impact of new technology on adults living in the Enterprise Community. I am conducting this interview in order to complete a Masters of Science in Occupational and Adult Education at Oklahoma State University. Your opinion and ideas will be invaluable to this Thesis research. Your participation is completely voluntary and if you participate the summary of the interviews will be given to you. Your answers will be held in strict confidence so that the summary will be an aggregate of all of the answers.

Your organization or agency was selected because you serve, directly or indirectly many of the adults who live in the Enterprise Community. It is my hypothesis that there

are many adults in this area that receive little or no job training, adult education or are never exposure to new technology like the Internet. This interview will assist me in determining the levels of education, training and information access available to those in the Enterprise Community.

You will be able to provide valuable input about the adults in the Enterprise Community, input that will be used to make recommendations to the proper agencies and organizations serving the Enterprise Community

Please stop me anytime if you require a definition of a term, clarification of the question or if you have any other questions or care to expand on your responses. The issue of "universal access for all" is a Federal Guideline today. The survey will help me measure how Tulsa, Oklahoma organizations view these new policies.

Remember that the OSU Consent Form and our methodology will not allow anyone to every identify you with any specific interview form, organization or comments summarized in the Thesis report. The interview instrument will be tabulated by me, added to the summery list of answers and then be destroyed. SSO please speak freely and openly about each subject. You may also receive a copy of the questionnaire summery if you wish.

Thank you for your participation. Joseph Clayberg -- OSU, Winter 1997/8

Respondent Information Interview Sheet

Background Information on Either Interview Group:

Mr./Mrs. _____ Date _____ Location _____

_____

Observational Notes: _____

_____

_____

_____

Organization/Affiliation _____

_____

Organizational Services Provided_____

_____

Organizational Sponsor _____

_____

Other Organizational Information _____

_____

Dates and Operating Times _____

Your Target Population/Or Profile _____

_____

Demographics of Your Participants _____

_____

_____

Other Information Volunteered _____

_____

_____

_____

Code Key For This Survey_____

APPENDIX D

SURVEY INSTRUMENTS FOR FACE-TO-FACE AND TELEPHONE INTERVIEWS

Interview Questions and Information:

a. Introduction to survey (Face to Face and Telephone) -- Above, Under 1

b. Goals Explained about Survey -- Above, Under 1

Notation, (RQ-a), refers to Research Question:

c. *Organization Relationship with the Enterprise Community:* *(RQ-a)*

1) Are you familiar with the term, Enterprise Community ? Y_____ N_____

If Yes: Remarks on what they think it is _____then go to 2)

If No: Explain and Go To Part d. below_____

2) What do you think the EC represents in Tulsa, OK ?_____

3) What part of this community do you serve ? _____

4) What barriers do you see for your participants or clients ? _____

5) How important is education to the average EC resident ? _____

6) How important is job training to this resident ?_____

7) Do you feel that your organization reaches all of those adults that may need education or job training ? _____

d. *Knowledge of Internet, Community and New Technology:* *(RQ - c)*

1) Do you know about the Information Superhighway ? Y_____ N_____

Please elaborate _____

2) How many of your clients know about the Superhighway or Internet ?_____

3) How many have access to it or use it ? _____

4) Does this organization use any computer networking ? Y____ N_____

Describe, if yes _____

Plans if No _____

Other Remarks _____

5) If you had computers and the Internet, would you allow adults in the EC access ?

If Yes (How) _____

If No (Why) _____

6) What impact do you see on the EC if access is not made a priority

7) Percent of users in the EC on the Internet (estimate) _____ (CyberAtlas)

e. *Understanding about work changes and technology shifts:* *(RQ - c)*

Are you aware that in the 1950's the unskilled represented 65-70% but that skilled workers represent 70% now ? : Yes _____ No_____ Comment ? _____

1) Additional work change comments from thesis. Response _____

2) the importance of technology (Wilson, 1996, page 151). Response _____

f. Knowledge of Distance Learning and Non-typical adult learning: (RQ - a)

g. Knowledge of Adult Education, Curriculum and Educational Planning: (RQ - d)

h. *Knowledge of how adults learn, why they participate and other adult information:* (RQ - a)_

i *Knowledge of Votech programs, curricula and organization for adults:* (RQ - a)

j. Knowledge of other community programs: (RQ - d)

k. Understanding relationship between education, poverty, work and income: (RQ - b)

l. Understanding of the inner city and their ideas on solving problems: (RQ - d)

1) Does your organization/group provide any adult education ? Y____ N___.

If Yes: What/Where/Whom/When _____

If No: Plans/Reason for not including in services _____

2) What adult training programs do you provide ? _____

If yes: What/Where/Whom/When _____

3) What are the greatest barriers for your clientele ? _____

1) What is your estimate of the skill levels of your clientele ? _____

2) What are the greatest needs of your clientele ? _____

3) Do you agree that there is a direct relationship between education, job skills, knowledge of technology and potential increases on income or job opportunity ? _____

If Not _____

4) Are there opportunities for job training, adult education and technology access in this community ? Y_____ N_____.

If Yes: Where _____

are they doing a good job _____

how would your client learn about these opportunities ? _____

8) Do you use computers here ? _____

1) Are you on the Internet here ? Y_____ N_____ If Yes do you allow outsiders to access the Net ? _____ If no are you going to hook up ?

2) What do you think would help you clients the most ? _____

Special Questions for Educational/Training and Technology Organizations Section

Note: These questions not used after testing questionnaire for repetition and clarity

APPENDIX E

INSTITUTIONAL REVIEW BOARD (IRB)

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: January 29, 1998 **IRB #: ED-98-063**

Proposal Title: A CASE STUDY TO MEASURE THE RESPONSIVENESS OF THE TULSA ADULT EDUCATION AND TRAINING ORGANIZATIONS TO THE NEEDS OF THE ADULTS IN THE ENTERPRISE COMMUNITY OF TULSA, OKLAHOMA

Principal Investigator(s): Rey Martinez, Joseph Clayberg

Reviewed and Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

==========

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature

Chair of Institutional Review Board

Date: February 9, 1998

Cc: Joseph Clayberg

APPENDIX F

BACKGROUND ON COMMUNITY LEADERS INVOLVED IN PRE-TEST OF SURVEY INSTRUMENT

Johnnie Davis, North Tulsa Resident and Community Leader

One of the first employees of the Community Action Agency (CAP) in Tulsa, Oklahoma in the late 1960's. Ms. Davis has been a community leader, social worker, university professor, counselor and community developer for all of her life.

Ms. Davis is a registered sociologists serving Langston University at Langston, Oklahoma, the Tulsa community and private practice clients for over 30 years. Now retired, she continues to serve the North Tulsa community as Chairperson of the Alternative School Development program Technical Advisory Committee. She is past Director of the CAP agency Y.O.U.T.H program and was the developer of the Project 12 organization that to this day serves pregnant teens in Tulsa, Oklahoma

Dorothy DeWitty, North Tulsa Community Leader and Resident

Ms. DeWitty has served the community as a school Principal, teacher, organizational leader, economic development planner and City of Tulsa Counselor (City Commission). She was one of the charter members of the University Center at Tulsa Planning Committee and served on their Board until it became OSU at Tulsa. She is now an OSU at Tulsa Regent. Ms. DeWitty serves on numerous committees and organizational Boards including the North Tulsa Economic Development Council, Inc. (past President), The New Millennium Community, Inc. (Chairperson and President), and the North Tulsa Economic Development Foundation.

Ms. DeWitty received her BS from Langston University and a MS from the University of Tulsa in Education. She continues to assist individuals in the North Tulsa Community and maintains a very busy schedule acting as informational liaison between organizations in Tulsa and the North Tulsa community.

VITA

Joseph Clayberg

Candidate for the Degree of

Master of Science

Thesis: EXAMINING THE RESPONSIVENESS OF TULSA ADULT EDUCATION AND TRAINING ORGANIZATIONS TO THE NEEDS OF THE TULSA ENTERPRISE COMMUNITY

Major Field: Occupational and Adult Education

Biographical:

Education: Received Bachelor of Science degree in Business and Marketing from University of Tulsa, Tulsa, Oklahoma in May 1969. Completed the requirements for the Master of Science degree at Oklahoma State University in May 2000.

Experience: Currently acting as CEO for Business and Information Resources, Inc.; Director of The Center for Applied Technology; marketing research for Lesley Brooks and Associate, specializing in technical assistance program; economic consultant to Community Action Agency.

Professional Memberships: Tulsa Greenwood Chamber of Commerce, Oklahoma Incubator Association.

Community Contributions: Business Development Committee, The New Millennium Community, Inc.